

Dr. B.R. Ambedkar University Delhi

**Minutes of the 26th meeting of
Academic Council**

Held on 24.01.2022 at 12:00 Noon

Dr.B.R.Ambedkar University Delhi

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

No. F.AUD/26-3(1)/Gov./26thAC/2022

Dated: 24.01.2022

The 26th Meeting of the Academic Council was held on 24.01.2022 at 12:00 Noon through online mode.

The following members were present during the meeting:

1. Professor Anu Singh Lather, Vice Chancellor, Dr.B.R.Ambedkar University Delhi.
2. Professor K. Ramachandran, Nominee of the Government of NCT of Delhi
3. Professor S.S. Yadav, Nominee of the University Grants Commission
4. Professor Farida A. Khan, Nominee of the Government of NCT of Delhi
5. Professor Madhavan K Palat, Nominees of the Government of NCT of Delhi
6. Professor Bodh Prakash Dean, School of Undergraduate Studies, Nominee of the Vice Chancellor
7. Professor Rukmini Sen, Director, Centre for Publishing and Nominee of the Vice Chancellor
8. Professor Radharani Chakravarty, Dean, School of Heritage Research and Management
9. Professor Satyaketu Sankrit, Proctor & Dean, School of Letters
10. Professor Babu.P. Remesh, Dean, School of Development Studies
11. Professor Kartik Dave, Dean, School of Business, Public Policy and Social Entrepreneurship
12. Professor Dharendra Datt Dangwal, Dean, School of Liberal Studies
13. Professor Nakkeeran Nanjappan, Dean, School of Global Affairs
14. Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies
15. Shri.Deepan Sivaraman, Dean (Offg.), School of Culture and Creative Expressions and Dean (Offg.), School of Design
16. Dr.Sunita Singh, Dean (Offg.), School of Education Studies and Dean (Offg), School of Human Ecology
17. Prof. Lawrence Liang, Dean, School of Law Governance and Citizenship
18. Dr.Kanwal Anil, Associate Professor, School of Business, Public Policy and Social Entrepreneurship
19. Dr.Yogesh Snehi, Assistant Professor, School of Liberal Studies
20. Dr.Nitin Malik, Registrar & Secretary, Academic Council

Leave of Absence (External Members)

Professor Geetha Narayanan and Professor Ashis Nandy could not attend the meeting.

Leave of Absence (Internal Members)

Professor Anita Ghai, Dean, School of Human Studies could not attend the meeting due to health reasons.

Opening Remarks of the Vice Chancellor

At the outset, the Vice Chancellor extended a warm welcome to all the Members of the Academic Council to its 26th meeting.

The Vice Chancellor briefed the members about the following activities held during the intervening period.

- (i) The Vice Chancellor informed the members about the successfully completion of its 10th Convocation held on 21.12.2021.
- (ii) The Vice Chancellor informed that the University has created a 'Concept Bank Avdharana Kosh' for students coming from Hindi Medium Schools and with Hindi as mother tongue. It was also informed that the University has set up a Committee to deliberate on the issue pertaining to the difficulties being faced by the students in coping with English medium in imparting instructions.
- (iii) The Vice Chancellor informed the members about the initiation of the innovative programmes on Artificial Intelligence (AI). It was informed that the University has constituted a committee which will work on initiation of AI for Social Science and Humanities.
- (iv) The Vice Chancellor informed that the University is deliberating on the introduction of module on Pandemic with discussion on Psycho Social adaptive mechanism. It was informed that a series of 3-5 workshops will be held on pandemic, focusing on ways of coping (medically, socially, and psychologically) and ways in which essential workers delivered services. It will be registration based, open for AUD and other students. At the end of the workshops a certificate will be provided to those who attended all the workshops. The presentations will be transcribed and a publication will come out from this series.
- (v) The Vice Chancellor informed about the initiation of the background work for Masters in Criminology programme in collaboration with the Rajiv Gandhi National University of Law (RGNUL), Patiala which is likely to commence in the Academic Session 2022-23.

The Academic Council in its 26th meeting deliberated on the agendas placed before it and passed the following **resolutions**:

Agenda 26.1 : Confirmation of the Minutes of the 25th Meeting of the Academic Council held on 14.12.2021

The minutes of the 25th meeting of the Academic Council held on 14.12.2021, were circulated among all the members vide email dated 23.12.2021.

No comments were received from any of the members.

Decision: The Academic Council confirmed the minutes of its 25th meeting held on 14.12.2021.

Agenda 26.2 : Action Taken Report (ATR) on the decisions taken in the 25th meeting of the Academic Council.

Action Taken Report on the decisions taken in the 25th meeting of the Academic Council held on 14.12.2021 was placed before the Academic Council vide (**Appendix-1**).

Decision: The Academic Council noted the Action Taken Report.

Agenda 26.3 : To consider the appeal filed by Ms.Madhavi Mukherjee, Student of BA Sustainable Urbanism, who had taken an Urban studies elective course in lieu of a core course "Working with Numbers" as she did not study mathematics from her 8th standard onwards, for award of her graduate degree

It was submitted to the Academic Council that the Dean, School of Global Affairs has placed the matter pertaining to the consideration of an appeal filed by Ms.Madhavi Mukherjee, Student of BA Sustainable Urbanism(SU), who had taken an Urban Studies elective course in lieu of core course "Working with Numbers" as she did not study mathematics from her 8th standard onwards, for award of her graduate degree.

Decision: After due deliberations on the appeal filed by the student and the proposal submitted by the School, the Academic Council in exercise of its powers conferred under the University Act 24(1) sub clause (vi) and Statute 12(1)(a) recommended to award the B.A(SU) degree to Ms.Madhavi Mukherjee as an exceptional case. The Academic Council further stated that the exception shall not be treated as precedence in any case in future. The members also recommended to enquire about the procedural failure on the part of the School and take necessary action.

The Academic Council further recommended to issue a clarification in the Admission Brochure regarding option of choosing such elective courses. The Academic Council further directed to ensure that all the rules pertaining to core courses and choosing of elective courses during the admissions be followed in letter and spirit.

Agenda 26.4 : Matters arising out of the Standing Committee on Academic Programmes (SCAP) as emanating from its 55th meeting held on 11.01.2022

Agenda 26.4.1 : To consider the MA Economics Courses being offered by the School of Liberal Studies (SLS)

It was submitted to the Academic Council that the Standing Committee Academic Programmes (SCAP) in its 55th meeting held on 11.01.2022 had recommended the course outlines of the following MA Economics Courses being offered by the School of Liberal Studies (SLS) (**Appendix-2**):

- i. Financial Economics (Elective; 4 Credits)
- ii. Economics of Poverty (Elective; 4 Credits)
- iii. Economics of Infrastructure (Elective; 4 Credits)
- iv. Mathematical Methods of Economics I (Elective; 4 Credits)
- v. Time Series Analysis (Elective; 4 Credits)

The Minutes of the 55th meeting of SCAP held on 11.01.2022 containing the above recommendation (Appendix-3) were placed before the Academic Council for consideration.

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 recommendations made by SCAP in its 55th meeting for considering the MA Economics Courses being offered by the School of Liberal Studies (SLS), School of Liberal Studies.

Agenda 26.4.2 : To consider the proposal to offer a foundation/ compulsory course in Hindi Language in all BA programs in the School of Global Affairs (SGA)

It was submitted to the Academic Council that that the AC in its 24th meeting held on 17.09.2021 had considered the proposal to offer a foundation/compulsory course in Hindi in all the BA programmes in the School of Global Affairs. After due deliberation, the Academic Council resolved to refer back the proposal to Standing Committee on Academic Programmes to review the proposal to offer the foundation/compulsory courses in Hindi in all BA programmes, School of Global Affairs.

In light of the recommendations made in its 24th meeting, the Academic Council observed that the Standing Committee Academic Programmes (SCAP) in its 55th meeting held on 11.01.2022 has reconsidered the proposal for introducing a new Foundation Course in the 2nd semester of all BA programmes (**Appendix-4**) of the School of Global Affairs. This Foundation basket will be entitled as 'Foundation Course in Hindi Language' and following three courses are included in this basket:

1. Prarambhik Hindi
2. Madhyamik Hindi Bhasha
3. Vyavaharik Hindi Bhasha

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 recommendations made by SCAP in its 55th meeting for considering the proposal to offer a foundation/ compulsory course in Hindi Language in all BA programs in the School of Global Affairs (SGA).

Agenda 26.4.3 : To consider the provision for the 1st semester students of BA Hindi Honours to opt two 6 Credit Open Elective Courses offered by BA Honours Hindi Programme being offered by School of Letters (SoL)

It was submitted to the Academic Council that the Standing Committee Academic Programmes (SCAP) in its 55th meeting held on 11.01.2022 has recommended the provision for the 1st semester students of BA Hindi Honours to opt the following two 6 Credit Open Elective Courses offered by BA Honours Hindi Programme (**Appendix-5**) being offered by School of Letters (SoL) in place of the Open Electives which had to be offered by other programmes:

- i. कला और साहित्य
- ii. पाश्चात्य दार्शनिक चिंतन एवं हिंदी साहित्य

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 recommendations made by the SCAP in its 55th meeting for considering the provision for the 1st semester students of BA Hindi Honours to opt two 6 Credit Open Elective Courses offered by BA Honours Hindi Programme being offered by School of Letters (SoL) as an one time exception.

Agenda 26.5 : Matters arising out of the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) as emanating from its 20th Meeting held on 19.01.2022

Agenda 26.5.1 : To consider the proposal for revising the Rules of Attendance and Assessment for BBA Programme of SBPPSE

It was submitted to the Academic Council that the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) in its 20th meeting held on 19.01.2022 has recommended the revised Rules for attendance and assessment for BBA Programme. As a result, the total credits of the programme have changed from 134 credits to 138 credits. It was submitted that the students will now be required to earn a minimum of 36 credits (maximum credits per year is 46) to pass the year, as there is a minor change in the number of credits (from 35 to 36 credits) owing to the change in the overall programme credits as approved by the AC in a previous meeting.

After due deliberations, the SCPVCE resolved to recommend the revised Rules for Attendance and Assessment for the BBA Programme at SBPPSE. The Minutes of the 20th Meeting of SCPVCE held on 19.01.2022 (Appendix-6) were placed before the Academic Council.

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 recommended to approve the recommendations of the SCPVCE made in its 20th meeting for considering the proposal for revising the Rules of Attendance (i.e.,80% mandatory attendance) and Assessment for BBA Programme of SBPPSE.

Agenda 26.5.2 : To consider the proposal for the courses to be offered in third semester MBA – IEV programme

It was submitted to the Academic Council that the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) in its 20th meeting has recommended the proposal for the following courses to be offered in third semester MBA – IEV programme (**Appendix-7**):

- i. Venture Growth Strategies
- ii. Leveraging Technology for Business
- iii. Managing Small and Family Business,
- iv. IPR for Entrepreneurs
- v. Skill Based Programme V

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 recommendations made by the SCPVCE in its 20th meeting for considering the proposal for the courses to be offered in third semester MBA – IEV programme.

Agenda 26.6 : To deliberate and consider the proposal of admission to various UG and PG programmes offered by the University through admission test conducted by the central test conducting agency/national test conducting agency/state test conducting agency

It was submitted to the Academic Council that Dr.B.R.Ambedkar University Delhi offers various UG and PG programmes in different disciplines in various programmes being offered by the Schools. The admissions to UG programmes are done on the basis of cut off decided on the basis of the marks secured by the students in their XIIth standard in the relevant disciplines. Further, the admissions to various PG programmes are done by conducting entrance examinations. However, recently, the Central Govt./MoE/UGC has issued guidelines regarding the conduct of CUCET for admission to various UG and PG programmes being offered by the Central Universities pan India. It is further mentioned that 12 Central Universities had already admitted students during the last Academic Session through CUCET. The other Universities

established by the Govt. of NCT of Delhi are also majorly conducting admissions in the UG and PG Courses through entrance test conducted at national level.

In light of the guidelines issued by the Central Govt/MoE/UGC, the proposal pertaining to the admissions to the various UG and PG programmes offered by Dr.B.R.Ambedkar University Delhi (AUD) on the basis of the entrance test conducted by any central test conducting agency/national test conducting agency/state test conducting agency was placed before the Academic Council for consideration.

Decision: In exercise of the powers conferred under the University Statute 12(1)(a), the Academic Council deliberated on the matter and recommended to admit students in various UG and PG programmes through a Admission Test. For this purpose, tests conducted by various testing agencies such as central test agencies/national test agencies/state test agencies shall be considered. The Academic Council recommended to constitute a committee to further deliberate on the type of test each programme can subscribe to depending on the nature of programme courses being offered. The Academic Council authorized the Vice Chancellor to take decision in carrying out the modalities for conducting the entrance exams for admission to various UG and PG Courses through central/state test conducting agency etc.

Agenda 26.7 : To consider the equivalence of the Delhi Board of School Education (DBSE) with the CBSE and other recognized Boards of India and to approve and validate the courses run by the DBSE in its affiliated School along with the certificates issued by DBSE for admission in the campuses running under the aegis of Dr. B. R. Ambedkar University Delhi

It was submitted to the Academic Council that a letter No. DBSE/2021/317 dated 29.12.2021 (**Appendix-8**) has been received from the Delhi Board of Secondary Education regarding consideration of the equivalence of the Delhi Board of School Education (DBSE) with the CBSE and other recognized Boards of India and validations of certificates issued by the DBSE.

The Academic Council referred to the letter dated 29.12.2021 and noted that the Govt. of NCT of Delhi has approved the constitution of Delhi Board of School Education(DBSE) vide Cabinet Decision No.2966 dated 06.03.2021 and notified vide Government of India, Delhi Gazette SG-DL-E-20032021-226027 dated 19.3.2021 and the same has been registered under Societies Act, XXI of 1860 on 16th March,2021. DBSE is a member of Council of Boards of School Education in India which recognizes DBSE for imparting education broadly aligned with the national curriculum. The Board has also undertaken collaboration with the International Baccalaureate (IB) to impart education in schools affiliated with the Board to support with curriculum planning pedagogy

and assessment. Further, the Academic Council noted that the Association of Indian Universities has also recommended giving equivalence to Delhi Board of School Education. Delhi with CBSE and other recognized boards of India.

Decision: The Academic Council noted the proposal pertaining to equivalence of the Delhi Board of School Education (DBSE) with the CBSE and other recognized Boards of India and to approve and validate the courses run by the DBSE in its affiliated School along with the certificates issued by DBSE for admission in the campuses running under the aegis of Dr.B.R.Ambedkar University Delhi. After detailed deliberations, the Board recommended to approve the proposal.

Agenda 26.8 : To report Foreign Student admission for Academic Year 2020-21

The Academic Council noted that the Dean, International Affairs Division has informed about the admission of the following student made under Foreign Students Category for the admission cycle 2020-21:

Name of Student and Form No.	Nationality	Programme	School Recommendation	Status
Ms. Jassifat Kaur Khurana 2021FRGN00000288	Canada	BA Psychology	Offer Admission	Offer accepted, Admission process completed

Decision: The Academic Council noted the above information.

Agenda 26.9 : To report the affiliation of Fulbright Scholars with Dr. B. R. Ambedkar University (AUD) for the Academic Year 2021-22

The Academic Council noted that the Dean, International Affairs Division has informed about the approval of affiliation of Fulbright Scholars with Dr.B.R.Ambedkar University (AUD), as proposed by the United States India Educational Foundation (USIEF). The Dean, IAD further informed that the visits of the Scholars scheduled in January 2022 shall be rescheduled after the present pandemic situation improves.

US Fulbright Senior Scholars affiliated with AUD: Academic year 2021-22

Name of the Scholar	Type of U.S. Fulbright Grant	Institution	Subject	Research Project	AUD Affiliate Name
Prof. Shuchi Kapila	US Fulbright-Nehru Senior Scholar Research Grant	Grinnell College, Grinnell, IA, USA	Literature	Postmemory and the Indian Partition: Learning to Remember	Prof. Krishna Menon, Gender Studies, School of Human Studies

Name of the Scholar	Type of U.S. Fulbright Grant	Institution	Subject	Research Project	AUD Affiliate Name
Dr. Ritu Khanduri	US Fulbright-Nehru Research Senior Scholar Grant	University of Texas, Arlington, TX, USA	Anthropology	From Mohan to Mahatma: An Ethnography of a Global Icon	Prof. Rukmini Sen, Sociology, School of Liberal Studies
Dr. Betul Basaran	US Fulbright Global Scholar	St. Mary's College of Maryland, Maryland, MD, USA	History	Niloufer: A Turkish Princess in India and her journey from exile to women's empowerment during the first half of the 20 th Century	Dr. Bindu K C, Gender Studies, School of Human Studies

US Fulbright Student Scholars affiliated with AUD: Academic Year 2021-22

Name of the Scholar	Type of U.S Fulbright Grant	Institution	Subject	Research Project	AUD Affiliate Name
Sarah Brotman	U.S. Fulbright-Nehru Student Researcher	University of Virginia, Virginia, USA	Public Policy	Measuring the Role of Vulnerability in Student Academic and Social-Emotional Outcomes	Dr. Gunjan Sharma, School of Education Studies
Christopher Lingelbach	U.S. Fulbright-Nehru Student Researcher	Brown University, Rhode Island, USA	Development Studies	Rethinking Social Entrepreneurship in Slums: A Panacea for Gaps in Service Provision?	Dr. Anirban Sengupta, School of Development Studies

Decision: The Academic Council noted the above information.

Agenda 26.10 : Matters arising out of the Standing Committee on Academic Programmes (SCAP) as emanating from its 56th meeting held on 18.01.2022

Agenda 26.10.1: To consider the proposal for the launch of BA Political Science programme (Four Year Undergraduate Programme), its programme structure and courses being offered by the School of Undergraduate Studies (SUS)

The Academic Council noted that the Standing Committee Academic Programmes (SCAP) in its 56th meeting held on 18.01.2022 has recommended the proposal for the launch of BA Political Science programme and its courses being offered by the School of Undergraduate Studies (SUS). The details pertaining to the Concept note for BA Political Science programme (Four Year Undergraduate Programme), its programme structure along with the following proposed courses are placed at **Appendix-9**:

- (i) Feminism: Theory and Practice
- (ii) Indian Constitution
- (iii) Political Theory
- (iv) Politics in India
- (v) Understanding Politics

The Minutes of the 56th meeting of SCAP held on 18.01.2022 containing the above recommendations (**Appendix-10**) were placed before the Academic Council for consideration.

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 deliberated on the matter and recommended to refer back the proposal of the launch of BA Political Science(Four Years Undergraduate Programme), its program structure and courses for the consideration of the Board of Studies in light of the UGC Model Curriculum based on the revised CBCS guidelines and NHEQF, as suggested in the National Education Policy(NEP). The Academic Council further recommended authorizing the Vice Chancellor to take further decision in the matter accordingly.

Agenda 26.10.2 : To consider the courses being offered by the School of Undergraduate Studies in the existing BA programmes

It was submitted to the Academic Council that the Standing Committee Academic Programmes (SCAP) in its 56th meeting held on 18.01.2022 had recommended the following courses (**Appendix-11**) being offered by the School of Undergraduate Studies in the existing BA programmes:

1. Economics Courses

- a) Topics in Econometrics
- b) Monetary Economics
- c) Issues in Social Policy in India

2. Hindi Courses

- a) हिंदी अनुप्रयोग
- b) साहित्य में 'सामान्य' और मनोविक्षेप की समझ

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 recommended the recommendations made by the SCAP in its 56th meeting for considering the above courses being offered by the School of Undergraduate Studies in the existing BA programmes.

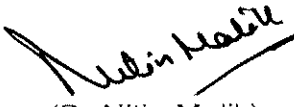
Agenda 26.11 : To consider the inclusion of elective courses from the MOOC Courses (Swayam Portal) in addition to the elective courses being offered by the Schools

It was submitted to the Academic Council that the MOOC courses are being offered on the Swayam Portal in various disciplines. The Schools of the University may choose the courses pertaining to their disciplines and incorporate the same as additional elective courses along with the other elective courses being offered by the Schools. It is further submitted that the Schools opting to include additional online elective courses from MOOC courses, in addition to the elective courses they are offering, may opt the same and get them approved by their respective Board of Studies.

Decision: After detailed deliberations the Academic Council approved the inclusion of elective courses from the MOOC Courses (Swayam Portal) in addition to the elective courses being offered by the Schools. The Academic Council also considered and recommended the MOOC courses proposed by some schools (Appendix-12) and as approved by their Board of Studies for inclusion in their elective courses. The Academic Council further authorized the Vice Chancellor to take further necessary action.

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

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



(Dr Nitin Malik)
Registrar

Prof Praveen Singh
Dean,
School of Global Affairs,
AUD, Karampura.

Dear Sir,

I am a third semester student of BA in Sustainable Urbanism. This is to request you to allow me to take another course instead of the Course titled "Working with Numbers" which is listed as compulsory this semester. I am not in a position to take this course as I have not studied Maths after Class 8. I am from the ICSE and ISC Board and Maths was not compulsory at the Class 9 and 10 level. I hope you will consider my request sympathetically.

Yours sincerely


Madhavi Mukherjee

13 Aug 2019

Please discuss this at the level of Programme team. She may be requested to submit any documentary evidence to support her case.

The recommendation of the Programme team will have to be sent to SCISA before it is approved by the AC.

 16/08/19

Programme Coordinator, BA-SU

COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS, NEW DELHI
INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CLASS - X) - YEAR 2016

No. TD 60113839



1162302/020

STATEMENT OF MARKS

Name **MADHAVI MUKHERJEE**
of **THE SHRI RAM SCHOOL, GURGAON**
UNIQUE ID **6125437**
Daughter of
Smt **MRIDULA MUKHERJEE**
Shri **ADITYA MUKHERJEE**

SUBJECTS

External Examination

ENGLISH

HINDI

HISTORY, CIVICS & GEOGRAPHY (HCS-C, GEO-B)

ECONOMICS

HOME SCIENCE

ENVIRONMENTAL SCIENCE

**Percentage Marks**

78	SEVEN EIGHT
66	SIX SIX
69	SIX NINE
94	NINE FOUR
74	SEVEN FOUR
78	SEVEN EIGHT

Internal Assessment

SUPW & COMMUNITY SERVICE

Grade

A

Date of birth as certified by the (in words) **Seventh August Nineteen Hundred Ninety Nine**
Head of the School
at the time of (in figures) **07.08.1999**
registration

RESULT - **PASS CERTIFICATE AWARDED**Date of Issue - **06.05.2016**

Note : 1. The pass mark for each subject is 35%
2. No divisions are awarded.

Chief Executive & Secretary

(See Overleaf)

Urban Studies Programme Team Meeting
16th Aug 2019

Present: Dr. Pritpal Singh Randhawa (MA PC), Dr. Rachna Mehra (BA PC), Dr. Rohit Negi

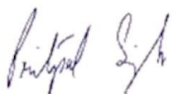
Agenda:

1. Emergent matter: to discuss the application of Madhavi Mukherjee to be exempted from the BA SU core course 'Working with Numbers'.

Decisions:

1. The programme team considered the request of Madhavi Mukherjee dated 13th Aug 2019 to be exempted from taking the BA Sustainable Urbanism core course entitled 'Working with Numbers'. The reason for the same is that the student did not study mathematics beyond class eight in school (under ICSE board, transcript is attached).
2. The team members also spoke with Madhavi and she informed the team that she had opted out of mathematics due to being unable to cope with numbers. Madhavi also shared that she had panic attacks and general disorientation when confronted with mathematics.
3. The programme team felt that since the course 'Working with Numbers' required an understanding of basic mathematics (class X), as well as an ability to comprehend statistics, it would be exceptionally tough for Madhavi to cope with. Therefore, the team recommends that she be exempted from taking it as a core course. Instead the team recommends that she enrol in an urban-themed elective course, which should be considered her 12th core course for the programme.
4. The team felt that if similar cases come up in the future they would be considered on a case by case basis.
5. PC BA-SU to convey the decision to Dean, SGA and follow up the case.

Approved



Dr. Pritpal Randhawa



Dr. Rachna Mehra



Dr. Rohit Negi



Dr. Rachna Mehra <rmehra@aud.ac.in>

Regarding course registration

2 messages

Rachna Mehra <rmehra@aud.ac.in>

Thu, Aug 29, 2019 at 1:04 PM

To: Madhavi Mukherjee <madhavi.18@stu.aud.ac.in>, rohit negi <rohit@aud.ac.in>, Pritpal Singh Randhawa <prtipal@aud.ac.in>

Dear Madhavi,

As per your written application given to Dean SGA dated 13 August 2019, you have been allowed to register for three courses this semester. In lieu of the course working with numbers (for which you expressed inability to do), you will have to do an extra course offered in BA-SU in fourth semester. This implies that you will be doing five courses (3 from BA -SU , EAP and an elective) next semester.

For any further information regarding courses and progression to complete the program requirement, please get in touch with Dr. Rohit Negi.

Best
Rachna

Rachna Mehra <rmehra@aud.ac.in>

Wed, Aug 11, 2021 at 4:07 PM

To: Rohit Negi <rohit@aud.ac.in>, Pritpal Singh Randhawa <prtipal@aud.ac.in>, Praveen Singh <praveen@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>

[Quoted text hidden]

School of Global Affairs
Bachelor of Arts in Sustainable Urbanism

Transcript of Grades

Student's Name: Madhavi Mukherjee

Enrolment Number: SKP182M0157

Year of Enrolment : 2018 Mode of Course: Regular

Academic year/Semester	Course Code	Course Title	Credits	Grade
2018-19	CEL1FC102	English for Academic Purposes	4	B Plus
Semester 1	SGA1FC103	Introduction to Social Sciences and Humanities	4	A Minus
	SGA1SU101	Urban Worlds	4	B Only
	SLG1FC122	Reading Ambedkar	4	C Plus
	Course Code	Course Title	Credits	Grade
2018-19	SGA1EL105	Sociological Imagination	4	B Only
Semester 2	SGA1FC115	State and Society in South Asia	4	B Only
	SGA1SU102	Urban Environments	4	B Plus
	SLG1EL103	The Legal Imagination	4	B Minus
	Course Code	Course Title	Credits	Grade
2019-20	SGA1EL202	Introduction to Health, Medicine and Society	4	A Minus
Semester 3	SGA1FC201	Environment	4	B Only
	SGA1SU201	Governing the City	4	B Minus

Dean

School of Global Affairs



verify.aud.ac.in

Academic year/Semester	Course Code	Course Title	Credits	Grade
2019-20	SGA1EL205	Literary and Cultural Dialogues in Latin America	4	A Only
Semester 4	SGA1FC202	English for Academic Purposes II	4	A Minus
	SGA1SU203	Housing and Society	4	B Minus
	SGA1SU204	Knowing the City	4	C Plus
	Course Code	Course Title	Credits	Grade
2020-21	SGA1EL207	Urban Rural Linkages	4	A Minus
Semester 5	SGA1SSH301	Myths, Rumours and Conspiracies	4	B Minus
	SGA1SU301	Claims to the City	4	A Minus
	SGA1SU302	Cities and Waste	4	B Only
	SGA1SU303	Mapping and Visualization	4	B Plus
	Course Code	Course Title	Credits	Grade
2020-21	SGA1EL304	Economic Challenges in India	4	A Minus
Semester 6	SGA1SU304	Urban Management and Finance	4	B Plus
	SGA1SU305	Cities and Climate Change	4	A Minus
	SGA1SU306	Mapping and Visualization-II	4	A Minus

Overall Grade: B Plus

Total Credits: 96

Overall Grade Point Average: 6.63

Total Credits Earned: 96

Completed the programme

Date of Result Declaration:

Dean

Assessment Evaluation
and Student Progression

The grade descriptions and other details are indicated overleaf.

Student Services Division

No. AUD/1-31/2019/SCSA

Dated:- 21.09.2021

Sub:- Minutes of the Meeting of Standing Committee on Student Affairs held on 14.09.2021 at AUD, Kashmere Gate Campus

A meeting of the Standing Committee on Student Affairs was held on 30.06.2021 at 4.00 PM & 14.09.2021 at 4:00 pm in Committee Room-2/online AUD, KG Campus. The following members attended the meeting through online Google meet:

30.06.2021	14.09.2021
1. Dr. Suresh Babu (Dean, SS)- Chair (Ex Officio) 2. Prof. Krishna Menon, SHS- Member 3. Prof. Kartik Dave, SBPPSE- Member 4. Dr. Niharika Banerjea, SLS- Member 5. Dr. Pulak Das, SHE - SHE- Member 6. Sh. Deepak Kapoor, AR(SS)- Member Secretary	1. Dr. Sunita Singh, Officiating (Dean, SS)- Chair (Ex Officio) 2. Prof. Krishna Menon, SHS- Member 3. Dr. Niharika Banerjea, SLS- Member 4. Dr. Pulak Das, SHE - Member 5. Sh. Ashish Patidar, AR(SS)- Member Secretary In Absentia:- 1. Prof. Kartik Dave, SBPPSE :- Member

The Committee met on 30.06.2021 and 14.09.2021, and deliberated case to case basis and recommended the following as detailed below:

Student Name & enrollment no.	Programme & School Name	Required documents	Action taken on the basis of meeting held on 30.06.2021	Committee recommendation on 14.09.2021
Mr. Aman Singh (SKP162E0254)	BA(SSH)/SUS	Copy of COVID 19 test report of all family members.	Despite many reminders via email and phone, <u>the student did not submit the required documents yet.</u>	Contact the student <u>one more time through programme coordinator/faculty and give them 10 days to submit the required documents i.e. upto 30th September 2021</u>
Mr. Sagar Singh (SKP162E0489)	BA (Sociology)/SUS	Copy of COVID 19 test report	Despite many reminders via email and phone, <u>the student did not submit the required documents yet.</u>	Contact the student <u>one more time through programme coordinator/programme faculty and give them 10 days to submit the required documents upto 30th September 2021.</u>

Ms. Lincee Shilshi (S163H0010)	MA Education/SES	Copy of death certificate of her father	Submitted	Extension may be given to complete 6 credits of dissertation to be placed for the approval of Competent Authority
Ms. Rashmi Udayan (S152E0152)	BA History /SUS	Copy of death certificate of her grandmother and proof of living in orphanage	Copy of death certificate of her grandmother :- Not submitted yet 1. Proof of living in orphanage: Submitted	Contact the student one more time through programme coordinator/programme faculty and give them 10 days to submit the required documents upto 30th September 2021.
Ms. Vaishali (S152E0166)	BA History /SUS	Medical certificate and proof of financial problem	Despite many reminders via email and phone, the student did not submit the required documents.	Contact the student one more time through programme coordinator/programme faculty and give them 10 days to submit the required documents upto 30th September 2021.

The committee deliberated on the following cases on 14.09.2021:-

1. Mr. Iqbal Singh Notay, Enrollment Number S193MUS07 student of MA (Urban Studies), SGA, has given a request to exit the programme and be awarded a PG diploma in Urban Studies.

Mr. Iqbal Singh Notay has cleared all courses of 1st and 2nd semester successfully.

Mr. Jaspal Singh Notay (Father of Mr. Iqbal Singh Notay) has sent a mail on 15.05.2021 to Dean SGA, stating that his son has been the victim of Covid-19 during the second wave. Due to his learning disability, he is not able to observe precautionary measures to protect himself from the Covid pandemic. Hence, Mr. Iqbal seeks withdrawal from the programme and request for the award of PG Diploma in Urban Studies. Dean, SGA has recommended that the request of Mr. Iqbal Singh Notay may be considered in light of Covid-19 pandemic as a one time exception and allow him to exit the MA (Urban Studies) programme by awarding him P.G. Diploma in Urban Studies.

Recommendation: Based on the aforesaid facts, the Committee is of the view that, if a student has learning disability, some relevant document for the same shall be provided and the matter be placed before the Board of Studies, SGA, as there is no such exit policy in the SGA. The decision regarding the award of the Diploma can be taken only by the Board of Studies of the School, not SCSA because this is a programme related matter. In case the BOS of the School approves an exit option, the SGA is open to reviewing the request.

2. Mr. Simranjeet Singh Saini (SKP172J0050), student of Bvoc (Retail Management), SVS, has requested for promotion from semester 4 to semester 5.

Mr. Simranjeet Singh has to complete 9 credits of courses to be promoted from 4th semester to 5th semester. Till semester 4, he has not been able to clear 9 credit courses.

The student has given an application to Dean (SVS) stating that, due to the Covid-19 pandemic he had faced a lot of challenges and difficulties and was unable to clear minimum credits. However, Dean SVS has recommended that as he is repeating the course and this is the last year for the student to complete the BVOC programme, the request may be considered as a special case.

Recommendation: Based on the aforesaid facts, the Committee was of the view that the matter should be placed before the Board of Studies, SVS. The issue relates to the Promotion Rules of the School and only the Board of Studies of the School can take a decision on that. It was also suggested by the Committee that the School may explore possibilities to facilitate the student and prepare a road map for completion of graduation by giving exceptions with regard to programme Structure, assessment and promotion rules.

The Committee was of the view that the aforesaid case could be considered subject to the submission of valid documents by the student in support of his claim.

3. Ms. Madhavi Mukherjee (SKP182M0157) student of BA (Sustainable Urbanism) has requested to the Student Services Division seeking permission to do an elective instead of core course.

In the third semester, Ms. Madhavi wrote an application to the Dean and had spoken to the faculty expressing her inability to do a core course "Working with Numbers", as she did not have mathematics after 8th standard. The Dean (SGA) forwarded her request to the programme team. The team members spoke to Ms. Madhavi and she informed them that she had opted out of mathematics due to inability to cope with numbers. She also shared that she had panic attacks and general disorientation when confronted with mathematics.

Ms. Madhavi was informed on 29th August 2019 that she may register for three courses and finish the course requirements by taking an additional urban elective in 5th semester. Ms. Madhavi has completed her BA (SU) programme requirements now with a deviation from current programme structure. However Dean, SGA has recommended that the elective course which she has completed Urban Rural linkages (SGA1EL207) to be considered as a core course in lieu of "Working with number" (SGA1SU202).

Recommendation: Based on the aforesaid facts, the Committee was of the view that, if a student has a learning disability, some relevant document for the same shall be provided and the matter be placed before the Board of Studies, SGA. The matter involves substitution of a course in the programme structure approved by the Board of Studies of the School. Hence, only the BOS of the School can take a decision on this substitution. Based on the BOS observations, the SCSA is open to reviewing the request to support the student.

Submitted for perusal and consideration of Competent Authority

Dean SS *Simranjeet Singh, September 21, 2021*
 HVE *1. Approved*
The chairperson and the members

3693
2/09/2021

of the Vice-Chancellor
 04/09/21
 28/09/21

of the Committee must carefully look at the documents supplied by students.

2. There have been cases of forgery of documents in the past.

Dean (SS) ^{Comments may be added 27.9.21} Minutes may be circulated to the concerned school deans. Dean Singh

AR, SS

AP
2909
2021

Santhi Singh
September 29, 2021

Sans

Dear SGA BoS members,

Thank you for your support in considering the two agenda items circulated and responding to it. I have summarised the email discussions we had as follows and sharing it with you as the minutes of the meeting.

List of members mailed and responded to the agenda items:

Professor Meenakshi Gopinath
 Professor Niraja Gopal Jayal
 Professor Avijit Pathak
 Professor Partha Mukhopadhyay
 Professor Mohammad Sharique Farooqi
 Professor Praveen Singh
 Dr. Shad Naved
 Dr. Rohit Negi
 Dr. Sunalini Kumar
 Dr. Partha Saha
 Dr. Rachna Mehra
 Dr. Ngoru Nixon

List of members mailed and response yet to be received:

Professor Arunava Das Gupta

Agenda 1: To discuss the request for Iqbal Singh Notay (S193MUS07) a student of MA Urban Studies.

1A. To exit the program, after completing credit requirements for the 1st year, with award of Post Graduate Diploma in Urban Studies

Iqbal Singh Notay is a student of MA, Urban Studies at the School of Global Affairs, with a learning disability and has struggled to cope with the curriculum. He was not promoted to the third semester in 2020 as he failed in more than 25% courses of the first two semesters. He repeated the courses in the monsoon semester of 2020 (which started in early 2021). Now he has passed in those courses and will be promoted to the third semester. Repeated requests were received from the student's father to allow Iqbal Singh Notay to exit the programme with an award of PG Diploma in Urban Studies.

While most members approved this request the following suggestions / comments were received from some of the Board members:

- *Since PG diploma in Urban Studies as a degree was not approved by the BoS of SGA so far it cannot be awarded. Awarding a sui-generis degree (the basic contours of which do not exist, e.g. how many credits would qualify for a PG Diploma?) is quite problematic, even for the student, who may remain the only student with such a degree. This may raise questions about its genuineness that would need to be verified by the University every time. The student has completed semesters 1, 2, 4 & 5 online, with reasonable grades (overall B only). There is no reason on record why he cannot complete the remaining requirements of the degree, with the adjustment for the studio course, as mentioned below (see 1B below).*

In any case request should come from the student requesting whatever relief he wishes to seek.

- *Iqbal Notay has struggled to deal with the demands of the programme. His father has submitted several representations to the Dean's office and also to the VC. Several meetings have been held with him in the presence of other University officers. It is only after consulting with the programme team and other units of the University that it was decided to present his case. It is up to the Academic Council to decide if this request could be accepted.*

The basic contours of a PG Diploma exist at the University level; this degree is provided as an exit option to students who have successfully completed all the requirements of the first two semesters of an MA programme; and award of this degree is so far being permitted in two MA Programmes in the University.

1B. To discuss the request for Iqbal Singh Notay (S193MUS07) of MA Urban Studies to do an Urban Studies elective course in lieu of Studio

In the event of the request for award of P.G Diploma not being approved at the University level the programme team requested for exempting the student from doing Studio course, which involves community based field work and instead doing an elective course. This request comes also in light of a letter received from father of the student informing that his son is not in a state to follow all Covid appropriate behaviour and hence his inability to attend physical classes.

While most members approved this request of replacing the studio course with an appropriate taught course, the following suggestions / comments were received from some of the Board members:

- *The request for exemption from the studio course should come from the student. Acting on the basis of a letter from the parent may not be maintainable, if any issues arise in the future.*

The BoS considered all aspects of the matter (1A & 1B) and after due deliberation and in light of the specific case of learning disability of the student, it recommends the following:

- a. The student be awarded a PG Diploma in Urban Studies.*
- b. In case (a) above is not approved, the student may be exempted from doing the Studio course (which is a core requirement for the programme). In lieu of the Studio course, the student will be advised to do an elective course with a focus on the urban.*

The above recommendations shall be forwarded to the AC only after receiving a formal request from the student.

Agenda 2: To discuss the case of Madhavi Mukherjee (SK2182M0157) a student of BA Sustainable Urbanism, ready to graduate now, who had taken an elective course from Urban Studies program in lieu of a course “Working with Numbers” as she did not study mathematics from her 8th standard onwards


Madhavi Mukherjee is a student of BA, Sustainable Urbanism, at the School of Global Affairs, admitted to the programme in 2018. In her third semester she conveyed her inability to cope with a core course “Working with Numbers” as she was exempted from taking mathematics in School after 8th standard. In light of this request, and after due deliberation at

the program level she was permitted to enrol in an urban-themed elective course; the programme team proposes that this elective course (SGA1EL207 Urban Rural Linkages) may be considered as the 12th core course for the programme.

Members, after due consideration, and as a one-time exemption, approved the proposal of the programme team.

The BoS recommends award of the degree of BA in Sustainable Urbanism to Ms. Madhavi Mukherjee.

Sincerely

A handwritten signature in black ink, appearing to read 'N. Nakkeeran', with a horizontal line extending to the right from the end of the signature.

N.Nakkeeran
Chairperson

Student Services Division

No. AUD/1-31/2019/SCSA

Dated:- 10.12.2021

Minutes of the Meeting of Standing Committee on Student Affairs held on 07.12.2021 at AUD, Kashmere Gate Campus

A meeting of the Standing Committee on Student Affairs was held on 07.12.2021 at 4:30 pm in online/Conference Room AUD, KG Campus. The following members attended the meeting:

- | | |
|--------------------------------|---------------------|
| 1. Dr. Suresh Babu, Dean (SS) | -Chair (Ex Officio) |
| 2. Prof. Krishna Menon, SHS | - Member (Online) |
| 3. Dr. Pulak Das, SHE | - Member (Online) |
| 4. Sh. Ashish Patidar, AR (SS) | - Member Secretary |

Special Invitee:-

- | | |
|----------------------------|------------------|
| 1. Dr. Venugopal Maddipati | -Special Invitee |
| 2. Ms. Khushbu Dublish | -Special Invitee |

In Absentia:-

- | | |
|-------------------------------|----------|
| 1. Prof. Kartik Dave, SBPPSE | - Member |
| 2. Dr. Niharika Banerjea, SLS | - Member |

The Committee met on 07.12.2021 and deliberated on older and new cases and recommended the following as detailed below:

(A) Case referred back to schools:

S. No.	Student Name & Enrollment no.	Program me & School Name	Required documents	Action taken on the basis of meetings held on	Committee recommendation on 07.12.2021
1	Mr. Aman Singh (SKP162E0254)	BA (SSH)/SUS	Copy of COVID 19 test report of all family members.	30.06.2021:- Despite many reminders v-a email and phone, the student did not submit the required documents yet 14.09.2021:- Despite many reminders via email and phone, the student did not	To Contact the student one more time through programme coordinator/f aculty and give them 15 days to submit the required documents i.e. upto 24 th December 2021. Efforts made

				submit the required documents yet	to contact student may please be provided by the Office of School Dean/Programme Coordinator/faculty of the school.
2	Mr. Sagar Singh (SKG162E0459)	BA (Sociology)/SUS	Copy of COVID 19 test report	30.06.2021:- Despite many reminders via email and phone, the student did not submit the required documents yet 14.09.2021:- Student was asked to provide the copy of Covid-19 test report, whereas the student has given the prescription of medical practitioner	To Contact the student one more time through programme coordinator/faculty and give them 15 days to submit the required documents i.e. upto 24 th December 2021. Efforts made to contact student may please be provided by the Office of School Dean/Programme Coordinator/faculty of the school.
3	Ms. Vaishali (S152E0166)	BA History/SUS	Medical certificate and proof of financial problem	30.06.2021:- Despite many reminders via email and phone, the student did not submit the required	To Contact the student one more time through programme coordinator/faculty and give them 15 days to

			documents yet 14.09.2021:- Student has sent an email to school office stating that she is not been able to submit the medical certificate and proof of Financial problem.	submit the required documents i.e. upto 24 th December 2021. Efforts made to contact student may please be provided by the Office of School Dean/Programme Coordinator/faculty of the school.
--	--	--	---	---

School of Social Design (Sdes) has forwarded a request of Mr. Bharat Perla (S173ISD02), student of MA (Social Design) to Student Services Division seeking permission to be reenrolled in MS 2021 for completing his degree requirements in the restructure programme of Mdes. The case was put up before the SCSA on 07.10.2021 through circulation but no decision was taken. Hence the case was again put up as agenda in this meeting.

4	Mr. Bharat Perla S173ISD02	MA (Social Design)	<p>Bharat Perla had taken admission in 2017 and due to unfortunate circumstances, found himself in the middle of a program shift from 2.5 years to 2 years. The subject he had failed in was Design and Democracy (4 credits) which is no longer on offer. He needs to clear one course in lieu of Design and Democracy (4 credits), which can be Materials and Processes being offered in the running semester MS 2021. The unattempted internship, which was 2 credits before but is of 4 credits in the new program structure, can be attempted in the ongoing semester with the current batch.</p> <p>Details of Bharat's courses:</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Pending Courses</th> <th>2.5 year Program structure</th> <th>Course to be pursued</th> <th>2 year Program structure</th> <th>Fee paid for credits</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Internship</td> <td>2 credits</td> <td>Internship</td> <td>4 credits</td> <td>No</td> </tr> <tr> <td>4</td> <td>Design and Democracy (No longer on offer)</td> <td>4 credits</td> <td>Materials & Processes (running in MS 2021)</td> <td>4 credits</td> <td>Yes</td> </tr> </tbody> </table>	Semester	Pending Courses	2.5 year Program structure	Course to be pursued	2 year Program structure	Fee paid for credits	3	Internship	2 credits	Internship	4 credits	No	4	Design and Democracy (No longer on offer)	4 credits	Materials & Processes (running in MS 2021)	4 credits	Yes
	Semester	Pending Courses	2.5 year Program structure	Course to be pursued	2 year Program structure	Fee paid for credits															
3	Internship	2 credits	Internship	4 credits	No																
4	Design and Democracy (No longer on offer)	4 credits	Materials & Processes (running in MS 2021)	4 credits	Yes																

In short, Bharat can either be enrolled in the current MS 2021 for the courses Materials & Processes (4 credits) and Internship (4 credits) in the ERP He'll need to pay fee for 4 credits, which will make his total credits to be 82 (new program requisite is of 80 credits). On the passing of these, his final grades can be entered in the ERP by March 2022 when the semester ends. However, the UGC regulations allow him time only till December 2021. (Annexure -1)

Following are the recommendation of SCSA:

1. Student has not completed the programme within the stipulated time span, therefore some relevant/supporting documents for not completing the degree within time frame shall be provided.
2. The matter may be placed in the school BOS as there has been a restructuring in the programme, requirement.
3. The Board of school may also recommend the case of Bharat Perla, if he will be able to fulfill the requirement of degree as per restructured programme as the request to replace one core course has been recommended by the Dean of the school.

(B) Cases recommended by the SCSA to be placed before the Academic Council:-

1. School of Undergraduate Studies (SUS) has forwarded a request of Ms. Rashmi Udayan (S152E0152), student of BA (H) History to Student Services Division seeking permission for taking one more semester i.e. 11th Semester to clear 1 course.

Ms. Rashmi Udayan has cleared 23 courses till the academic year 2019-20. The student is required to clear 1 course for completion of BA (H) History programme degree. Now she has to enroll for her 11th semester to clear 1 course.

The student has sent an email on 13.04.2021 to Dean SUS, mentioning that she used to live in an NGO- ORPHANAGE and also lost her grandmother, who was the only family for her. After that she went into depression and was not be able to concentrate on her studies. (Annexure-2)

Ms. Rashmi has provided with a letter bearing no:- 2021/UC/2006/UG/H-1 and 4 (ALM) Ambedkar University dt:- 02.07.2021 from Udayan care (Annexure-3). The committee perused the documents submitted by the student and found that she came to Udayan Care on 27th April 2009 at the age of 12 years by the orders of the Honorable Child Welfare Committee for long term care and protection. Upon completing 18 years of age in January 2015, she was released from the Udayan care children home by the orders of the Child Welfare Committee Kalkaji.

N/24

Recommendation: In view of the difficulties of student's life, absence of the family support and only 1 course remaining for becoming eligible to earn a degree, the committee recommends that an extra semester may be granted under exceptional circumstances to the student for fulfilling the degree requirements as per the UGC Guidelines on the determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or Master's degree duly adopted by AUD vide Resolution 8.6 of the Academic Council meeting held on 01 April 2016. During the extended period the student shall be considered as a private candidate and will not be eligible for ranking. The student was admitted in AY-2015-16 and her minimum requirement of completion of degree ended in AY-2019-20 (N+2).

2. School of Global Affairs (SGA) has forwarded a request of Ms. Madhavi Mukherjee (SKP182M0157) student of BA (Sustainable Urbanism) to Student Services Division seeking permission to do an elective instead of core course.

The case was referred to BOS, SGA in the meeting held on 14.09.2021 by SCSA. The minutes of the BOS, received from the SGA is annexed at Annexure-4

On the recommendation made by SCSA in the meeting held on 14.09.2021, the case was referred to the school Board of Studies (BOS) by the SCSA.

Recommendation: In the meeting held on 07.12.2021, the minutes of BOS, SGA were discussed and the committee members were of the opinion that the request may be permitted and the recommendation of BOS, SGA may be placed before the Academic council.

3. School of Global Affairs (SGA) has forwarded a request of Mr. Iqbal Singh Notay (S193MUS07), student of MA (Urban Studies) to Student Services Division seeking permission to exit the programme and award PG Diploma in Urban Studies.

The case was referred to Board of Studies, SGA, in the meeting held on 14.09.2021 by SCSA as there is no exit policy in SGA. The minutes of the BOS received from SGA is annexed at annexure -5.

Student was asked to provide proof of learning disability, the same is annexed at annexure-6.

On the recommendation made by SCSA in the meeting held on 14.09.2021, the case was referred to the school Board of Studies (BOS) SGA.

Recommendation: In the meeting held on 07.12.2021, the minutes of BOS, SGA were discussed and the committee members were of the opinion that the request may be permitted and the recommendation of BOS, SGA may be placed before the Academic council.

Submitted for perusal and consideration of Competent Authority.

Dean SS

29/1

(AR/SS)
10/12/2021

Point 2
Not Recommended

Point 3
Diploma option be given to the student

May directly approve, to be placed in the Academic Council meeting (Part B). Part A will be referred back to Schools, and SCSA for further observation at the next meeting

[Signature]
10/12/2021

VC

[Signature]
10/12/2021

Dean/SS For follow-up action on the items listed on prepaper. Please note Item 2. in part B has not been approved and is to be referred to School. *[Signature]* 14/12/2021

HR/SS

The status of recommendation of SCSA and approval of competent authority may be communicated for necessary action at the end of school office.

[Signature]
14/12/2021

Sang



Appeal by Madhavi Mukherjee for BA Degree certificate

Anshu Singh <anshusingh@aud.ac.in>
To: Dean SGA <deansga@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>

Mon, Jan 17, 2022 at 5:26 PM

R/S

Plz find the trailing email for kind perusal and needful please.

Regards

----- Forwarded message -----

From: **Vice Chancellor** <vc@aud.ac.in>
Date: Fri, Jan 7, 2022 at 1:25 PM
Subject: Fwd: Appeal by Madhavi Mukherjee for BA Degree certificate
To: Vice Chancellor's Office, AUD <vco@aud.ac.in>

----- Forwarded message -----

From: **Madhavi Mukherjee** <madhavi.18@stu.aud.ac.in>
Date: Fri, Jan 7, 2022 at 11:26 AM
Subject: Appeal by Madhavi Mukherjee for BA Degree certificate
To: <vc@aud.ac.in>
Cc: <registrar@aud.ac.in>

To
The Vice-chancellor,
AUD

7 January 2022

Respected Vice-chancellor Ma'am

My name is Madhavi Mukherjee and I have done my BA in Sustainable Urbanism from the School of Global Affairs (SGA), Karampura Campus, Ambedkar University Delhi (AUD) from August 2018 to June 2021. I completed all my credit requirements for the BA course in June 2021 and cleared all the courses. However, I have still not been given my BA result certificate even though I have been requesting for it many times.

I appealed to you earlier on 21 December 2021 and requested that I be given my certificates expeditiously, as this is also affecting my career prospects. I cannot pursue further studies or take up employment without my BA certificate. I do not understand how I am being punished for no fault of mine. I followed all the rules, took all permissions, completed everything on time.

Please consider my request sympathetically.

My earlier appeal to you is copied below.

Yours respectfully,
Madhavi Mukherjee

To
The Vice-chancellor,
AUD

21 December 2021

Respected Vice-chancellor Ma'am

My name is Madhavi Mukherjee and I have done my BA in Sustainable Urbanism from the School of Global Affairs (SGA), Karampura Campus, Ambedkar University Delhi (AUD) from August 2018 to June 2021. I completed all my credit requirements for the BA course in June 2021 and cleared all the courses.

However, I have still not been given my BA result certificate even though I have been requesting for it many times. My classmates have all got their certificates. I was told that my results are delayed because I had done different courses and my case has gone to University level bodies for approval. As late as the 2nd of December, 2021, the Dean SGA wrote to me saying that "your matter was approved by the Board of our School and it has again gone back for university level approval...." At no stage has anybody informed me of any lapse on my part. Therefore, I was shocked when yesterday I received an email from Prof Teena Anil, Programme

Coordination SU, informing me that “the request for approving your graduation in with an elective course in lieu of the core course “Working with Numbers” has not been approved by the University administration.”

The facts are as follows: I sought permission in writing for and was exempted from doing a third semester Maths course titled “Working with Numbers”, since I had not done Maths after class VIII, as it was not a compulsory subject in Class X of ICSE Board. This was done with the permission of the Programme Coordinator SU and Dean SGA. In the fifth semester, I was asked by the Programme Co-ordinator SU to substitute it with a fifth semester course titled “Urban-Rural Linkages”, which I duly did and cleared. At no time then or after that was I ever told that the permission was invalid or I had done anything wrong.

Now, six months after I have finished my BA programme, I am told that the University administration is not permitting me the switching of courses which was permitted to me two years ago. The Programme Coordinator has also asked me to now register for the same course, “Working with Numbers”, from which I was exempted two and a half years ago.

I do not understand how I am being punished for no fault of mine. I followed all the rules, took all permissions, completed everything on time. It is requested that I be given my certificates expeditiously, as this is also affecting my career prospects. I cannot pursue further studies or take up employment without my BA certificate.

Yours respectfully,
Madhavi Mukherjee

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

School/Centre proposing the course	Liberal Studies
Programme(s)	MA Economics
Course title	Financial Economics
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	
Course coordinator and team	Dr. Parag Waknis & Team

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

This course builds on the core courses such as Microeconomics and Macroeconomics taught in the MA Economics programme (first year) to study the economics of financial markets and their implications for individual and aggregate outcomes.

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

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

Macroeconomics I and II

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

As per SLS norms.

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

As per course scheduling norms for MA economics program.

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

It contributes to the economics training as envisaged in the MA economics program by concentrating on the study of financial sector and its implications for the real sector in the economy. Given that efficiency of financial markets determines people's capacity to take optimal consumption and savings decisions, study of financial markets is an important part of dynamic economics. The spread of knowledge and skills in this area has the capacity to substantially improve human condition.

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

This course complements the macroeconomics core courses offered in MA economics program at AUD. It improves the availability of electives in the macroeconomics and monetary economics area offered at the MA level.

7. **Course Details:**

- a. Summary:

Financial markets have always been an active research area in economics but did not feature prominently in teaching at various graduate courses in economics across the world till the aftermath of the financial crisis of 2007-08. Now several economics departments offer a course on financial economics indicating the importance the profession lend it as a part of economic education and training. This course to be

introduced at AUD in its MA Economics Program will be in line with this important paradigm shift in graduate economics education.

The course will focus on studying the role of financial markets in allocation of savings in the macroeconomy. Topics covered will include contingent claims economy, asset pricing, allocation of savings, etc. in both complete and incomplete markets settings. Some topics from the newly emerging field of macrofinance will also be covered.

b. Objectives:

- i. To introduce students to the general equilibrium theory of asset pricing.
- ii. To understand the role of financial markets in determination of macroeconomic outcomes.
- iii. To understand the implications of complete markets vs. incomplete markets for economic decisions and outcomes.
- iv. To introduce students to contemporary economic modeling techniques in the field of financial economics.
- v. To understand the nature of financial crisis and subsequent regulatory responses.

c. Expected learning outcomes:

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

- i. Explain the role of financial markets in determination of macroeconomic outcomes.
- ii. Describe a standard model of finance economy.
- iii. Solve an asset pricing problem under complete markets as well as incomplete markets.
- iv. Describe the nature and consequences of crisis in asset markets and possible regulatory responses.
- v. Describe the financial instability hypothesis proposed by Minsky.
- vi. Read and comprehend a professionally published research paper in the area of financial economics.

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

The course will start with the basics of a finance economy and then build towards the asset pricing theory under complete and incomplete markets. The overall material to be covered is split in five modules as follows:

- i. Role of Financial Markets and Institutions in the economy and history.
- ii. Arrow Debreu Contingent Claim Economy under complete markets.
- iii. Asset Pricing Theories under complete markets.
- iv. Implications of incomplete markets for asset pricing and firm financing.
- v. Heterodox approaches to finance: the Financial Instability hypothesis of Hyman Minsky.
- vi. Macrofinance: financial markets and macroeconomic outcomes.
- vii. Regulation of Financial Sector.

The readings for the course will be a combination of textbooks and articles. The books followed will be as follows:

Compulsory reading:

1. Lenwinger, Ivan (2004), [Microfoundations for Financial Economics](#): An Introduction to General Equilibrium Asset Pricing, Princeton University Press. (LMFE)
2. Magill, Michael and Martine Quinzii (2002), Theory of Incomplete Markets, Volume 1, The MIT Press. (MMIM)
3. Ljungqvist, Lars & Sargent, Thomas J., (2012), "Recursive Macroeconomic Theory, Third Edition," MIT Press Books. (LS)

Suggested follow-up/complementary readings:

1. Danthine Jean-Pierre and John B. Donaldson (2014), Intermediate Financial Theory, Academic Press.
2. Cochrane John H, John (2005), Asset Pricing, Princeton University Press.
3. Tirole, Jean (2005), Theory of Corporate Finance, The MIT Press.

8.

a. Contents (week wise plan with readings):

1. Role of Financial Markets and Institutions in the economy.

This unit introduces students to financial markets and institutions as mechanisms bringing savers and investors with different risk and return profiles together. Efficient functioning of these mechanisms has important implications for capital accumulation. Shocks to these mechanisms will have real effects. History of financial crises will be touched upon.

Readings:

- a. Bradfield James, *Introduction to the Economics of Financial Markets*, Oxford University Press, 2007. Chapters 2,3.
- b. Garber, Peter, *Famous First Bubbles, The Fundamentals of Early Manias*, The MIT Press, 2001.

2. Arrow Debreu Contingent Claim Economy under complete markets.

This unit introduces students to the concepts like, a commodity space, contingent commodities and claims, insurance, complete and incomplete markets, etc., which form the basic building blocks of a 'finance economy'. The material provides the foundation to analyze determination of asset prices in the remaining sections.

Readings:

- a. LMFE, Chapters 2-5.
- b. MMIM, Chpaters 1, 2.
- c. Arrow, Kenneth J. and Gérard Debreu, "Existence of an Equilibrium for a Competitive Economy," *Econometrica*, 1954, 22, 265-290. [[JSTOR](#)]

- d. Debreu, Gérard, *Theory of Value - An Axiomatic Analysis of Economic Equilibrium*, Cowles Foundation Monograph # 17, Yale University Press, 1959.
- e. Negishi, Takashi, "Welfare Economics and Existence of an Equilibrium for a Competitive Economy," *Metroeconomica*, 1960, 12, 92-97.
- f. Townsend, Robert M. "Risk and Insurance in Village India." *Econometrica*, vol. 62, no. 3, 1994, pp. 539–591.

3. Asset Pricing Theories under complete markets.

This unit introduces students to the theory of asset pricing. The material builds on the earlier sections to explore asset pricing using simple finance economy models. Asset pricing under varies basic conditions and availability of close substitutes and government budget constraint will be introduced.

Readings:

- a. LS, Chapters 13, 14.
- b. MMIM, Chapter 3.
- c. Lucas, Robert E, Jr, 1978. "Asset Prices in an Exchange Economy," *Econometrica, Econometric Society*, vol. 46(6), pages 1429-1445, November
- d. Tim A. Kroencke, 2017. "Asset Pricing without Garbage," *Journal of Finance, American Finance Association*, vol. 72(1), pages 47-98, February.
- e. Narayana R. Kocherlakota, 1996. "The Equity Premium: It's Still a Puzzle," *Journal of Economic Literature, American Economic Association*, vol. 34(1), pages 42-71, March.
- f. Cochrane John H. (2011), "Presidential Address: Discount Rates". *The Journal of Finance*, 66: 1047-1108.

4. Implications of incomplete markets for asset pricing and firm financing.

This unit introduces the economics of financial decision making under incomplete markets. Implications of market incompleteness for asset pricing and firms financing is explored.

Readings:

- a. MMIM, Chapter 6.
- b. LS, Chapter 18.
- c. Bejan, Camelia, 2018. "Production and financial decisions under uncertainty"
- d. Miao, Jianjun & Wang, Neng, 2007. "Investment, consumption, and hedging under incomplete markets," *Journal of Financial Economics, Elsevier*, vol. 86(3), pages 608-642, December.
- e. J.F. Gomes, A. Yaron, and L. Zhang (2006): 'Asset Pricing Implications of Firms' Financing Constraints,' *Review of Financial Studies*.

- f. F. Kubler and K. Schmedders (2003): 'Stationary Equilibria in Asset-Pricing Models with Incomplete Markets and Collateral,' *Econometrica* , 71(6), 1767-1793.
- g. J. Heaton and D. Lucas (1996): 'Evaluating the Effects of Incomplete Markets on Risk Sharing and Asset Pricing,' *Journal of Political Economy* 104(3), pp. 443-87.
- h. D. Levine and W. Zame (2001): 'Does Market Incompleteness Matter,' *Econometrica* , 70, 1805-1840.

5. Heterodox approaches to Finance: The Financial Instability hypothesis.

This unit introduces one of the heterodox approaches to understanding the financial sector in a capitalist economy. Implications of financial instability inherent in capitalist economies for policy will be explored.

Readings:

- a. Minsky, Hyman (2016), "Can 'it' happen again? Essays on instability and finance". Chapters 3-5.
- b. Marc Lavoie (2011) The Global Financial Crisis: Methodological Reflections from a Heterodox Perspective, *Studies in Political Economy*, 88:1, 35-57.

6. Macrofinance: financial markets and macroeconomic outcomes.

This unit introduces students to relatively newer field of macro-finance. The material focusses on interaction of financial markets with goods and labor markets to determine short term and long term output in the economy. Focus is on transmission of shocks to financial markets to the goods and labor markets.

Readings:

- a. Cochrane, 2017. "[Macro-Finance](#)," *Review of Finance, European Finance Association*, vol. 21(3), pages 945-985
- b. Brunnermeier, Markus K., and Yuliy Sannikov. 2014. "A Macroeconomic Model with a Financial Sector." *American Economic Review*, 104(2): 379-421.
- c. Rudebusch Glenn R, 2010. "Macro-Finance Models Of Interest Rates And The Economy," *Manchester School, University of Manchester*, vol. 78(s1), pages 25-52, September.
- d. T. Cooley, R. Marimon, and V. Quadrini (2004): 'Aggregate Consequences of Limited Contract Enforcement,' *Journal of Political Economy* , 112, 817-847
- e. V. Quadrini and U. Jermann (2006): 'Financial Innovation and Macroeconomic Volatility,' Wharton, mimeo.

7. Financial Crises and Regulation:

This unit provides students with a short yet rigorous introduction to the economics of financial crisis and the subsequent policy responses that have shaped financial regulation globally. Topics like safe assets, securitization, shadow banking, etc will be touched upon.

Readings:

- a. Gorton, Gary & Metrick, Andrew, 2013. "[Securitization](#)," [Handbook of the Economics of Finance](#), Elsevier.
- b. Ricardo J. Caballero & Emmanuel Farhi & Pierre-Olivier Gourinchas, 2017. "[The Safe Assets Shortage Conundrum](#)," [Journal of Economic Perspectives](#), American Economic Association, vol. 31(3), pages 29-46, Summer.
- c. Ricardo J Caballero & Emmanuel Farhi, 2018. "[The Safety Trap](#)," [Review of Economic Studies](#), Oxford University Press, vol. 85(1), pages 223-274.
- d. Anil K. Kashyap & Richard Berner & Charles A.E. Goodhart, 2019. "[The Macprudential Toolkit](#)," [Chapters](#), in: Financial Regulation and Stability, chapter 2, pages 10-26 Edward Elgar Publishing.

Suggested Assessment Plan:

Final grades could be based on two exams and class presentations based on research articles in the area. Typically the second exam could be after the presentation incorporating questions based on the literature covered in them.

Assessment	Percentage contribution to final grade
Exams (Two)	60%
Problem Sets	20%
Presentations	20%

Alternatively, presentations could be substituted with a term paper project based on research literature in the chosen subarea.

9. Pedagogy:

- a. Instructional strategies: Classroom lectures, presentations, video screenings.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with a projector and sound system.
- c. Expertise in AUD faculty or outside : AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
NA

Signature of Course Coordinator(s)

Note:

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

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

Recommendation of the School of Studies:

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	Liberal Studies
Programme(s)	MA Economics
Course title	Economics of Poverty
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	January 2021
Course coordinator and team	Dr. Krishna Ram

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:
 (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):
 As per SLS norms.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode;
 any other – please specify):
 As per course scheduling norms for MA economics program.

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

Poverty has a global relevance and it affects all of us either directly or indirectly. At the world level, despite having some progress in reducing poverty, the number of people who remain poor are exceptionally high. The same is true in case of India. In India, millions of people live in extreme poverty. It is despite the fact that the counting of poor people is very contentious in India. If we see the profile of poor of India, we can see that majority of the poor are belonging to the marginalised section of the society. So the course is study for these people who have been historically on the margin and somehow left far behind even in the duration of high economic growth.

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

This course complements the other development economics courses offered in MA economics program at AUD. It improves the availability of electives in development economics area offered at the MA level.

7. **Course Details:**

a. Summary:

The course will start with the general discussion of understanding of poverty in India. It discusses how we say a person is poor or non-poor? How modern era poverty is different from the earlier poverty and then goes deeper into it. It discusses conceptual framework of defining poverty, and covers poverty debates both the world level and India. It discusses various causes of poverty and Inequality; How global capitalism link with the creation of reserve army of labour and its linkages with inequality and poverty. The course discuss caste and poverty in India. The second part of the course covers methods of measuring poverty and inequality. The course gives hand on training on method of measuring poverty, inequality, and how to do impact evaluation of any poverty alleviation programme.

b. Objectives:

- i. To introduce students to the general concept of poverty. How the poverty at modern time is different from earlier time?
- ii. To understand the link between poverty and labour market.
- iii. To understand the implications of global capitalism on poverty & inequality in India
- iv. To introduce students to a notion of caste and poverty and interlinkages between two.
- v. To teach different method of measuring poverty and inequality around the world and in India.

c. Expected learning outcomes:

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

- i. Explain the conceptual framework of defining poverty both at the world level and in India.
- ii. Measure poverty and Inequality at the world and India level.
- iii. Link capitalism and poverty and its relation with labour market
- iv. Describe global debate around measuring poverty at the world level and in India
- v. To conduct impact evaluation of poverty alleviation programme
- vi. Read and comprehend a professionally published research paper in the area of Poverty.

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

The course will familiarize students about the various issues of poverty, primarily an economist's of view. The course is divided into two parts. The first part mainly focuses upon theoretical discussion of nature and causes of poverty, identification problems, measurement issues and debate on measurement of global poverty and poverty in India. Second part covers computation part of measuring poverty, inequality, and the approaches of impact evaluation of poverty alleviation programmes.

Part A

1. What is Poverty? Nature of modern (early 21st century) poverty contrast with the poverty at earlier time (not prior than 1858).
2. Conceptual framework of defining poverty - Absolute Vs. Relative Poverty, Food energy intake method, Cost of Basic need Approach, Sen's capabilities Approach, Human Development Approach, Subjective method
3. Poverty Debates - Debates on the measurement of global poverty, and on Poverty estimates in India
4. The link between poverty and labour market- Reserve Army of labour, Impact of reserve army of labour on employment& wage , Historical reason for reserve army of labour.

5. Capitalism and Poverty: Capitalism and Reserve Army of labour- Experiences of Developed countries, Role of migration, and Role of the colonial market. Impact of metropolitan capitalism on the colonised economy - De-industrialization, Impoverishment of peasantry and petty producer, swelling of reserve army of labour.
6. Economic Development and Poverty - Crucial role of Absorption of labour reserve, Relationship between output, Technological progress, and Labour demand, Condition for the elimination of poverty
7. Caste and Poverty: Distribution, Multidimensionality & Persistence of Poverty.
8. Inequality: Inequality of what and within whom? What are the processes that create disparity? Why does it matter?-The intrinsic and instrumental harms of inequality.

Part B

1. Method of Measuring Poverty & Inequality: Headcount Ratio, Poverty Gap Ratio, Square of Poverty Gap Index, Multidimensional Poverty Index (MPI). Lorenz Curve, Gini Index, and Distribution function.
2. Impact Evaluation: Internal and external validity of Impact Evaluation. Evaluation method in practice; Randomized Control Trial (RCT), Difference and Difference Estimation, fixed effect regression, and Instrument Variable Estimators

8. Assessment Plan:

The final assessment will be based on one term papers (40 % weightage), one empirical project/ case study (40 % weightage) and one book/articles review (20% weightage)

9. Contents (week wise plan with readings):

1. What is Poverty? Nature of modern (early 21st century) poverty contrast with the poverty at earlier time (not prior than 1858).

Atkinson, A. B. (2019). *Measuring poverty around the world*. Princeton University Press. (Chapter 2)

Habib, I. (2006). *Indian Economy, 1858-1914*, People's History of India, (Vol. 28). Tulika Books. (Chapter 1)

Naoroji, D. (1878). *Poverty of India*, London. (Part 1, a section on necessary consumption)

2. Conceptual framework of defining poverty - Absolute Vs. Relative Poverty, Food energy intake method, Cost of Basic need Approach, Sen's capabilities Approach, Human Development Approach, Subjective method.

Atkinson, A. B. (2019). *Measuring poverty around the world*. Princeton University Press. (Chapter 3)

Ravallion, M. (1998). *Poverty lines in theory and practice* (Vol. 133). World Bank Publications.

Wisor, S. (2011). *Measuring global poverty: Toward a pro-poor approach*. Springer. (Chapter 4-8)

3. Poverty Debates - Debates on the measurement of global poverty, and on Poverty estimates in India.

Deaton, A., & Kozel, V. (2005). Data and dogma: the great Indian poverty debate. *The World Bank Research Observer*, 20(2), 177-199

Deaton, A., & Drèze, J. (2009). Food and nutrition in India: facts and Interpretations. *Economic and political weekly*, 42-65.

Deaton, A., & Drèze, J. (2010). From calorie fundamentalism to cereal accounting. *Economic and Political Weekly*, 45(47), 87-92.

Patnaik, U. (2007). Neoliberalism and rural poverty in India. *Economic and Political Weekly*, 3132-3150

Patnaik, U. (2010). A critical look at some propositions on consumption and poverty. *Economic & Political Weekly*, 6.

Patnaik U. (2010). On some fatal fallacies. *Economic and Political Weekly*, 45(47):81–87, February.

Patnaik, P. (2013). A Critique of the Welfare Theoretic Basis of the Measurement of Poverty. *Economic & Political Weekly*, 48(14), 6.

Ram, Krishna (2013). Cereal Consumption used as a proxy for real income, *Economic and Political Weekly*, July,

Rangarajan. C & Mahendra Dev, S.(2017) *Counting the poor: Where Do We Stand*, Aceadmic Foundation , New Delhi

Wisor, S. (2011). *Measuring global poverty: Toward a pro-poor approach*. Springer.

Supplementary readings on measurement of global poverty:

Anand, S., Segal, P., & Stiglitz, J. E. (2010). Debates on the measurement of global poverty. Oxford University Press.

Reddy, S. (2008). The World Bank's new poverty estimates: digging deeper into a hole. *Challenge*, 51(6), 105-112.

Reddy, S. G. (2009). Counting the poor: the truth about world poverty statistics. *Socialist Register*, 42(42).

Reddy, S. G., & Minoiu, C. (2007). Has world poverty really fallen? *Review of Income and Wealth*, 53(3), 484-502.

Pogge, T., & Reddy, S. G. (2005). How not to count the poor. Available at SSRN 893159
Summers, R., & poverty analysis,” *The World Bank Research Observer*, 11(2), 199-221, August.

Pogge, T., & Reddy, S. G. (2006). Unknown: The extent, distribution and trend of global income poverty. *Distribution and Trend of Global Income Poverty*.

Pogge, T. (2010). How Many Poor People Should Be? A rejoinder to Ravallion in

4. The link between poverty and labour market- Reserve Army of labour, Impact of reserve army of labour on employment & wage, Historical reasons for reserve army of labour.

Karl Marx “Capital Volume 1”, a section on the General Law of Capital Accumulation.

Sweezy, P. M. (2018). *Theory of Capital Development*. NYU Press.

Ambedkar, B.R(1979). Babasaheb Ambedkar: Writing and speeches Vol, 3, Government of Maharashtra, Mumbai. (Chapter 1, particularly a section on division of labour/ labourers).

Supplementary readings:

Karl Marx (1935). *Wage-Labour and Capital/Value, Price and Profit*, New York: International Publishers

Raychaudhuri, T. (1985). Historical Roots of Mass Poverty in South Asia A Hypothesis. *Economic and Political Weekly*, 801-806.

5. Capitalism and Poverty: Capitalism and Reserve Army of labour - Experiences of Developed countries, Role of migration, and Role of the colonial market. Impact of metropolitan capitalism on the colonized economy - De-industrialization, Impoverishment of peasantry and petty producer, swelling of reserve army of labour.

Patnaik, U., & Patnaik, P. (2016). Capitalism, poverty and inequality, Chapter 5 in *A theory of imperialism*, Columbia University Press.

Patnaik,P(2018). Capitalism, Poverty and Praxis, International development economic Association, <https://www.networkideas.org/featured-articles/2018/04/capitalism-poverty-and-praxis/>

Foster, J. B., MC chesney, R., & jonna, J (2011). The global reserve army of labour and the new imperialism, *Monthly Review*, <https://monthlyreview.org/2011/11/01/the-global-reserve-army-of-labor-and-the-new-imperialism/>

Foster, Harry Magdoff, and Robert W. McChesney (2014). The Stagnation of Employment, *Monthly Review*, 55, no. 11, pg. 9–11.

Samir, A. (2003). World Poverty, Pauperization and Capital Accumulation. *Monthly Review*, 55(5). <https://monthlyreview.org/2003/10/01/world-poverty-pauperization-capital-accumulation/>

Supplementary readings:

Patnaik, U. (2012). Capitalism and the Production of Poverty. *Social Scientist*, 40(1/2), 3-20.

Bagchi, A. K. (1972). Some international foundations of capitalist growth and underdevelopment. *Economic and Political Weekly*, 1559-1570.

6. Economic Development and Poverty - Crucial role of Absorption of labour reserve, Relationship between output, Technological progress, and Labour demand, Condition for the elimination of poverty.

Patnaik, P. (2011). Growth and poverty in the Indian economy. *Social Scientist*, 39(9/10), 19-23

Ajit K. Ghose, Nomaan Maji, and Christoph Ernst, *The Global Employment Challenge* (Geneva: International Labour Organisation, 2008), 9–10.

Jayaraj, D. & Subramanian, S (2012). *Poverty, inequality, and population: essays in development and applied measurement*. Oxford University Press. (Ch-2)

Quigley, W. (2008). *Ending poverty as we know it: Guaranteeing a right to a job*. Temple University Press.

Banerjee, A. V., Bardhan, P. K., & Somanathan, R. (Eds.). (2017). *Poverty and income distribution in India*. juggernaut.(ch 15,16 &17)

7. Inequality: Inequality of what and within whom? What are the processes that create disparity? Why does it matter?-The intrinsic and instrumental harms of inequality.

Milanovic, B. (2016). *Global inequality: A new approach for the age of globalization*. Harvard University Press.

Stiglitz, Joseph E. (2012). *The Price of Inequality: How Today's Divided Society Endangers Our Future*. New York: W.W. Norton & Co

Stewart, F. (2009). Horizontal inequality: two types of trap. *Journal of Human Development and Capabilities*, 10(3), 315-340

Supplementary readings:

Rawls, J. (2001). *Justice as fairness: A restatement*. Harvard University Press.

Piketty, T. (2014). *Capital in the 21st Century*. Translated by Arthur Goldhammer, The Balknap Press of Harvard University Press, London,

Sen A. (1992). *Inequality Re-examined*. Oxford: Clarendon Press; 1992.

8. Caste and Poverty: Distribution, Multidimensionality & Persistence of Poverty.

Thorat, S. (2009). *Dalits in India: Search for a common destiny*. SAGE Publications Ltd.

Jayaraj, D. & Subramanian, S (2012). *Poverty, inequality, and population: essays in development and applied measurement*. Oxford University Press. (ch-3)

Borooh, V. K., Sabharwal, N. S., Diwakar, D. G., Mishra, V. K., & Naik, A. K. (2015). *Caste, discrimination, and exclusion in modern India*. SAGE Publications India. (ch 3)

Rycroft, R. (2014). *The economics of inequality, discrimination, poverty, and mobility*. Routledge. (ch9)

Part B

9. Method of Measuring Poverty & Inequality: Headcount Ratio, Poverty Gap Ratio, Square of Poverty Gap Index, Sen's Poverty Index, Multidimensional Poverty Index (MPI). Lorenz Curve, Gini Index, and Distribution function.

Haughtonand, J., & Khandker, S. R. (2009). Handbook of poverty and inequality.

Ravallion, M (2016). *The Economics of Poverty: History, Measurement, and Policy*, Oxford University Press, New Delhi (ch 5)

Sen, A. (1979). Issues in the measurement of poverty. *The Scandinavian Journal of Economics*, 285-307

Human development report 2013: The rise of the South: Human progress in a diverse world, *UNDP*

10. Impact Evaluation: Internal and external validity of Impact Evaluation. Evaluation method in practice; Randomized Control Trial (RCT), Difference and Difference Estimation, fixed effect regression, and Instrument Variable Estimators

Duflo, E., Glennerster, R., & Kremer, M. (2007). Using randomization in development economics research: A toolkit. *Handbook of development economics*, 4, 3895-3962.

Ravallion, M. (2008). "Evaluating anti-poverty programs". In Paul Schultz and Jhon Strauss (eds), *Handbook of Development Economics*, vol 4, Amsterdam: North Holland.

Lee, Myoung-jae (2005). *Microeconometrics for policy, programme and treatment effects*. Oxford: Oxford University Press.

Ravallion, M (2016). *The Economics of Poverty: History, Measurement, and Policy*, Oxford University Press, New Delhi (ch 6)

10 Pedagogy:

- a. Instructional strategies: Classroom lectures, presentations, video screenings.
 - b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with a projector and sound system.
 - c. Expertise in AUD faculty or outside : AUD Faculty
11. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):No

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	School of Liberal Studies
Programme(s)	Economics
Course title	Economics of Infrastructure
Course code	
Credits	4 (Four)
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Robin Singhal (rsinghal@aud.ac.in)

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

This course builds on the core courses such as Microeconomics and Macroeconomics taught in the MA Economics programme (first year) and put emphasis on their application to the issues pertaining to the infrastructural sector. Further, it connects to the course on Development Economics offered to the MA Economics (final year) students. The scope of this proposed course is oriented towards the economic dimensions related to the development of infrastructure, given the elective course on “Capital, Value and Infrastructure” being offered for MA Sociology (also open to other MA programmes). It is noteworthy that the several modules constituting the course on “Capital, Value and Infrastructure” put emphasis on the political economy aspects of infrastructural development. In contrast, this course builds on the foundations provided to the MA economics students from their first year core courses and keeps the economic perspective as the central theme for all the constituting modules.

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

Microeconomics (Core Course)

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)

Winter Semester

5. Proposed date of launch: January 2020
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Given the discourse of economic growth and development, the proposed course aims to bring into focus the infrastructural issues and economic dimensions related to them. As an elective course, this would provide an opportunity to students enrolled for the Masters programme at the AUD to acquaint themselves with the crucial dimensions related to the infrastructural sector and develop an analytical perspective in this regard. Specifically, in the case of the MA Economics programme, the proposed course aims to impart training to the students on physical/economic infrastructure such as energy/power, transport, telecommunications, transport, logistics, storage, water supply and sanitation. It would be instrumental in bridging the gap which exists in terms of training of the students who do have electives in social infrastructure such as health and education, but do not have such options related to the physical/economic infrastructure.

7. Course Details:

a. Summary

This course aims to focus on the physical/economic infrastructure and contributes to the understanding of the students regarding its relevance, importance and linkages to the process of economic growth and development in general. It aims to provide training to students for economic analysis of infrastructural issues while contextualizing the issues in the broader domain of economic growth and development. It put thrust on providing comprehensive introduction to the conceptualization of infrastructure from an economist's point of view and thus offers in depth orientation on how economic thinking in this regard has evolved over time.

The course will deal with the issue from both macro- and micro-economic perspectives. On the macroeconomic side, the course introduces (i) the conceptualisation of infrastructure and its relation to the development agenda and objectives and (ii) the development of infrastructural statistics and the consideration of infrastructure as an important variable in economic growth models. On the microeconomic side, the course delves deeper into infrastructural sub-sectoral dimensions and analyses key issues pertaining to the demand, supply, pricing, efficiency of market mechanism, role of public intervention etc.

b. Objectives

- (i) To equip students with foundational knowledge of economic principles that serve as the basis of conceptualisation, defining characteristics, classification and statistical indicators of infrastructure in an economy.

- (ii) To acquaint students with the mainstreaming of infrastructural development in the economic growth and development literature from macro-economic perspective.
- (iii) To develop understanding towards the range of issues at the economic infrastructure sub-sectoral level from the micro-economic perspective.

c. Overall structure

This course is structured over seven modules (including a separate module for sub-sectoral economic infrastructure). Each module is reading intensive and focusses both on the theoretical as well as empirical aspects of the issues involved. It is emphasised that the two modules – 1 and 2 are compulsory whereas of the remaining five modules (3 to 7) at least three would be covered in a semester-long course.

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

Module 1: Introduction

This module introduces students to the conceptual foundations of infrastructure as an economic concept. It develops their understanding of economic principles and their use in relation to the various dimensions of infrastructure such as definition, characteristics, types or classification, and related statistical indicators.

1. CSO. (2012) Manual on Infrastructure Statistics, *Central Statistical Organisation, Government of India*.
2. Frischmann, B. M. (2012). *Infrastructure: The social value of shared resources*. Oxford University Press.
3. GOI (undated) Definition of infrastructure, Secretariat for Infrastructure, Planning Commission, Government of India.
4. Ingram, G. K., & Fayx, M. (2008). 21 Physical infrastructure. *International handbook of development economics, I*, 301.
5. Sharkey, W. W. (2009). *The theory of natural monopoly*. Cambridge University Press.

Module 2: Role and Importance of Infrastructure

This module discusses the mainstreaming of infrastructure in the economic growth and development discourse. The central focus here would be to discuss how economic thinking about the relation of infrastructure to the process of economic growth and development has evolved over time. This would thus emphasise the significance and the contribution of infrastructural services to economic development outcomes.

1. ADB. (2017). Meeting Asia's Infrastructure Needs, *Asian Development Bank*.
2. Aschauer, D. A. (1989). Is public expenditure productive? *Journal of monetary economics*, 23(2), 177-200
3. Aschauer, D. A. (1990). Why Is Infrastructure important? *Industry Week*

4. Dissou, Y., & Didic, S. (2013). Infrastructure and growth. In *Infrastructure and Economic Growth in Asia* (pp. 5-45). Springer, Cham.
5. Estache, A., & Garsous, G. (2012). *The impact of infrastructure on growth in developing countries. IFC Economics Notes*. Note 1. Washington, DC: International Finance Corporation.
6. Frischmann, B. M. (2012). *Infrastructure: The social value of shared resources*. Oxford University Press.
7. Ghosh, B., & De, P. (2005). Investigating the linkage between infrastructure and regional development in India: era of planning to globalisation. *Journal of Asian Economics*, 15(6), 1023-1050
8. Kessides, C., & Ingram, G. K. (1995). Infrastructure's Impact on Development: Lessons from WDR 1994. *Journal of infrastructure systems*, 1(1), 16-32

Module 3: Energy and Power

This module focusses on the energy infrastructural issues. It develops the understanding regarding the relation between energy demand and economic growth and brings into focus the issues such as energy poverty and access to modern energy services in the context of developing economies. In addition, it explores the aspects related to energy markets, energy pricing, role of technology and energy infrastructure (on account of the interaction between the energy system on the one hand and the environment on the other).

1. Bhattacharyya, S. C. (2011). *Energy economics: concepts, issues, markets and governance*. Springer Science & Business Media.
2. Bonan, J., Pareglio, S., & Tavoni, M. (2017). Access to modern energy: a review of barriers, drivers and impacts. *Environment and Development Economics*, 22(5), 491-516.
3. Chan, N. W., & Gillingham, K. (2015). The microeconomic theory of the rebound effect and its welfare implications. *Journal of the Association of Environmental and Resource Economists*, 2(1), 133-159.
4. Goldthau, A. (2014). Rethinking the governance of energy infrastructure: Scale, decentralization and polycentrism. *Energy Research & Social Science*, 1, 134-140.
5. Lechthaler, F. (2017). Economic growth and energy use during different stages of development: an empirical analysis. *Environment and Development Economics*, 22(1), 26-50.
6. vanBentem, A. A. (2015). Energy leapfrogging. *Journal of the Association of Environmental and Resource Economists*, 2(1), 93-132.

Module 4: Transport, Logistics and Storage

This module brings into focus the role of transportation infrastructure in the economic activity. It draws attention to the classification of transport system into dedicated and non-dedicated modes of transport. It develops the understanding of students about the modal mix (such as road, railways, air and water transport) and modal-specific issues such as role of clean fuel and vehicle technologies. It further highlights the importance of logistics infrastructure and costs as being crucial determinant of the economic competitiveness for a nation. In addition, it put thrust on the storage infrastructure (refrigerated and non-refrigerated) and underscores the need for integrated cold chain.

1. NCCD. 2015. All India Cold-chain Infrastructure Capacity (Assessment of Status & Gap), Delhi.

2. Nilakant, V., & Ramnarayan, S. (2009). *Changing tracks: reinventing the spirit of Indian railways*. HarperCollins Publ.
3. NTDP. (2014). *India Transport Report: Moving India to 2032*, Vol. I to III, National Transport Development Policy Committee.
4. Ramachandran, M. (2011). *Metro rail projects in India: a study in project planning*. Oxford University Press.
5. Rantasila, K., & Ojala, L. (2012). Measurement of national-level logistics costs and performance. International Transport Forum Discussion Paper
6. Singhal, R., & Saksena, S. (2017). Performance Assessment of the Storage and Warehousing Industry in India. *The Journal of Industrial Statistics*, 6(1), 15-40.

Module 5: Telecommunications

The role of information and communications technology is gaining momentum and they are increasingly being considered as influencing the productivity both at the micro- and macro level. Hence, this module aims to expose students to the cutting edge research in this area while training them in the application of economic principles to address challenges in terms of valuation of spectrum, pricing and institutional/regulatory aspects.

1. Erumban, A. A., & Das, D. K. (2016). Information and communication technology and economic growth in India. *Telecommunications Policy*, 40(5), 412-431
2. Ghosh, S., & Prasad, R. (2012). Telephone penetrations and economic growth: evidence from India. *NETNOMICS: Economic Research and Electronic Networking*, 13(1), 25-43
3. Mitra, A., Sharma, C., & Véganzonès-Varoudakis, M. A. (2016). Infrastructure, information & communication technology and firms' productive performance of the Indian manufacturing. *Journal of Policy Modeling*, 38(2), 353-371.
4. Prasad, R. (2010). Value of 2G Spectrum in India. *Economic and Political Weekly*, 25-28
5. Prasad, R., & Sridhar, V. (2007). Spectrum Allocation Mechanism for 3G Mobile Services. *Economic and Political Weekly*, 2150-2152.
6. Prasad, R., & Sridhar, V. (2008). A critique of spectrum management in India. *Economic and Political Weekly*, 13-17
7. Prasad, R., Sridhar, V., & Bunel, A. (2016). An Institutional Analysis of Spectrum Management in India. *Journal of Information Policy*, 6, 252-293.
8. Prasad, R., & Sridhar, V. (2014). *The Dynamics of Spectrum Management: Legacy, Technology and Economics*. Oxford University Press.

Module 6: Water and Sanitation

Access to safe drinking water supply and sanitation services remain instrumental for improving the quality of life in general and public health in particular. This module thus aims to emphasise the need for safe, affordable, acceptable, available and accessible drinking water and sanitation services for all. It would expose students to the challenges especially in the context of low- and middle-income countries and highlighting the infrastructural gaps in the rural and urban areas. In addition, it acquaints them regarding the concerns on account of rapid urbanization, need for gender perspective and governance issues in this regard.

1. Araral, E., & Ratra, S. (2016). Water governance in India and China: comparison of water law, policy and administration. *Water Policy*, 18(S1), 14-31

2. Hutton, G. & Chase, C. (2017). Water Supply, Sanitation and Hygiene in Mock, Charles N., Nugent, R. Kobusingye, O., and Smith, Kirk R. (ed.) *Injury Prevention and Environmental Health*, The World Bank.
3. Khanna, T., & Das, M. (2016). Why gender matters in the solution towards safe sanitation? Reflections from rural India. *Global public health*, 11(10), 1185-1201.
4. Starkl, M., Brunner, N., & Stenstrom, T. A. (2013). Why do water and sanitation systems for the poor still fail? Policy analysis in economically advanced developing countries. *Environmental science & technology*, 47(12), 6102-6110.
5. Tortajada, C. (2016). Policy dimensions of development and financing of water infrastructure: The cases of China and India. *Environmental Science & Policy*, 64, 177-187.
6. Wankhade, K. (2015). Urban sanitation in India: Key shifts in the national policy frame. *Environment and Urbanization*, 27(2), 555-572.

Module 7: Contemporary Challenges in Infrastructure Development

This module introduces students to the perspectives regarding the role of public and private sector and familiarise them with issues pertaining to public-private participation (PPP) in financing the infrastructure development in an economy. In view of the economy-environment interactions, it further contextualizes the need and challenges for the transformation of the existing infrastructure on the one hand and the future infrastructural development on the other. In addition, it put emphasis on the importance of global infrastructural networks in a globalizing world.

1. Fuss, S., Chen, C., Jakob, M., Marxen, A., Rao, N. D., & Edenhofer, O. (2016). Could resource rents finance universal access to infrastructure? A first exploration of needs and rents. *Environment and Development Economics*, 21(6), 691-712
2. Lennon, M. (2015). Green infrastructure and planning policy: a critical assessment. *Local Environment*, 20(8), 957-980
3. Mohanty, B., Bhanumurthy, N. R., & Dastidar, A. G. (2017). *What explains Regional Imbalances in Infrastructure?: Evidence from Indian States* (No. 17/197)
4. Wright, H. (2011). Understanding green infrastructure: the development of a contested concept in England. *Local Environment*, 16(10), 1003-1019.

Assessment Details with weights:

- (i) Class Presentation (10%)
- (ii) One Assignment (20%)
- (iii) Term Paper (35%)
- (iv) End-Semester Exam (35%)

Reference Journals:

1. Journal of Infrastructural Development
2. Journal of Infrastructure Systems
3. Telecommunications Policy
4. Economic and Political Weekly
5. Water Policy
6. Energy Economics
7. Energy Policy
8. Environment and Development Economics

- 9. Journal of the Association of Environment and Resource Economists
- 10. Economics of Transportation

8. Pedagogy:

a. Instructional design

This is a four credit course, therefore having weekly lectures of four hours. Class interaction is encouraged in these lectures.

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

Class rooms as required

c. Expertise in AUD faculty or outside

AUD Faculty members with expertise in infrastructural issues would be engaged in taking few lectures. Outside faculty members with experience of research in infrastructural issues would be sought for special lectures.

d. Linkages with external agencies (e.g., with field-based organizations, hospital, labour research institutes and others)

Not required

9. Assessment structure (modes and frequency of assessments)

The assessment structure would include four assessments, none of which will have more than 40% weightage. Assessments would include class presentation, assignment, term paper and end-semester exam.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	Liberal Studies
Programme(s)	MA Economics
Course title	Mathematical Methods of Economics I
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	Monsoon 2020
Course coordinator and team	Jyotirmoy Bhattacharya

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

The course allows students to appreciate at a deeper level methods which would have been introduced in other core and elective courses such as Microeconomics I & II, Macroeconomics I & II and Econometrics and Data Analysis. It provides a foundation for other electives on mathematical methods and on areas of economics which use these methods intensively.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
 Students must have had mathematics at the 10+2 level followed by an undergraduate course on mathematical methods of economics or must have equivalent mathematical background.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 As per SLS norms.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
 As per course scheduling norms for MA economics program.
5. How does the course link with the vision of AUD?
 It contributes to training in the rational study of society by enhancing students skills in mapping economic phenomena to consistent formal systems with clear rules of deduction. It also contributes to interdisciplinarity by showing how the same mathematical language can be used to describe very different situations, thus helping students appreciate the surprising structural similarities that can be often found underlying the apparent phenomenological diversity of the world.
6. How does the course link with the specific programme(s) where it is being offered?
 The construction and criticism of models is central to the practice of economics and economic models are presented in the language of mathematics. The empirical testing of economic ideas too is based on mathematics in the form of mathematical statistics. The core courses in the M.A. programme make students aware of the basic minimum of mathematical methods used in economics.

This course along with other electives in the mathematical methods sequence is meant for students who wish to specialize in the use of mathematical techniques. They cover mathematical methods at a higher level of abstraction and formalism compared to core courses and aim to help students attain a higher level of mathematical maturity, specially with respect to the ability to discover and communicate rigorous proofs.

7. Course Details:

a. Summary:

The pedagogical strategy of this course is to focus in depth on one area of mathematics instead of a whistle-stop tour through many different topics. It is hoped that sustained study of one major area will be more effective in improving the mathematical maturity of students by giving them time to master details and engage with more challenging material.

Linear algebra has been chosen as the core topic of the first course in this elective sequence because of its broad applicability in economics, with applications ranging from dynamical systems in macroeconomics to regression models in econometrics. It is also a prerequisite for multivariate calculus and optimization which are likely to be the topics of later electives on mathematical methods.

The core of this course will be a presentation of linear algebra from the viewpoint of abstract vector spaces and linear transformations. The emphasis would be on building structural and geometric intuition and not on rote calculations. It is expected that students would already have some prior knowledge of linear algebra. The course will reinforce this prior knowledge and use the axiomatic development of linear algebra as an introduction to the modern approach to the study of mathematical structures. The core theoretical material on linear algebra would be followed by applications and extensions based on student and instructor interests.

Aims

- i. To improve students' ability to learn and communicate rigorous mathematical arguments.
- ii. To make students aware of the major results of linear algebra and their interconnections.
- iii. To make students aware of the applications of linear algebra to economics.

Learning Outcomes

After having successfully completed this course students would be able to:

1. State the axioms defining a vector space and give examples of vector spaces drawn from different areas of mathematics and applications.
2. State the definition of linear transformations and give examples of linear transformation from different areas of mathematics and applications.
3. Demonstrate the ability to analyse problems in linear algebra using standard techniques such as induction on dimension, decomposition of spaces into direct sums and changes of basis to make manifest the structure of transformations.
4. Discover proofs for problems similar to those covered in course and to be able to communicate them with sufficient rigour and clarity.
5. Model problems in terms of vector spaces and transformations and apply standard results from linear algebra for their analysis.

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

The course follow the generally accepted structure of courses in intermediate linear algebra, with the major modules being:

1. Introduction to abstract vector spaces and linear maps.
2. Eigenvalues: diagonalization and triangularization.
3. Inner-product spaces.
4. Structure of operators on finite-dimensional inner-product spaces.
5. Applications and extensions

In modules (1)-(4) topics related to computation and applications to economics will be interleaved with the purely theoretical material. Module (5) will discuss applications and extensions that pull together material from the entire course.

Assessment Plan:

Assessment	Objective	Weight
Class Tests	To test understanding of proofs discussed in lectures and the text and to be able to apply similar proof methods to new problems.	35 % each for best two of three tests
Term Paper	To test ability to independently study mathematical literature and to be able to effectively communicate an overview of an area through a judicious choice of results, examples and counterexamples.	30%

8. Contents (week wise plan with readings):

Readings

[A], Axler, S. (2015) *Linear Algebra Done Right*, 3rd ed., Springer Verlag
 [S], Strang, G. (2007) *Linear Algebra and Its Applications*, 4th ed., Cengage India
 [TB], Trefethen, L.N an Bau, D.(1997)*Numerical Linear Algebra*, SIAM

Lecture Plan

Week	Topic	Reading
1.	Vector spaces: abstract definition and concrete examples. Subspaces and direct sums. Quotients.	[A], Ch. 1,
2.	Linear independence, spanning sets and bases. Dimension. Definition of linear maps	[A], Ch. 2 and 3

3	Linear maps: null space and range, the rank-nullity theorem. Invertibility and isomorphic spaces.	[A], Ch. 3
4.	Matrices. System of linear equations. LU decomposition.	[S], Ch. 2 [TB], Lectures 1,20
5.	Review of complex numbers. Polynomials: fundamental theorem of calculus (statement only), division algorithm and GCD.	[A], Ch. 4
6.	Eigenvalues. Triangularization and diagonalization.	[A], Ch. 5
7.	Inner products: inner products, norms, orthogonality.	[A], Ch. 6,
8.	The Gram-Schmidt algorithm. QR decomposition. The least-squares problem.	[TB], Lectures 6-8,11 [S], Ch. 3
9.	Operators on inner-product spaces: Spectral Theorem for self-adjoint and normal operators.	[A], Ch. 7, [TB], Lecture 4 [S], Ch. 5
10.	Positive operators, singular value decomposition	[A], Ch. 7, [TB], Lecture 4 [S], Ch. 6

The remaining weeks will be dedicated to extensions and applications depending on the interests of students and instructors. Some possibilities are:

1. **Linear inequalities:** Existence theorems including Farkas's Lemma. Applications to optimization, linear models of production and finance. Reference: Vohra, R.V. (2005) *Advanced Mathematical Economics*, Routledge, Ch. 2
2. **Convexity.** Definition of convex sets and functions and their basic properties, the separating hyperplane theorem and its applications, duality and applications to optimization. Reference: Corbae, D., Stinchcombe, M. and Zeeman, J. (2009) *An Introduction to Mathematical Analysis for Economic Theory and Econometrics*, Princeton University Press, Chapter 5.
3. **Dynamics in Discrete Time.** Solutions and stability analysis of difference equations and linear rational expectations models. Reference: Miao, J. (2014) *Economic Dynamics in Discrete Time*, MIT Press, Chapters 1–2.
4. **Dynamics in Continuous Time.** Solutions and stability analysis of systems of differential equations. Reference: Shone, R. (2002) *Economic Dynamics*, 2nd ed., Cambridge University Press, Chapter 4.

9. Pedagogy:

- a. Instructional strategies: Lectures and problem sets
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom with a projector

- c. Expertise in AUD faculty or outside : AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
NA

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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	Liberal Studies
Programme(s)	MA Economics
Course title	Time Series Analysis
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	January 2021
Course coordinator and team	Dr. Jyotirmoy Bhattacharya

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

This course builds on the MA Economics courses “Statistics and Data Exploration” and “Econometrics and Data Analysis”. It draws examples and applications from the courses “Macroeconomics I” and “Macroeconomics II”

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 MA Economics course “Econometrics and Data Analysis” or equivalent knowledge of econometrics.

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

As per SLS norms.

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

As per course scheduling norms for MA economics program.

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

The course will help students to implement the spirit of reasoned enquiry that is part of the vision of AUD. It will add to the set of techniques available to them to bring empirical evidence to bear on social scientific questions.

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

This course complements the macroeconomics core courses offered in MA economics program at AUD by providing tools for empirically studying many of the questions raised in those courses. It will add to the basket of electives in the econometrics area.

7. Course Details:

a. Summary:

This course will provide an introduction to time series analysis. The course will cover both univariate and multivariate time series analysis. Under univariate analysis the students will learn about the assumptions of stationarity, stationarity tests, autoregressive moving average (ARMA) models, autoregressive integrated moving average (ARIMA) models, including autocorrelation (ACF) and partial autocorrelation (PACF) functions. Under multivariate time series analysis the course discuss vector autoregression (VAR), vector error correction (VECM), and structural vector autoregression (SVAR) models. The course will also be cover the use of software packages to implement the methods studied.

b. Objectives:

1. To familiarize students with the basic algebra and statistics of time series.
2. To acquaint students with the most important time series models used in economics..
3. To teach the art of investigating questions in economics using these models.

c. Expected learning outcomes:

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

- i. Define key concepts in time series econometrics.
- ii. Prove all theoretical results used except for a few that are too technical to be included in a course at this level.
- iii. Apply time series methods to analyse issues in macroeconomics and finance problems, relations between variables and their effects on each other.
- iv. Use time-series software packages.

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

The course will begin with univariate models and then subsequently generalize the results to multivariate models. The broad modules are:

- i. Basic properties of univariate time series.
- ii. Examples of univariate models: ARIMA, ARCH and GARCH. Models with unit roots.
- iii. The basic algebraic and statistical properties of VARs and VECMs.
- iv. Estimation of VARs and VECMs.
- v. Strategies for identifying structural effects in multivariate time-series models.

Readings:

[C] Cochrane, J.H. "Time Series for Macroeconomics and Finance", online lecture notes, <http://econ.lse.ac.uk/staff/wdenhaan/teach/cochrane.pdf>.

[E] Enders W. *Applied Econometric Time Series*. Second Edition. Wiley India ,2008

[MSD] Martin V., Stan Hurn and David Harris. *Econometric Modelling with Time Series: Specification, Estimation and Testing*. Cambridge University Press.2013

[L] Lutkepohl, H. *New Introduction to Multiple Time Series Analysis*. Springer. 2005

[KL] Kilian, L and H Lutkepohl. *Structural Vector Autoregressive Analysis*. Cambridge University Press. 2017

[B] Brooks, C. *Introductory Econometrics for Finance*, Second Edition. Cambridge University Press.2008

Assessment Plan:

Assessment	Objective	Weight
Class Tests	To assess their understanding of the concepts and lectures taken	One test of 30% and another test of 35%
Term Paper	To test their ability to identify economic problems, modeling it using appropriate tools and interpretation of results	35%

8.

a. Contents (week wise plan with readings):

Week	Topic	Reading
	Univariate Time Series	
1.	Stochastics Process: Autoregressive (AR), Moving Average (MA) and Autoregressive Moving Average (ARMA) processes – their properties, conditions for stationary, autocorrelation function (ACF), partial autocorrelation function (PACF),	[E], [C] and [B]
2.	ARIMA models, determination of the order of integration, trend stationary and difference stationary processes, ARCH and GARH	[E],[C] and [B]
3	Unit root tests or tests of nonstationarity – Dickey-Fuller (DF) test, augmented Dickey-Fuller (ADF test) , Phillips-Perron test, KPSS test.	[E] and [C]
	Multivariate Time Series Models	
4.	Vector Autoregressive Models	[L], [KL], [MSD] and [B]
5.	Structural VAR	[L], [KL] and [MSD]

6.	Identification by Short-Run Restrictions	[L], [KL] and [MSD]
7.	Estimation Subject to Short-Run Restrictions	[L], [KL] and [MSD]
8.	Identification by Long-Run Restrictions	[L], [KL] and [MSD]
9.	Estimation Subject to Long-Run Restrictions	[L], [KL] and [MSD]
10.	Inference in Models Identified by Short-Run or Long-Run Restrictions	[L], [KL] and [MSD]
11.	Cointegration and Vector Error Correction Models	[L], [KL] and [MSD]
12.	Granger Causality	[L], [KL] and [MSD]

9. Pedagogy:

- a. Instructional strategies: Classroom lectures, presentations.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with a projector and sound system. Computer lab with recent version of STATA and at least one computer for every two students.
- c. Expertise in AUD faculty or outside : AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
NA

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

**Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)**

Minutes of the 55th meeting of the Standing Committee on Academic Programmes (SCAP) held on 11th January 2022 via Google Meet.

The following members were present:

Prof. Anita Ghai	- Member
Prof. Babu P Remesh	- Member
Prof. Dharendra D. Dangwal	- In the Chair
Prof. Bodh Prakash	- Member
Dr. Suresh Babu	- Member
Dr. Sunita Singh	- Member
Prof. Sitansu Sekhar Jena	- Member
Prof. Satyaketu Sankrit	- Member
Prof. Lawrence Liang	- Member
Prof. Nakkeeran Nanjappan	- Member
Dr. Jyotirmoy Bhattacharya	- Member
Dr. Rachna Mehra	- Convenor

Regrets: Prof. Kartik Dave, Dean Academic Services, Dean SDes, Dean SCCE, Dean Planning

Special Invitees: Dr. Parag Waknis, Dr. Robin Singhal, Dr. Krishna Ram, Dr. Michael Lunminthang

The following agenda items were discussed:

1. To consider the recommendations of the Board of Studies of School of Undergraduate Studies (SUS) for the following BA SSH course:

- a) To consider the following BA SSH course titled 'Understanding Political and Social Change in India' (Elective; 4Credits)

This course was passed by the BOS of SUS in 2017 but was not brought to SCAP for approval because the faculty that designed it left AUD. It has been now revised as per BOS suggestions and presented to the SCAP. It is an interdisciplinary course that will address the crises faced by conventional disciplines in addressing the problem of change. The collapse of a bipolar world in the 1990s meant a gradual disappearance of the image of man and its doubles in which the social sciences and humanities discussed its mainstreams of knowledge. Disciplines like Political Science and Sociology have come to be challenged by more indigenous terms with respect to access to economic resources, political power, prestige etc. The dismantling of ideology from the understanding of Social Sciences has made it imminent for

all disciplines to reflect on sources of non-European forms of politics. The students by the end of the course would be equipped to understand the working of major disciplines like Political Science and Sociology in India

The SCAP members suggested that modifications are needed in the present four modules which need to be written more comprehensively.

The following suggestions / comments were made by the SCAP members:

- i) The Course need to be presented in the latest SCAP format.
- ii) A brief description for each module needs to be added in addition to providing a rationale of the course before the objectives are written.
- iii) Remove the name of the course coordinator in the draft to be submitted to AC
- iv) The assessment on 40% presentation need to be reworked providing a justification for the same
- v) Add a reading on the marginalised group especially the people with social disabilities.

After due deliberation, the SCAP accepted the recommendation of the BOS and recommends that the BA SSH course titled 'Understanding Political and Social Change in India' (Elective; 4 Credits) be placed in the next meeting of Academic Council for consideration after incorporating the suggestions.

2. To consider the recommendations of the Board of Studies of School of Liberal Studies (SLS) for the following MA Economics Courses:

- i. Financial Economics (Elective; 4 Credits)
 - i. This course builds on the core courses such as Microeconomics and Macroeconomics taught in the MA Economics programme (first year) to study the economics of financial markets and their implications for individual and aggregate outcomes. It contributes to the economics training as envisaged in the MA economics program by concentrating on the study of financial sector and its implications for the real sector in the economy. Given that efficiency of financial markets determines people's capacity to take optimal consumption and savings decisions, study of financial markets is an important part of dynamic economics. The spread of knowledge and skills in this area has the capacity to substantially improve human condition. By the end of the course, the students will be able to explain the role of financial markets in determination of macroeconomic outcomes, describe a standard model of finance economy, solve an asset pricing problem under complete markets as well as incomplete markets, describe the nature and consequences of crisis in asset markets and possible regulatory responses and describe the financial instability hypothesis proposed by Minsky. They will also be able to read and comprehend a professionally published research paper in the area of financial economics.

The SCAP took note of the BOS recommendations and suggested that 40% of class presentation as part of an assessment need to be revised or be given a detailed rationale before the submission to AC.

After due deliberation, the SCAP recommended that the MA course titled Financial Economics (Elective; 4Credits) be placed in the next meeting of Academic Council for consideration.

ii. Economics of Poverty (Elective; 4 Credits)

The course addresses a worldwide concern of poverty through the study of people who have been historically on the margin and somehow left far behind even in the duration of high economic growth. It will start with the general discussion of understanding of poverty in India. It discusses how we say a person is poor or non-poor? How modern era poverty is different from the earlier poverty and then goes deeper into it. It discusses conceptual framework of defining poverty, and covers poverty debates both the world level and India. It discusses various causes of poverty and Inequality; How global capitalism link with the creation of reserve army of labour and its linkages with inequality and poverty. The second part of the course covers methods of measuring poverty and inequality. The course gives hand on training on method of measuring poverty, inequality, and how to do impact evaluation of any poverty alleviation programme.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled Economics of Poverty (Elective; 4Credits) be placed in the next meeting of Academic Council for consideration.

iii. Economics of Infrastructure (Elective; 4 Credits)

This course builds on the core courses such as Microeconomics and Macroeconomics taught in the MA Economics programme (first year) and put emphasis on their application to the issues pertaining to the infrastructural sector. Further, it connects to the course on Development Economics offered to the MA Economics (final year) students. The scope of this proposed course is oriented towards the economic dimensions related to the development of infrastructure, given the elective course on “Capital, Value and Infrastructure” being offered for MA Sociology (also open to other MA programmes). It aims to impart training to the students on physical/economic infrastructure such as energy/power, transport, telecommunications, transport, logistics, storage, water supply and sanitation. It would be instrumental in bridging the gap which exists in terms of training of the students who do have electives in social infrastructure such as health and education, but do not have such options related to the physical/economic infrastructure.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled Economics of Infrastructure (Elective; 4Credits) be placed in the next meeting of Academic Council for consideration.

iv. Mathematical Methods of Economics I (Elective; 4 Credits)

The course allows students to appreciate at a deeper level method which would have been introduced in other core and elective courses such as Microeconomics I & II, Macroeconomics I & II and Econometrics and Data Analysis. It provides a foundation for other electives on mathematical methods and on areas of economics which use these methods intensively. It contributes to training in the rational study of society by enhancing students' skills in mapping economic phenomena to consistent formal systems with clear rules of deduction. It also contributes to interdisciplinarity by showing how the same mathematical language can be used to describe very different situations, thus helping students appreciate the surprising structural similarities that can be often found underlying the apparent phenomenological diversity of the world. The core of this course will be a presentation of linear algebra from the viewpoint of abstract vector spaces and linear transformations. The emphasis would be on building structural and geometric intuition and not on rote calculations. It is expected that students would already have some prior knowledge of linear algebra. The course will reinforce this prior knowledge and use the axiomatic development of linear algebra as an introduction to the modern approach to the study of mathematical structures. The core theoretical material on linear algebra would be followed by applications and extensions based on student and instructor interests.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled Mathematical Methods of Economics I (Elective; 4Credits) be placed in the next meeting of Academic Council for consideration.

v. Time Series Analysis (Elective; 4 Credits)

This course builds on the MA Economics courses "Statistics and Data Exploration" and "Econometrics and Data Analysis". It draws examples and applications from the courses "Macroeconomics I" and "Macroeconomics II". This course will provide an introduction to time series analysis. The course will cover both univariate and multivariate time series analysis. Under univariate analysis the students will learn about the assumptions of stationarity, stationarity tests, autoregressive moving average (ARMA) models, autoregressive integrated moving average (ARIMA) models, including autocorrelation (ACF) and partial autocorrelation (PACF) functions. Under multivariate time series analysis the course discuss vector autoregression (VAR), vector error correction (VECM), and structural vector autoregression (SVAR) models. The course will also be cover the use of software packages to implement the methods studied. At the end of the course, students will be able to understand key concepts in time series econometrics, apply time series methods to analyse issues in macroeconomics and finance problems, relations between variables and their effects on each other and use time-series software packages.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled Time Series Analysis (Elective; 4Credits) be placed in the next meeting of Academic Council for consideration.

- 3. To reconsider the proposal to offer a foundation / compulsory course in Hindi in all the BA programmes in the School of Global Affairs as resolved in the Academic Council of the University in its 24th meeting held on 17.09.2021.**

As suggested in the 24th meeting of the Academic Council the revised programme structure of all BA programmes of SGA, with objective to offer Hindi as foundation/ compulsory courses, was presented to SCAP. The Dean SGA informed the SCAP that requisite changes have been made in the first year basket of courses to incorporate the compulsory Hindi Language course required to be done by students.

The open elective course will be placed in the 5th Semester of all B.A. Programmes of School of Global Affairs.

The amended proposal to offer a foundation / compulsory course in Hindi Language in all the BA programmes in the School of Global Affairs, resubmitted, from the SGA, for kind consideration and approval.

The SCAP noted the changes made by SGA in the program structure of the BA programmes to incorporate the Hindi courses and recommends that it to be placed in the next meeting of Academic Council for consideration and approval.

- 4. Any other matter with the permission of the Chairperson.**

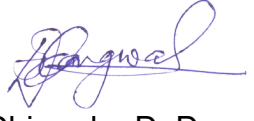
To consider the proposal of the Board of Studies of School of Letters regarding provision for the 1st semester students of BA Hindi Honours to opt the following two 6 Credit Open Elective Courses offered by BA Hounours Hindi Programme in place of the Open Electives which had to be offered by other programmes:

The Dean SOL informed the SCAP that as no other programme with Four Years BA (under NEP) has yet started in AUD the first semester BA Hindi Hounour students cannot take two Open Electives of 6 credits (compulsory under the NEP UG programme structure) from other programmes. Hence he suggested that as an one time exception BA Hindi Honour first semester students should be allowed to take two BA Hindi Honours courses which were developed as Open Electives as per the guidelines of CBCS and NEP. These two courses passed earlier by the AC are:

- i. कला और साहित्य
- ii. पाश्चात्य दार्शनिक चिंतन एवं हिंदी साहित्य

After due deliberation the SCAP accepted the recommendation of the BOS of SOL and recommends that this proposal be placed in the next meeting of Academic Council for consideration.

(Rachna Mehra)
Convenor


(Dhirendra D. Dangwal)
Chairperson

To discuss the proposal to offer a foundation / compulsory course in Hindi in all BA programmes

This proposal is to introduce a new Foundation Course in the 2nd semester of all BA programmes of the School of Global Affairs. This Foundation basket will be entitled 'Foundation Course in Hindi Language'. The following three courses are included in this basket:

- i. Prarambhik Hindi
- ii. Madhyamik Hindi Bhasha
- iii. Vyavaharik Hindi Bhasha

With the addition of one more Foundation Course, the following changes will be required in the Programme Structure of all the BA Programmes:

Table 1: Distribution of types of courses

Old Programme Structure			New Programme Structure		
Type of Course	Total Number of Courses	Total Credits	Type of Course	Total Number of Courses	Total Credits
Foundation	6	24	Foundation	7	28
Core	12	48	Core	12	48
Elective	6	24	Elective	5	20
Total	24	96	Total	24	96

Table 2: Names of Foundation Baskets

SI#	Old Programme Structure		New Programme Structure	
	Foundation Basket	Total Number of Courses	Foundation Course	Total Number of Courses
1	English Language (FC1)	2	English Language (FC1)	2
2	South Asia in the World (FC2)	1	South Asia in the World (FC2)	1
3	Ways of Knowing (FC3)	1	Ways of Knowing (FC3)	1
4	Justice and Democracy (FC4)	1	Justice and Democracy (FC4)	1
5	Environment (FC5)	1	Environment (FC5)	1
6			Hindi Language (FC6)	1
	Total	6		7

Students of all BA programmes of SGA will take the Foundation Course in Hindi in their second (Winter) semester. So, now all students will do two Foundation courses (instead of one) in their 2nd semester.

Table 3: Semester-wise distribution of courses

Type of Course	Old Programme Structure						New Programme Structure					
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Core	1	1	2	2	3	3	1	1	2	2	3	3
Foundation	3	1	1	1	--	--	3	2	1	1	--	--
Elective	--	2	1	1	1	1	--	1	1	1	1	1
Total	4	4	4	4	4	4	4	4	4	4	4	4

These above-mentioned changes will be applicable to students taking admission in the academic session of 2021-22. The existing students (batches 2019-20 and 2020-21) will continue with the older programme structure.

The following proposal is placed before the SCAP for consideration and approval:

- i. Introduction of the Foundation basket – ‘Foundation in Hindi Language’ in the 2nd Semester of all BA Programmes;
- ii. Course structures of the three courses (see Annexure-4 Encl-1);
- iii. Change in the Programme Structure of all BA programmes.

Annexure: Course Outlines of Hindi Language Foundation Courses

1. Prarambhik Hindi
2. Madhyamik Hindi Bhasha
3. Vyavaharik Hindi Bhasha

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

School / Centre proposing the course	School of Global Affairs
Programme(s)	BA (all programmes)
Course title	Prarambhik Hindi
Course code	
Credits	4
Course type (core / compulsory / optional / any other - please specify)	Foundation Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Visiting / Adjunct Faculty

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

यह कोर्स अहिंदीभाषी विद्यार्थियों को हिंदी बोलने-पढ़ने-समझने-लिखने तथा हिंदी में सोचने के लिए तैयार करता है और उन्हें दिल्ली शहर, विश्वविद्यालय व हिन्दीभाषी समुदाय के साथ संप्रेषण में सक्षम बनाता है। अंग्रेजी में EPC लगभग ऐसा ही कोर्स है, जो बेहद प्रारम्भिक स्तर की अंग्रेजी जानने वाले विद्यार्थियों को अंग्रेजी भाषा सिखाता 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)

वे विद्यार्थी, जो हिंदी भाषा न जानते हों।

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

4. Course scheduling: Winter Semester; Semester-long course

5. Proposed date of launch:

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

दिल्ली शहर की भाषाओं में हिंदी एक प्रमुख भाषा है। पूर्वोत्तर और दक्षिण भारत से आनेवाले बहुतेरे विद्यार्थियों के सामने इस विश्वविद्यालय और शहर में भाषिक मुश्किलें दरपेश होती हैं। हिंदी में प्रारम्भिक संप्रेषण के लिए उन्हें सक्षम बनाना इस कोर्स का लक्ष्य है। सामाजिक विज्ञान केंद्रित विश्वविद्यालय में समानता और न्याय के साथ गुणवत्ता पूर्ण शिक्षा हासिल करने के लिए एक और भाषा की समझ विद्यार्थियों के लिए महत्वपूर्ण है। BA के पहले वर्ष में दिल्ली जैसी नयी जगह में आकर अपने हिन्दी भाषी सहपाठियों

से बातचीत करने में सक्षम होना इन अहिन्दीभाषी विद्यार्थियों के अनुभव और बहस-मुबाहिसे के क्षेत्र को और व्यापक बना देगा और उनके सीखने की प्रक्रिया को और विविधतापूर्ण बनाने में मददगार होगा।

7. Course Details:

a. Summary:

अहिन्दीभाषी विद्यार्थियों को हिंदी सुनने, बोलने, पढ़ने और लिखने की दक्षता प्रदान करना इस कोर्स का लक्ष्य है। कक्षा में सीखने की प्रक्रिया के लिए यह कोर्स विद्यार्थियों को दैनन्दिन जीवन की विभिन्न परिस्थितियों पर आधारित पाठों की योजना करता है। इस तरीके से हिंदी न जानने वाले विद्यार्थी अपने दोस्तों, सहपाठियों व दिल्ली शहर में सहजतापूर्वक अपने को सम्प्रेषित व अभिव्यक्त कर सकेंगे। कक्षा में विभिन्न क्रिस्म की दिलचस्प गतिविधियों व अभ्यासों के सहारे विद्यार्थी इस लक्ष्य को हासिल करेंगे। फिल्मों, गीतों व विज्ञापनों जैसे लोकप्रिय माध्यमों के ज़रिए विद्यार्थी के सीखने की प्रक्रिया को रोचक और सहज बनाना इस कोर्स के ज़रिए सम्भव है। चूँकि इस कोर्स में पढ़ने वाले विद्यार्थी हिंदी एकदम नहीं जानते, इसलिए भाषा शिक्षा के लिए ऑडियो व वीडियो जैसे रोचक माध्यमों का इस्तेमाल आवश्यक होगा।

b. Objectives:

- छात्रों को विश्वविद्यालय व उससे बाहर हिंदी भाषा में अनौपचारिक संप्रेषण और अभिव्यक्ति में सक्षम बनाना।
- विद्यार्थियों को सरल पाठों को पढ़ना और समझना सिखाना और आवश्यक शब्द-सम्पदा हासिल करवाना।
- हिंदी वर्णमाला, वाक्य-संरचना व प्रारम्भिक व्याकरण की समझ।
- हिंदी में संप्रेषण में आत्मविश्वास पैदा करना।

c. Overall structure:

यह कोर्स निम्नांकित बिंदुओं के आधार पर पढ़ाया जाएगा:

- हिंदी वर्णमाला, वाक्य-संरचना और प्रारम्भिक व्याकरण
- संज्ञाओं [व्यक्ति, वस्तु, स्थान] के बारे में बातचीत
- रुचियों, अभ्यासों के बारे में कक्षा में और एक दूसरे से बातचीत
- सूचनाओं का आदान-प्रदान
- किसी विषय पर राय देना, समझ बनाना, सोचना और खुद को अभिव्यक्त करना
- निर्देश देना और लेना
- कहन (बचपन, इलाके, प्रिय जगहों, व्यक्तित्वों और अपने सपनों के बारे में बातचीत करना।)

इसके अलावा इस कोर्स में विद्यार्थी पढ़ने के विभिन्न तरीकों से वाकिफ़ हो सकेंगे और उनमें दक्षता हासिल कर सकेंगे, मसलन बाज़ार व अपने इर्द-गिर्द के विभिन्न साईनबोर्ड, विज्ञापन और हिंदी में लिखी अन्य सामग्री आदि। कक्षा में अपने दोस्तों और अध्यापक से बात करते हुए वे संदर्भगत अर्थ को भी समझ सकेंगे। बोलचाल की भाषा के अर्थबोध और लिखित भाषा के अर्थबोध के अंतर से भी वे इस प्रक्रिया में परिचित हो सकेंगे।

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

माड्यूल एक:

हिंदी ध्वनियों का परिचय। स्वर और व्यंजन। ह्रस्व दीर्घ तथा अल्पप्राण महाप्राण ध्वनियों का अभ्यास व्यतिरेकी युग्मों के जरिए कराना उचित होगा। ज और ज्ञ अक्षरों का उच्चारण भेद भी इसी तरह सिखाना होगा। मात्राओं और संयुक्त व्यंजनों का भी अभ्यास इसी पद्धति से कराया जाना चाहिए।

माड्यूल दो:

शब्द और वाक्य। इसके तहत दो या तीन अक्षरों के शब्दों का उच्चारण अभ्यास कराया जाएगा। इसके साथ ही मात्राओं की व्यवस्था का भी अभ्यास कराया जा सकता है। शब्दावली में एक से सौ तक की गिनती सिखाई जाएगी। शिक्षार्थी की शब्द संपदा का अनिवार्य तत्व पर्व, त्यौहार और लोकजीवन की शब्दावली होगी। नातेदारी, संस्कार और मिथकों का परिचय भी इसके तहत कराया जाएगा। रंगों, कपड़ों और दैनंदिन जीवन में उपयोग में आनेवाली वस्तुओं के नाम की जानकारी कराई जाएगी। सर्वनाम का अभ्यास कराते हुए शिष्टाचार और विनम्रता की भाषा भी सिखाई जाएगी। वाक्य संरचना का अभ्यास कराते हुए सामान्य, प्रश्नवाचक तथा निषेधात्मक वाक्यों का अभ्यास प्रश्नोत्तर की शैली में कराने से शिक्षार्थी की वाक्य निर्माण की योग्यता का विस्तार होगा। मुहावरों और लोकोक्तियों का वाक्य में अभ्यास कराना होगा। प्रेरणार्थक क्रिया और संयुक्त क्रिया का भी अभ्यास कराना शिक्षार्थी की क्षमता वृद्धि में सहायक होगा।

माड्यूल तीन:

लेखन। वर्ण चिन्ह और नागरी लिपि। इसके तहत पढ़कर लिखना, लिखकर पढ़ना, सुनकर लिखना और लिखकर बोलना सिखाया जाएगा। इसी क्रम में विद्यार्थी विराम चिन्हों का अभ्यास करेंगे। वचन, लिंग और काल का बोध तथा उनके बदलने से वाक्य रचना का परिवर्तन भी समझाया जाएगा। मानक वर्तनी भी इसी माड्यूल में सिखानी होगी। इसके लिए सही गलत के बीच भेद और सही की पहचान कराना ठीक होगा।

माड्यूलचार:

व्यवहार। इसके तहत शिक्षार्थी को बातचीत में दक्ष बनाने का लक्ष्य लेकर चलना होगा। इसके लिए दुकान, बाज़ार, डाक्टर, कार्यालय, घर, मित्र, बैंक, भोजनालय और पड़ोसी के साथ बातचीत आदि के टुकड़े, रेडियो, सिनेमा के संवाद और गीत सुनाए जा सकते हैं। शिक्षार्थियों की रुचि होने पर उन्हें किसी के घर से या बाज़ार से रोज दस नए शब्दों को सुनने, लिखने और उनका प्रयोग करने का गृहकार्य भी दिया जा सकता है। शिक्षार्थियों के आपस में समूह गठित कर विभिन्न स्थितियों में उनकी परस्पर बातचीत कराना मूल्यांकन और पारस्परिक शिक्षण के लिहाज से भी उचित होगा। माड्यूल दो में अर्जित शब्द संपदा इस काम में शिक्षार्थी की सहायता करेगी।

8. Pedagogy:

विद्यार्थियों के पूर्णतः अहिन्दी भाषी होने के कारण अध्यापन और मूल्यांकन का तरीका गैर-पारम्परिक होगा। जिसके तहत कक्षा के भीतर अथवा बाहर खरीददारी, दोस्तों के बीच आपसी बातचीत, अखबारों के समाचार और विज्ञापनों का सहारा लिया जाएगा। इसके अतिरिक्त श्रव्य-दृश्य माध्यमों, जैसे रेडियो, फिल्मों, गीतों या टीवी धारावाहिकों के कुछेक टुकड़ों को दिखा/सुनाकर अभ्यास मूल्यांकन और अध्यापन, तीनों किए जाएंगे।

9. Assessment structure (modes and frequency of assessments)

- श्रवण और उच्चारण दक्षता: 25%
- दैनन्दिन व्यवहार में शब्द, वाक्य व प्रारम्भिक व्याकरण योग्यता परीक्षण: 25%
- शब्द सम्पदा का मूल्यांकन: 25%
- कक्षा में सुनी/देखी सामग्री पर विचार विनिमय: 25%

*Assessment exercises and their weighting may change.

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 5th meeting held on 30th July 2021 and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Global Affairs
Programme (s)	All BA Programmes
Course title	Madhyamik Hindi Bhasha
Course code	
Credits	4
Course type (core / compulsory / optional / any other - please specify)	Foundation Elective
Level (Predoctoral/ MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Visiting / Adjunct Faculty

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

यह पाठ्यक्रम कुछ हद तक हिंदी से परिचित विद्यार्थियों के लिए है। अतः इसका सम्बन्ध साहित्य का प्राथमिक स्तर पर परिचय कराने वाले सभी पाठ्यक्रमों के साथ होगा। इसमें साहित्य के ज़रिए भाषा सिखाने पर जोर होगा।

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

माध्यमिक स्तर तक हिंदी का ज्ञान रखने वाले विद्यार्थियों के लिए यह कोर्स है जिसका निर्णय भाषा दक्षता परीक्षा के ज़रिए होगा।

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

As per University Rule

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

5. Proposed date of launch: Winter Semester 2021

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

इस पाठ्यक्रम के ज़रिए स्नातक स्तरीय विद्यार्थियों में भाषा व साहित्यिक अभिव्यक्ति की सम्बेदनशीलता विकसित की जाएगी। हिंदी भाषी क्षेत्र के सामाजिक यथार्थ की अभिव्यक्ति को समझने तथा हिंदी भाषी जनता के साथ आलोचनात्मक सम्वाद कायम करने में यह पाठ्यक्रम विद्यार्थियों की सहायता करेगा। इस तरह यह पाठ्यक्रम अभिव्यक्तिपरक विविधता तथा लिखित साहित्य में मौजूद सामाजिक यथार्थ को ग्रहण करने और उसका विश्लेषण करने के ज़रिए ज्ञानात्मक सम्पदा को रूपायित करने में मददगार होगा।

7. Course Details:

a. Summary:

चूँकि यह पाठ्यक्रम माध्यमिक स्तर पर हिंदी भाषा को साहित्य के ज़रिए पढ़ाने का लक्ष्य सामने रखता है इसलिए इस कोर्स में साहित्यिक भाषा के विविध रूपों से छात्रों को परिचित कराया जाएगा। माध्यमिक स्तर पर विद्यार्थी कविता, कहानी, यात्रा वृत्तान्त, आत्मकथा, निबंध, संस्मरण, नाटक आदि विविध विधाओं के स्वरूप व उनके चुनिंदा उदाहरणों के ज़रिए भाषाई बहुलता और हिंदी संसार के जटिल यथार्थ को समझ सकेंगे। हिंदी भाषा के आधुनिक स्वरूप का निर्माण स्वाधीनता आंदोलन से गहराई से जुड़ा हुआ है जो हमारे देश के औपनिवेशिक समय के प्रतिकार के रूप में उभरा था। यह प्रतिकार सीधे-सीधे राजनीतिक तो था ही, उसके अतिरिक्त तत्कालीन लेखन में इसकी सृजनात्मक अभिव्यक्ति भी हुई थी। जिसे आधुनिक हिंदी कहा जाता है उसके लगभग सभी रचनाकार इसी

अनुभव, प्रतिकार और अभिव्यक्ति में अवस्थित हैं। अतः यह पाठ्यक्रम आधुनिक हिंदी भाषा की उत्पत्ति और उसकी सामाजिक भूमिका से विद्यार्थियों को परिचित कराता है। इसके साथ ही इस पाठ्यक्रम में प्राथमिक स्तर का आधारभूत लेखन भी सिखाया जाएगा, जिसमें संक्षेपण, पत्रलेखन, पल्लवन, आवेदन, जीवनवृत्त आदि भी शामिल होंगे।

b. Objectives

- हिंदी में लेखन की विविध विधाओं का परिचय।
- हिंदी भाषा में माध्यमिक स्तर के लेखन का प्रशिक्षण।
- विद्यार्थियों को विविध क्रिस्म की अभिव्यक्तियों में दक्ष बनाना।
- साहित्यिक में अभिव्यक्त सामाजिक यथार्थ को पहचानने की क्षमता विकसित करना।

c. Overall structure:

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

माड्यूल 1:

हिंदी में आत्मकथा, संस्मरण और यात्रा वृत्त लेखन प्रचुर मात्रा में होते हुए भी आलोचनात्मक पड़ताल का विषय काम ही बन सका है। ये विधाएँ एक आत्मीयता का पुट लिए हुए होती हैं और इनके विश्लेषण और मूल्यांकन की प्रक्रिया में तत्कालीन समाजों के द्वंद्वों, तनावों व अंतर्विरोधों को समझा जा सकता है। व्यक्ति के मुहावरे में साहित्य में अभिव्यक्त इन सामाजिक सच्चाईयों को विद्यार्थी ज़्यादा बेहतर तरीके से समझ सकेंगे। आत्मकथाएँ आत्म के साथ ही अपने समय और समाज की भी कथाएँ होती हैं। इसी तरह संस्मरण भी व्यक्ति या स्थान से जुड़ी स्मृतियों के ज़रिए इतिहास के किसी कालखंड का सामाजिक रंग हमारे सामने उपस्थित करते हैं। यात्रा वृत्त न सिर्फ़ गंतव्यों बल्कि यात्रा के रोमांच से भी पाठक के रूप में हमारा सामना कराते हैं। इस प्रक्रिया में अंतर्वैयक्तिक अंतःक्रियाओं व विभिन्न संस्कृतियों से पाठक का सबका होता है जिससे उसका सम्बेदनात्मक धरातल विकसित होता है। इस माड्यूल में इन तीन विधाओं के प्रतिनिधि चुनिंदा पाठों का विश्लेषण करते हुए हम न सिर्फ़ विभिन्न भाषा-ढाँचों से परिचित होंगे बल्कि व्यक्ति सम्बेदनों के सहारे अनुभूत समाज से भी विद्यार्थियों को परिचित करा पाएँगे।

निर्धारित पाठ:

आत्मकथा: अपनी खबर (पांडेय बेचन शर्मा उग्र), चुनिंदा अंश

संस्मरण: एक था टी हाउस (शेरजंग गर्ग)

यात्रा वृत्त: ठेले पर हिमालय (धर्मवीर भारती)

माड्यूल 2:

इस माड्यूल में विद्यार्थी एकांकी, निबंध और व्यंग्य के सहारे भाषा के बहुल स्तरों और उनको बरतने की कला से वाकिफ़ हो सकेंगे। एकांकी एक अंक का नाटक होता है जो किसी एक घटना पर आधारित होता है। अभिनयशीलता के लिहाज से इस विधा में भाषा और नाटकीयता के कई स्तर होते हैं। दूसरे इस विधा में कथोपकथन संप्रेषण की अलग-अलग भंगिमाओं और अर्थ छवियों को उद्घाटित करता है। निबंध विचारों को सम्यक तरीके से बाँधना है पर यह अपने दायरे के भीतर विचारों की यायावरी को प्रेरित करता है। निबंध व्यक्ति की स्वाधीन चिंता की उपज होते हैं। ऐसे निबंधों में विचारों की स्वच्छंदता का विशेष महत्व होता है। भाषा की वक्रता के सौंदर्य और उसकी बेधक क्षमता का सच्चा उद्घाटन व्यंग्य में होता है। व्यंग्य अपने लक्ष्य को चुभते भी हैं परंतु जिसे चुभते हैं, उसे प्रतिक्रिया का अवसर भी नहीं देते। यह विधा भाषा की सामर्थ्य और संप्रेषण क्षमता का सर्वोत्कृष्ट उदाहरण है। जो कहा गया, वह न समझा जाए और जो न कहा गया, वह समझ लिया जाय, ऐसा भाषिक वितान विद्यार्थियों को हिंदी गद्य की अर्थ बहुलता की क्षमता से वाकिफ़ करा सकेगा। इस विधा में हास्य-विनोद का पुट होने के कारण इसकी पठनीयता बढ़ जाती है।

निर्धारित पाठ:

एकांकी: बाबर की ममता (देवेंद्र नाथ शर्मा)

निबंध: अथातो घुमककड़ जिज्ञासा (राहुल)

व्यंग्य: अकबरी लोटा (अन्नपूर्णा नंद वर्मा)

व्यंग्य: वैष्णव की फिसलन (हरिशंकर परसाई)

माड्यूल 3:

काव्य मनुष्य की साहित्यिक अभिव्यक्ति के प्राचीनतम रूपों में से एक है। आदिकाल से लेकर आज तक कविता की यात्रा शब्दों के शक्ति संधान की यात्रा है। आधुनिक हिंदी कविता अपनी पूर्ववर्ती काव्य परम्परा की भूमि पर ही पल्लवित होती है। यहाँ कविता ठोस राजनीतिक, सामाजिक संदर्भों की अभिव्यक्ति के साथ ही नए क्रिस्म के सौंदर्यबोध की निर्मित में लगी दिखाई पड़ती है। पिछले तीन दशकों में स्त्री व दलित अस्मिताओं के दृष्टिकोण से नई भाषा और सौंदर्यबोध के साथ प्रतिरोध का नया स्वर उभरा है। इसी तरह कहानी भी कहन, कथा, वार्ता, गप आदि के रास्ते से चलती हुई आधुनिक

समय में नए ठाठ और नए विचारों के बहन में सक्षम बनकर विकसित हुई है। इस माड्यूल में निर्धारित पाठों में कविता और कहानी के आधुनिक स्वरूपों, स्वरों, भंगिमाओं तथा भाषिक सम्बेदनाओं से विद्यार्थियों को परिचित कराया जाएगा।

निर्धारित पाठ:

कविता: किनारा वे हमसे किए जा रहे हैं (निराला)

कविता: बादल को धिरे देखा है (नागार्जुन)

कविता: उतनी दूर मत ब्याहना बाबा (निर्मला पुतुल)

कहानी: उसने कहा था (चंद्रधर शर्मा गुलेरी)

कहानी: पूस की रात (प्रेमचंद)

कहानी: नो-बार (जय प्रकाश कर्दम)

माड्यूल 4:

हिंदी लेखन : संक्षेपण, पत्रलेखन, पल्लवन, आवेदन, जीवनवृत्त आदि

इस माड्यूल में विद्यार्थियों को प्रारम्भिक हिंदी लेखन से परिचित कराया जाएगा। लेखन के कौशल के विकास, संक्षेपण और दैनन्दिन जीवन में उसके उपयोग सिखाना इस माड्यूल का लक्ष्य है। पाठ के अधिगम व उसके सारतत्व की पहचान कर उसे संक्षिप्त रूप में अभिव्यक्त करना, किसी बीज विचार को अपनी वैचारिक, भाषिक व अनुभवात्मक सम्पदा के जरिए विकसित करना, औपचारिक व अनौपचारिक संक्षेपण में दक्षता हासिल करना, वस्तुनिष्ठ और उपयोगी ढंग से खुद को अभिव्यक्त करना आदि दैनन्दिन जीवन में आवश्यक है। यह माड्यूल विद्यार्थियों को इन विविध प्रकार की लेखन की रणनीतियों से परिचित कराएगा।

सहायक पुस्तकें और संदर्भ:

- 1: संक्षेपण और पल्लवन, कैलाश चंद भाटिया, प्रभात प्रकाशन, दिल्ली, 2007
- 2: आत्मकथा की संस्कृति, पंकज चतुर्वेदी, वाणी प्रकाशन दिल्ली,
- 3: हिंदी कहानी का इतिहास, गोपाल राय, राजकमल प्रकाशन, दिल्ली, 2008
- 4: राग-विराग, सम्पादक राम विलास शर्मा, लोकभारती प्रकाशन, इलाहाबाद, 1974
- 5: नागार्जुन: प्रतिनिधि कविताएँ, सम्पादक नामवर सिंह, राजकमल प्रकाशन, दिल्ली, 2017
- 6: प्रेमचंद: प्रतिनिधि कहानियाँ, राजकमल प्रकाशन, दिल्ली, 2018
- 7: नगाड़े की तरह बजते हैं शब्द, निर्मला पुतुल, भारतीय ज्ञानपीठ, दिल्ली, 2005
- 8: घुमक्कड़ शास्त्र, राहुल सांकृत्यायन, राजकमल प्रकाशन, दिल्ली, 1949
- 9: दलित कहानी संचयन, सम्पादक रमणिका गुप्ता, साहित्य अकादमी, दिल्ली, 2003
- 9: <http://www.hindisamay.com/default.aspx>

8. Pedagogy:

कक्षा में अध्यापन करते हुए विद्यार्थियों को सम्बंधित पाठ को पढ़ने के लिए कहा जाएगा ताकि वे सृजनात्मक लेखन की अंतर्ध्वनियों को कविता और गद्य दोनों में ग्रहण कर सकें। इसके साथ ही रचनाकारों के जीवन से सम्बंधित उपलब्ध जीवन-वृत्तों और स्थानों से सम्बंधित वृत्त-चित्रों को दिखाकर उस परिवेश को भी प्रत्यक्ष कराने का प्रयत्न किया जाएगा, जिसमें सम्बंधित रचनाओं का जन्म हुआ है। सम्वाद आधारित कहानियों और एकांकी के लिए अर्ध या पूर्ण नाट्य रूपांतर भी प्रस्तुत कराने का प्रयास होगा ताकि कथा की नाटकीयता का बोध हो सके। कक्षा में जीवंत अभ्यास के जरिए प्रारम्भिक हिंदी लेखन का बोध कराया जाएगा।

a. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): None

b. Expertise in AUD faculty or outside: AUD faculty

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

9. Assessment structure (modes and frequency of assessments)

Normally evaluation situation will constitute three assessments of weightage 30%, 30% & 40%.

Assessment will take place continuously and will include assignments, class tests, presentations, mid-semester and end-semester exams.

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 5th meeting held on 30 July 20and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	All BA Programmes
Course title	Vyavaharik Hindi Bhasha
Course code	
Credits	4
Course type (core / compulsory / optional / any other - please specify)	Foundation Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Visiting / Adjunct Faculty

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

यह कोर्स उच्चतर भाषा दक्षता और समझ वाले विद्यार्थियों के लिए है। त्रिस्तरीय हिंदी फ़ाउंडेशन कोर्स का यह सबसे उन्नत कोर्स 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)

हिंदी में उच्चतर दक्षता

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

As per University Rules

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

5. Proposed date of launch: Winter Semester 2021

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

इस कोर्स में साहित्यिक लेखन के निर्धारित पाठ सामाजिक विज्ञानों के शोध और चिंतन के ज्वलंत विषयों से जुड़े हुए हैं। कोर्स के सहारे विद्यार्थी हिंदी में सामाजिक विश्लेषण और तार्किक चिंतन सीख सकेंगे। साथ ही उन्हें हिंदी के लोकवृत्त में इस्तेमाल होने वाली हिंदी के विश्लेषण का आलोचनात्मक और ज़रूर मुहैया कराया जा सकेगा।

7. Course Details:

a. Summary

इस कोर्स में हम विद्यार्थियों को आधुनिक हिंदी साहित्य की कहानी और कविता विधाओं से परिचित कराते हुए उन्हें नव्यतर दृष्टिकोणों मसलन अस्मिता विमर्शों की साहित्यिक अभिव्यक्तियों से रू ब रू कराएँगे। आधुनिकता की बहस व्यक्ति की स्वतंत्र चेतना, व्यक्ति की इयत्ता और व्यक्ति व समूह के अंतरसंबंधों-अंतर्द्वंद्वों

से होकर गुजरी है। वहीं दूसरी तरह इस बहस का एक सिरा राष्ट्र निर्माण, राष्ट्र में नागरिक के स्थान और स्वाधीनता आंदोलन से भी जुड़ा रहा है। राष्ट्र निर्माण में शिक्षा के महत्व को पहचानने, जातीय शिक्षा का स्वरूप निर्मित करने, हाशिए के तबकों को शिक्षा के दायरे में लाने के सवाल औपनिवेशिक काल में भी भारतीय मनीषा का चिंता का विषय रहे हैं। साथ ही राष्ट्र निर्माण के बौद्धिक एजेंडे में राष्ट्र को परिभाषित करने, राष्ट्रवाद के उभार के दौर में अंध-राष्ट्रवादी रुझानों पर प्रश्न खड़ा करने की कोशिशें भी हिंदी की चिंताधारा में शामिल रही हैं। संस्कृति का प्रश्न राष्ट्र की इसी अवधारणा से गहरे जुड़ा हुआ है। इस माड्यूल में हम संस्कृति के इन विभिन्न प्रश्नों पर विद्यार्थियों से निर्धारित पाठों को पढ़ते हुए चर्चा करेंगे। हिंदी भाषा के व्यापक प्रसार में सिनेमा जैसे लोकप्रिय माध्यम का अतुलनीय योगदान रहा है। बोलती फिल्मों की शुरुआत से अब तक के हिंदी सिनेमा पर नज़र डालें तो हमें हिंदी की अनेक छटाएँ और रंग देखने को मिलते हैं। इनमें से भाषा के चार रंगों को चुनकर हम विद्यार्थियों को उनकी बारीकियों और सिनेमा में उनके अनुप्रयोगों के बारे में बताएँगे। आज हिंदी मास मीडिया के सबसे बड़े माध्यमों में से एक है। नए तरह के समाचार आधारित पोर्टलों और सोशल मीडिया ने महत्वपूर्ण सामाजिक भूमिका निभानी शुरू कर दी है। ऐसे में हिंदी भाषा शिक्षण में इन जन-माध्यमों की आवश्यकता के अनुरूप स्वयं को अभिव्यक्त करना हमारे समय की ज़रूरत बन गयी है। यह पाठ्यक्रम मास मीडिया में लेखन के विविध प्रकारों से विद्यार्थियों को अवगत कराएगा और उन्हें ऐसे लेखन में प्रशिक्षित भी करेगा।

b. Objectives

- विद्यार्थियों को साहित्यिक पाठों के ज़रिए सामाजिक यथार्थ का विश्लेषण करने में सक्षम बनाना।
- उपनिवेशवाद विरोधी सांस्कृतिक विचार परम्परा से परिचित कराना।
- हिंदी भाषा के सिनेमाई इस्तेमाल के विविध स्तरों की पड़ताल।
- लोकप्रिय जन-माध्यमों में अभिव्यक्ति के लिए विद्यार्थियों को सक्षम बनाना।

c. Overall structure:

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

माड्यूल 1: साहित्यिक लेखन

यह माड्यूल साहित्यिक पाठों के गहन विश्लेषण के सहारे छात्रों के भीतर साहित्यिक समवेदनशीलता पैदा करता है। चूंकि साहित्य सामाजिक प्रश्नों से अलग नहीं हो सकता, इसलिए साथ ही साथ उसके भीतर इन साहित्यिक पाठों के विश्लेषण के ज़रिए सामाजिक प्रश्नों की गहन समझ पैदा होती है। आधुनिक सामाजिक जीवन के मूलभूत प्रश्नों यथा जातिगत विषमता के जटिल स्तर, धार्मिक टकराव के विभिन्न रूपों, सत्ता संरचना व समाज के साथ उसके संबंध और समाज के भीतर स्त्री पक्ष को ध्यान में रखते हुए साहित्यिक रचनाओं को इस माड्यूल में शामिल किया गया है।

निर्धारित पाठ:

सलाम [ओम प्रकाश वाल्मीकि]

सिक्का बदल गया [कृष्णा सोबती]

भूल गलती [मुक्तिबोध]

सखि वे मुझसे कह कर जाते ! [मैथिलीशरण गुप्त]

माड्यूल 2: वैचारिक लेखन

इस माड्यूल में शामिल रचनाओं के अध्ययन से आधुनिक भारत के निर्माण की प्रक्रिया की जटिलता का अनुमान विद्यार्थियों को होगा। हमारे मुल्क के वर्तमान यथार्थ का निर्माण औपनिवेशिक टकराव के ज़रिए हुआ है। इस टकराव के क्रम में हिंदी के बौद्धिकों ने आगामी समाज की परिकल्पना का मोटा खाका प्रस्तुत किया। उनके चिंतन में उपनिवेशोत्तर राष्ट्र का निर्माण एक समग्र प्रक्रिया की तरह मौजूद था जिसमें आर्थिक स्वावलम्बन, सांस्कृतिक सामंजस्य तथा जनोन्मुखी बौद्धिकता को निर्णायक भूमिका निभानी थी। इन तीनों ही उद्देश्यों के लिए शिक्षा को महत्वपूर्ण उपकरण के रूप में इन बौद्धिकों ने समझा था।

निर्धारित पाठ:

शिक्षा आयोग के समक्ष गवाही (भारतेंद्र)

देश की बात (महावीर प्रसाद द्विवेदी)

साम्प्रदायिकता और संस्कृति (प्रेमचंद)

दिमागी गुलामी (राहुल सांकृत्यायन)

माड्यूल 3: सिनेमा में हिंदी

हिन्दी सिनेमा हिन्दी भाषा के सबसे बड़े खजानों में से एक है। हिन्दी के विविध रंग जानने के लिए सिनेमा में इस्तेमाल हिन्दी के विविध रूपों से विद्यार्थियों का परिचय कराना इस माड्यूल का लक्ष्य है। उर्दू-हिन्दी मिली 'हिन्दुस्तानी' जुबान एक तरफ तो दूसरी तरफ संकरीतनिष्ठ हिन्दी। भोजपुरी जैसी बोलियों से सजी हिन्दी एक तरफ तो तो दूसरी तरफ अंग्रेजी के शब्दों से रची हिन्दी। इस माड्यूल में हम लोकप्रिय हिन्दी के विविध रूपों से विद्यार्थियों का परिचय कराते हुए उनसे यह साझा करने की कोशिश करेंगे कि कोई भी जीवंत भाषा लगातार बदलती रहती है और उसके अनेकों रूप प्रचलन में होते हैं।

निर्धारित फिल्में:

उत्सव, निर्देशक: गिरीश कर्नाड, 1984

शतरंज के खिलाड़ी, निर्देशक: सत्यजित रे, 1977

तीसरी कसम, निर्देशक: बासु भट्टाचार्य, 1966

क्वीन, निर्देशक: विकास बहल, 2014

माड्यूल 4: मीडिया में हिंदी

नए दौर में मीडिया में हिन्दी की उपस्थिती बढ़ी है। हिन्दी भाषा में बड़ी तादात में ब्लॉग, सोशल मीडिया और वेब पोर्टलों की मौजूदगी ने न सिर्फ बड़े हिन्दी पाठक समुदाय का निर्माण किया है बल्कि बड़ी मात्रा में हिन्दी में लेखन भी हो रहा है। इस माड्यूल में हम विद्यार्थियों को हिन्दी में लेखन का प्रशिक्षण देंगे। विभिन्न अखबारों या न्यूज पोर्टलों पर नए किस्म की भाषा में नए कथ्य के साथ हिन्दी में लेखन हो रहा है। इस लेखन से चुनिन्दा सामग्री लेते हुए, उसका विश्लेषण करते हुए हम विद्यार्थियों को फीचर, रिपोर्ट, समाचार और अन्य किस्म के लेखन का भेद बताएँगे और उन्हें इन विधाओं में लिखें को प्रेरित करेंगे। इस माड्यूल में हमारा जोर निम्नांकित चार तरह के लेखन पर होगा:

- 1: फीचर लेखन
- 2: रिपोर्ट लेखन
- 3: समाचार लेखन
- 4: विज्ञापन लेखन आदि

सहायक पाठ/सामग्री :

- 1: सामाजिक क्रान्ति के दस्तावेज़, संपादक: शंभुनाथ, वाणी प्रकाशन, दिल्ली, 2004
- 2: <http://www.hindisamay.com/>
- 3: मीडिया की भाषा लीला, रविकांत, वाणी प्रकाशन, दिल्ली, 2017
- 4: शहर और सिनेमा, मिहिर पाण्ड्या, वाणी प्रकाशन, दिल्ली, 2011
- 5: हिंदी दलित साहित्य: एक मूल्यांकन, सम्पादक: डॉक्टर प्रमोद कोवप्रत, वाणी प्रकाशन, दिल्ली, 2016
- 6: स्त्री अस्मिता: साहित्य और विचारधारा, सम्पादक: सुधा सिंह, आनंद प्रकाशन, कोलकाता, 2004
- 7: रस्साकशी, वीर भारत तलवार, सारांश प्रकाशन, दिल्ली, 2002
- 8: भारतेन्दु हरिश्चंद्र और हिंदी नवजागरण की समस्याएँ, रामविलास शर्मा, राजकमल प्रकाशन, 2004
- 9: महावीर प्रसाद द्विवेदी और हिंदी नवजागरण, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली, 2008
- 10: समाचार एवं प्रारूप लेखन, डॉक्टर रामप्रकाश, राधाकृष्ण प्रकाशन, दिल्ली, 2004

8. Pedagogy:

a. उपरोक्त प्रथम दो माड्यूलों में शामिल पाठों का अध्यापन करते हुए इस रचनाओं से जुड़े हुए आनुशंगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के अतिरिक्त बहस-मुबाहिसा भी संचालित किया जाएगा। इन पाठों की अंतर-अनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे। तीसरा माड्यूल फ़िल्म दिखाने और उस पर भाषा के लिहाज से बहस संचालित करने पर केंद्रित होगा। चौथे माड्यूल में मीडिया से जुड़े विशिष्ट विद्वानों को बुलाकर कार्यशालाएँ आयोजित करायी जाएँगी।

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

Library, Class rooms, Projector, Audio-Visual Teaching Aids.

- c. Expertise in AUD faculty or outside: AUD faculty and other sources of learning
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Academies, Media and Communication experts.

9. Assessment structure (modes and frequency of assessments)

Normally evaluation situation will constitute three assessments of weightage 30%, 30% & 40%. Assessment will take place continuously and will include assignments, class tests, presentations, mid-semester and end-semester exams.

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 5th meeting held on 30 July 2021 and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	All BA programmes
Course title	साझी संस्कृति और हिन्दुस्तानी कविता
Course code	HN337
Credits	04
Course type (core / compulsory / optional / any other - please specify)	Foundation Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Visiting / Adjunct Faculty

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

यह पाठ्यक्रम हिंदी आधार पाठ्य क्रम (HAP) और हिंदी साहित्य के इतिहास की रूपरेखा (HSIR) से कुछ हद तक परिचित हुए विद्यार्थियों को हिंदी साहित्य की रचनात्मक उपलब्धि के एक विशिष्ट आयाम से परिचित कराने का प्रयास करता है। मध्यकालीन भारतीय इतिहास का अध्ययन करने वाले विद्यार्थियों के लिए भी यह पाठ्यक्रम बेहद उपयोगी है। भारतीय समाज की कुछ खास जटिलताओं का अध्ययन करने में भी यह कोर्स सहायक होगा।

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: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other - please specify): Winter semester

5. Proposed date of launch: Winter Semester 2021

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

यह पाठ्यक्रम भारतीय समाज और संस्कृति की सामासिकता का बोध कराने तथा धार्मिक विभाजनों के आर-पार सांस्कृतिक अंतरालयन को ग्रहण करने में विद्यार्थियों की मदद करता है।

7. Course Details:

a. Summary:

मध्यकालीन भारतीय समाज का एक विशिष्ट किंतु जीवंत यथार्थ 'इंडो-इस्लामिक' संस्कृति की मौजूदगी है। इस संस्कृति के चिन्ह साहित्यिक रचनाओं में दृष्टिगोचर होते हैं। ये साहित्यिक रचनाएँ कविता के क्षेत्र में सबसे अधिक फलित हुईं जिसे इनकी सामासिकता का ध्यान रखते हुए 'हिंदुस्तानी कविता' का नाम दिया गया। इस सृजनात्मक उपलब्धि से दिल्ली के विद्यार्थी सहज ही परिचित होते हैं क्योंकि इनके रचनाकार दिल्ली और उसके आस-पास रचनारत रहे हैं। इस क्षेत्र में लम्बे समय तक चलने वाली इस गतिविधि के कुछ नमूनों और उनके ज़रिए उस समूची संस्कृति का परिचय इस पाठ्यक्रम के माध्यम से विद्यार्थियों को कराया जाता है।

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

School/Centre proposing the course	SOL
Programme(s)	BA Hindi Hons.
Course title	कला और साहित्य
Course code	TBD
Total Credits	6 (4+2)
Course type (core/compulsory/ elective/any other – please specify)	GE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
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?

स्नातक स्तर के विद्यार्थियों के लिए प्रस्तावित यह पाठ्यक्रम कला और साहित्य की एक व्यापक समझ पर आधारित होगा। आधुनिक काल ने अवधारणात्मक स्तर पर कई नवीन चिंतन प्रक्रियाओं और बहसों को जन्म दिया है और अम्बेडकर विश्वविद्यालय भी हमेशा इस नवीनता का पोषक रहा है। अतः इस पाठ्यक्रम के अंतर्गत विद्यार्थी कला और साहित्य की सामाजिक-सांस्कृतिक पृष्ठभूमि के साथ ही उसके विभिन्न नवीन नजरियों से परिचित हो सकेंगे।

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

स्नातक हिंदी (ऑनर्स) के अंतर्गत परंपरागत हिंदी साहित्य के अध्ययन के साथ ही साहित्य और कला जैसी आधारभूत अवधारणाओं की व्यापक समझ भी जरूरी है। अतः यह पाठ्यक्रम अपने अनुशासन की आवश्यकता पूर्ति के लिए एक महत्वपूर्ण स्थान रखता है।

7. Course Details:

a. Summary:

कला और साहित्य हमेशा से मानव सभ्यता के अंग रहे हैं। वैश्विक जगत के आधुनिक और तमाम प्राचीन राष्ट्रों का सीमांकन भी संभवतः इसी आधार पर हुआ। इस सीमांकन के बावजूद कला और साहित्य का पारगमन विभिन्न सभ्यताओं के मध्य होता रहा और आज भी किसी न किसी रूप में बदस्तूर जारी है। पारगमन की इस परंपरा को दृष्टिगत रखते हुए कला और साहित्य के तात्विक पक्ष के साथ ही इसके सामाजिक प्रभावों का अध्ययन इस पाठ्यक्रम के अंतर्गत किया जाएगा। यह पाठ्यक्रम कला और साहित्य को भारतीय व वैश्विक विचारधाराओं के नजरिये से देखने-समझने का प्रयास करेगा। इस पाठ्यक्रम के अंतर्गत विद्यार्थी साहित्य और कला के मध्य अन्तर्सम्बन्धों को लेकर होने वाली तमाम स्थापनाओं और बहसों को विश्लेषित करने की समझ विकसित कर सकेंगे।

b. Objectives:

यह पाठ्यक्रम विद्यार्थियों को विषय की आधारभूत समझ के साथ एक तुलनात्मक मंच भी उपलब्ध कराएगा। भारतीय और वैश्विक नजरियों के तुलनात्मक अध्ययन से विद्यार्थियों को एकांगी अध्ययन की बजाय एक व्यापक दृष्टिकोण विकसित करने का मौका मिलेगा। साथ ही पाठ्यक्रम का फलक बहुआयामी होने के कारण विद्यार्थी विषय को इसकी समग्रता में देखने व विश्लेषित करने की समझ भी विकसित कर सकेंगे।

c. Expected learning outcomes:

- विद्यार्थी कला और साहित्य की व्यापक अवधारणा से परिचित हो सकेंगे।
- कला के साहित्य और समाज के साथ अन्तर्सम्बन्धों को विश्लेषित करने का दृष्टिकोण विकसित कर सकेंगे।
- हिंदी साहित्य की परंपरा में भारतीय कला के विविध पक्षों की उपस्थिति को व्याख्यायित व विश्लेषित कर सकेंगे।
- लोक कला और लोक साहित्य के योगदान का मूल्यांकन कर सकेंगे।

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

माड्यूल-1 : कला, साहित्य और समाज

कला और साहित्य के व्यापक क्षेत्र को देखते हुए इन्हें अवधारणात्मक स्तर पर विश्लेषित करना जरूरी है। इस विश्लेषण में भारतीय चिंतन के साथ पाश्चात्य चिंतन प्रक्रिया को समझना भी विद्यार्थियों के लिए आवश्यक है। कला का साहित्य के साथ विशेष संबंध रहा है, वहीं सामाजिक तौर पर इसका दखल स्तरीकरण से लेकर उसके विभिन्न प्रारूपों में देखने को मिलता है। इसकी एक व्यापक रूपरेखा विद्यार्थियों के समक्ष इस माँड्यूल के तहत रखी जाएगी। साथ ही कला, साहित्य और समाज के अन्तर्सम्बन्धों को विभिन्न बहसों, विमर्शों और विचारधाराओं के जरिये समझने का प्रयास किया जाएगा।

मुख्य पाठ :

1. कला और साहित्य का अंतर्सम्बन्ध
2. कला और समाज का अंतर्सम्बन्ध

माड्यूल-2: भारतीय कला का सौंदर्यशास्त्र

यह माँड्यूल मुख्यतः भारतीय कला पर केंद्रित होगा। भारतीय कला के विविध आयामों जैसे स्थापत्य, संगीत, चित्रकला, आदि ने सामाजिक और सांस्कृतिक तौर पर खुद को एक दीर्घकालिक प्रक्रिया के तहत स्थापित किया है। इसमें शिल्पगत विभिन्नताओं के साथ ही लोक जीवन में उसके हस्तांतरण के विकास की एक लंबी प्रक्रिया रही है। इस माँड्यूल के अंतर्गत विद्यार्थी भारतीय कला के विकास और उसके सौंदर्यशास्त्र के महत्व को समझने का प्रयास करेंगे। साथ ही भारतीय कला पर विभिन्न विद्वानों के नजरिये से उसकी व्याख्याओं को समझने का प्रयास किया जाएगा ताकि विद्यार्थियों को विश्लेषण के लिए एक व्यापक क्षेत्र मिल सके।

मुख्य पाठ :

1. भारतीय कला का विकास
2. भारतीय कला का सौंदर्यशास्त्रीय महत्व

माड्यूल- 3: कला और हिंदी साहित्य

यह माँड्यूल हिंदी साहित्य की विस्तृत परंपरा में कला के विविध पक्षों की उपस्थिति को व्याख्यायित व विश्लेषित करेगा। कला की यह उपस्थिति उसकी शास्त्रीयता से लेकर जनपक्षधरता तक हिंदी साहित्य में निरंतर प्रतिबिम्बित होती रही है। अपनी आरम्भिक यात्रा से लेकर वर्तमान युग तक हिंदी साहित्य ने कला के बदलते प्रतिमानों को विविध रूपों में स्थान दिया है। विचारधाराओं व विमर्शों ने भी कला और हिंदी साहित्य के संबंधों में कई परिवर्तनगामी प्रभाव डाले हैं। इस माँड्यूल के तहत संबंधों की इस लंबी यात्रा की पड़ताल करते हुए विद्यार्थी इसे विश्लेषित करने की समझ विकसित कर सकेंगे। साथ ही, इस माँड्यूल में कला के सामाजिक रचनात्मक पहलू, साहित्य के प्रति उसकी सापेक्षिक स्वायत्तता और उसकी दीर्घजीविता के तत्व व उपकरण जैसे मुद्दों से भी विद्यार्थी अवगत हो सकेंगे।

मुख्य पाठ :

1. कला और हिंदी साहित्य के सम्बंध की परंपरा
2. कला में दीर्घजीविता के तत्व और उपकरण

माड्यूल-4: रूपंकर कलाएं और साहित्य

लोक कलाओं का इतिहास मानव सभ्यता जितना ही पुराना है। परंपरागत तौर पर स्थानीय या क्षेत्रीय कुटुम्बों द्वारा निर्मित ये कलाएं अपने मूल में शुभाशुभ कर्मों के भाव की ओर इंगित करती हैं। चित्र, प्रतीक, चिह्न, नृत्य, संगीत, गायन, वादन से लेकर रोजमर्रा की कई चीजों में इन कलाओं का अनायास प्रवेश देखा जा सकता है। वहीं, अवसर विशेष से जुड़े अनुष्ठानों में भी इसके विविध रूप देखे जा सकते हैं। किसी भी बहुविध समाज में ये कलाएं वहाँ के साहित्य पर भी विशेष प्रभाव डालती हैं। एक प्रकार से कहें तो यह उनकी बुनावट तय करने में महत्वपूर्ण भूमिका निभाती हैं। यह माँड्यूल लोक कला और साहित्य के अन्तर्सम्बन्धों को पारंपरिक व आधुनिक दोनों नजरिये से व्याख्यायित करने की कोशिश करेगा। साथ ही, भारतीय नाट्य कला का अध्ययन भी इस माँड्यूल के अंतर्गत किया जाएगा। इस पाठ्यक्रम द्वारा विद्यार्थी कला और साहित्य में लोक-पक्ष की भूमिका को समझने व विश्लेषित करने में सक्षम हो सकेंगे।

मुख्य पाठ :

1. लोक-कला और साहित्य
2. भारतीय नाट्य कला

संदर्भ पाठ/ पुस्तकें

1. साहित्य और कला, भगवत शरण उपाध्याय, आत्माराम एंड संस, नई दिल्ली.
2. कला और साहित्य, माखन लाल चतुर्वेदी, प्रभात प्रकाशन, नई दिल्ली, 1989.
3. कला और संस्कृति, वासुदेव शरण अग्रवाल, साहित्य भवन, इलाहाबाद.
4. कला, कल्पना और साहित्य, सत्येंद्र, साहित्य रत्न भंडार, आगरा, 2007.
5. काव्य चिंतन की पश्चिमी परम्परा, निर्मला जैन, वाणी प्रकाशन, नई दिल्ली, 2017.
6. काव्य और कला तथा अन्य निबंध, जयशंकर प्रसाद, लोकभारती प्रकाशन, 2016.
7. कला और साहित्य चिंतन: कार्ल मार्क्स, सम्पादक- नामवर सिंह, राजकमल प्रकाशन, 2018.
8. साहित्य के समाजशास्त्र की भूमिका, डा. मैनेजर पांडेय, हरियाणा ग्रंथ अकादमी पंचकुला, 2014.
9. कुछ विचार, प्रेमचंद, लोकभारती प्रकाशन, इलाहाबाद, 2011.
10. लोक साहित्य एवं लोक संस्कृति: परम्परा की प्रासंगिकता एवं सामाजिक परिप्रेक्ष्य, सम्पादक- डा.वीरेंद्र सिंह यादव, ओमेगा पब्लिकेशन, नई दिल्ली, 2012.
11. नाट्यशास्त्र की भारतीय परम्परा और दशरूपक, हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली, 2007.

a. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	कला और साहित्य का अंतर्सम्बन्ध	इसके व्यापक क्षेत्र को देखते हुए इन्हे अवधारणात्मक स्तर पर विश्लेषित करना। इस विश्लेषण में भारतीय चिंतन के साथ पाश्चात्य चिंतन प्रक्रिया को शामिल करना	1. कला और साहित्य, माखन लाल चतुर्वेदी 2. साहित्य और कला, भगवत शरण उपाध्याय 3. काव्य चिंतन की पश्चिमी परम्परा, निर्मला जैन	-----	-----
2	कला और समाज का अंतर्सम्बन्ध	सामाजिक तौर पर इसके दखल को स्तरीकरण से लेकर उसके विभिन्न प्रारूपों में देखना।	कला और साहित्य चिंतन: कार्ल मार्क्स, सम्पादक- नामवर सिंह	-----	-----
3	कला और समाज का अंतर्सम्बन्ध	कला साहित्य और समाज के अंतरसम्बंधों को विभिन्न बहसों, विमर्शों व विचारधाराओं के जरिये समझना	साहित्य के समाजशास्त्र की भूमिका, डा. मैनेजर पांडेय	-----	20%- गृहकार्य
4	भारतीय कला का विकास	भारतीय कला के विविध आयामों की समझ विकसित करना।	कला, कल्पना और साहित्य, सत्येंद्र	-----	
5	भारतीय कला का विकास	शिल्पगत विभिन्नताओं के साथ लोक जीवन में उसके हस्तांतरण के विकास	कला और संस्कृति, वासुदेव शरण अग्रवाल	-----	

		की प्रक्रिया को समझाना।			
6	भारतीय कला का सौंदर्यशास्त्रीय महत्व	विद्यार्थी भारतीय कला के विकास और उसके सौंदर्यशास्त्र के महत्व को समझना। साथ ही विभिन्न व्याख्याओं के जरिये व्यापक दृष्टिकोण विकसित करना।	कला और साहित्य चिंतन: कार्ल मार्क्स, सम्पादक- नामवर सिंह	-----	30% -कक्षा प्रस्तुति
7	कला और हिंदी साहित्य के सम्बंध की परंपरा	कला में शास्त्रीयता से लेकर जनपक्षधरता तक विविध पक्षों की उपस्थिति को व्याख्यायित व विश्लेषित करना।	1. कला और साहित्य, माखन लाल चतुर्वेदी 2. साहित्य और कला, भगवत शरण उपाध्याय	-----	-----
8	कला और हिंदी साहित्य के सम्बंध की परंपरा	हिंदी साहित्य में कला द्वारा साहित्य के क्षेत्र में परिवर्तित होते प्रतिमानों, विचारधाराओं व विमर्शों के सम्बंध एवं प्रभाव को समझाना।	1. कुछ विचार, प्रेमचंद 2. अन्य साहित्यिक निबंध	-----	20%- कक्षा परीक्षा
9	कला में दीर्घजीविता के तत्व और उपकरण	दीर्घजीविता के तत्वों की समझ विकसित करना। साहित्य के साथ इसकी सापेक्षिक स्वायत्ता जानना।	कला और साहित्य चिंतन: कार्ल मार्क्स, सम्पादक- नामवर सिंह	-----	-----
10	कला में दीर्घजीविता के तत्व और उपकरण	दीर्घजीविता के उपकरणों तथा उसके रचनात्मक पहलू को समझना।	कला और साहित्य चिंतन: कार्ल मार्क्स, सम्पादक- नामवर सिंह	-----	-----
11	लोक-कला और साहित्य	लोक कला और साहित्य के अन्तर्सम्बन्धों को	लोक साहित्य एवं लोक संस्कृति: परम्परा की	-----	-----

		पारंपरिक व आधुनिक दोनों नजरिये से व्याख्यायित करना।	प्रासंगिकता एवं सामाजिक परिप्रेक्ष्य, सम्पादक- डा.वीरेंद्र सिंह यादव		
12	भारतीय नाट्य कला	भारतीय नाट्य कला को व्याख्यायित करते हुए इसमें लोक-पक्ष की भूमिका को समझना व विश्लेषित करना।	1. नाट्यशास्त्र की भारतीय परम्परा और दशरूपक, हजारीप्रसाद द्विवेदी 2. हिंदी नाटक: उद्भव और विकास, दशरथ ओझा	-----	30%- सत्रांत परीक्षा

5. Pedagogy:

a. Instructional strategies:

कक्षा 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

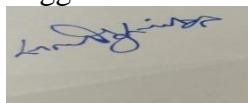
Signature of Course Coordinator(s)

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

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

School/Centre proposing the course	SOL
Programme(s)	B.A HINDI (HONS.)
Course title	पाश्चात्य दार्शनिक चिंतन एवं हिंदी साहित्य
Course code	TBD
Total Credits	4+2
Course type (core/compulsory/ elective/any other– please specify)	GEC
Level (Pre-Doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	TBD
Course coordinator and team	Hindi Faculty

- Does the course connect to, build on or overlap with any other courses offered in AUD?
इस पाठ्यक्रम का सम्बन्ध हिंदी साहित्य पर पढ़ने वाले विभिन्न पाश्चात्य सिद्धांतों के प्रभाव से है | साथ ही इसका सम्बन्ध बी.ए.में और एम् ए हिंदी में पढ़ाए जाने वाले पाठ्यक्रम से भी 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):
As per School Rule
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

1st Semester(GEC)

- How does the course link with the vision of AUD?
दर्शन का सम्बन्ध मनुष्य के जीवन और उसके मूल्यों से जुड़ा होता है | यह पाठ्यक्रम हिंदी विशेष से इतर विद्यार्थियों के लिए है | इसलिए पाश्चात्य साहित्य और दर्शन के माध्यम से हिंदी साहित्य से भी रु-ब-रु हो सकते हैं | इस पाठ्यक्रम का उद्देश्य मनोविक्षेपणवाद,अस्तित्वाद संरचनावाद आदि के बारे में समझ विकसित करना है जिसका सम्बन्ध मानव मन पर पड़ने वाले प्रभाव से भी है | विचारों और भावनाओं का सामंजस्य इस कोर्स में देखा जा सकता है यही सामंजस्य इसे अम्बेडकर विश्वविद्यालय के विजन से जोड़ता है |
- How does the course link with the specific programme(s) where it is being offered?
इस पाठ्यक्रम का सम्बन्ध विभिन्न स्नातक स्तर पर पढ़ाए जाने वाले विषय जैसे अंग्रेजी,मनोविज्ञान ,राजनीति विज्ञान से है जहाँ ये सारे पाश्चात्य चिंतन किसी न किसी रूप में दिखाई पड़ते हैं | इसलिए हिंदी साहित्य से इतर विद्यार्थियों के लिए यह पाठ्यक्रम उपयोगी है |

8. Course Details:

Summary:

विश्व युद्ध के बाद बहुत बाद बहुत सी विचार धाराएँ अस्तित्व में आई जिनका प्रभाव मनुष्य जीवन पर पड़ा साथ ही जिनका अक्स साहित्य में भी देखा गया | सार्त्र,कामू काफ़्का जैसे विचारको ने अस्तित्ववाद के प्रति समझ विकसित करने का महत्वपूर्ण कार्य किया |“सार्त्र ने अपने व्यक्तिगत अनुभव से इस विचारधारा को विकसित किया विभिन्न प्रतिरोध आंदोलनों में हिस्सा लेने की वजह से भोगी हुई अनुभूतियों की प्रखर स्वीकृति है | इसके साथ ही जिंदगी के प्रति मोह भी दिखाई पड़ता है |इस असंगति भरे विश्व से एक अद्भुत निर्मम खिचाव भी | “मिथ ऑफ़ सिसीफस” ने पाठको के सम्मुख एक ऐसे जगत का उदघाटन किया जो अपरिचित होते हुए भी आज के मनुष्य के लिए खूब जाना पहचाना है |” अभिव्यज्जावाद ,अस्तित्वाद से लेकर मनोविक्षेपण वाद ,मार्क्सवाद आधुनिकतावाद,संरचनावाद आदि सभी पाश्चात्य विचारों का विश्व पर क्या प्रभाव पड़ता है इसे समझने का प्रयास रहेगा | साथ ही साहित्य में विभिन्न वाद-विवाद की प्रक्रिया रही है ,इनको आलोचनात्मक तरीके से समझने की कोशिश रहेगी | साहित्य की विभिन्न विधाओं में अभिव्यज्जावाद,मार्क्सवाद ,आधुनिकतावाद, आदि के तत्व कितने मौजूद रहे ,उनके बीच जो बहसे पनपी उन्हें भी देखने का प्रयास रहेगा |

यदि हम हिंदी साहित्य को देखें तो उसमें पाते हैं ,यह सारे पाश्चात्य चिंतन वहां भी किसी न किसी रूप में दिखाई पड़ते हैं | इन पाश्चात्य विचारों ,दर्शन आदि का प्रभाव हिंदी साहित्य पर भी पड़ा है | इन पाश्चात्य विचारों को हिंदी आलोचना में स्थान मिलता है वहां फिर क्रोचे के अभिव्यज्जावाद की तुलना वक्रोक्ति से की जाने लगती है | स्वच्छंदतावाद को हिंदी के छायावाद में खोजने की कोशिश होती है

फिर आगे की प्रक्रिया में मार्क्सवाद का नाम हिंदी में प्रगतिवाद के नाम से जाना जाने लगा बिम्ब, फंटेसी, कल्पना मिथक प्रतीक हिंदी साहित्य को समझने के मुख्य बिंदु प्रतीक होने लगते हैं।

- **Objectives:**

इस पाठ्यक्रम के अध्ययन से विद्यार्थी पाश्चात्य आलोचना और हिंदी आलोचना की तुलना कर दोनों के अन्तर के प्रति अपनी समझ विकसित कर सकते हैं। साथ ही कला के वास्तविक अर्थों की खोज अभिव्यंजनावाद के जरिए समझने की प्रक्रिया से गुजरेंगे। किस प्रकार क्रोचे कला के लिए आंतरिक अभिव्यक्ति को महत्व देते हैं, ज्यों पाल सात्र, अल्बेयर कामू, अस्तित्ववाद की महत्ता स्थापित करते हैं, इसी तरह कार्ल मार्क्स पूंजीवाद के दुष्प्रभावों की चर्चा करते हैं। इन सभी विषयों से रु-व-रु होकर इनकी वैचारिकी की समझ, इन्हें जीवन में उतारने की प्रक्रिया से भी गुजरेंगे।

- **Expected learning outcomes:**

- विद्यार्थी को पाश्चात्य दर्शन से परिचित करना।
 - विभिन्न सिद्धांतों, वादों और विचारों जैसे मनोविक्षेपणवाद, मार्क्सवाद, आधुनिकतावाद आदि के माध्यम से जीवन और साहित्य के प्रति समझ विकसित करना।
 - इन वादों से पड़ने वाले प्रभावों से अवगत करना आदि।
 - आलोचनात्मक समझ विकसित करना।
- Overall structure (course organisation, rationale of organisation; outline of each module):

माड्यूल-1 पाश्चात्य दर्शन का परिचय और उसके उपकरण (कल्पना, फंटेसी बिम्ब, प्रतीक, मिथक,)

कालरिज की व्याख्या अनुसार कल्पना वह शक्ति है जो अंतर्जगत और बाह्यजगत का सफल संयोजन करती है और प्रतिबोधन और अवबोधन के अंतर को मिटाती है जिसे बुद्धि के सहारे नहीं मिटाया जा सकता। कल्पना वस्तुओं और पदार्थों में चेतना का संचार करती है और उसे जीवन रूप में हमारे समुख पेश करती है। इसी प्रकार कल्पना और फंटेसी को लेकर भी विभिन्न पाश्चात्य विचार दिखाई पड़ते हैं इस तरह इस माड्यूल में पश्चिमी विचारको और भारतीय विचारको के दृष्टिकोण के माध्यम से हिंदी साहित्य को समझने का प्रयास होगा। बिम्ब, प्रतीक और मिथकों की चर्चा भी इसी माड्यूल में की जाएगी।

माड्यूल-2- अभिव्यंजनावाद और स्वच्छंदतावाद

अभिव्यंजनावाद का प्रवर्तक बेनेदेत्तो क्रोचे है, जिनका उद्देश्य साहित्य में आत्मा की अन्तः सत्ता स्थापित करना था। इससे पूर्व कांट ने मन तथा बाह्य जगत के तादात्म्य और समन्वय का प्रतिपादन करते हुए दृश्य जगत की उपेक्षा की और हीगेल ने कांट की मान्यता स्वीकार करते हुए दृश्य जगत को महत्व दिया। जबकि क्रोचे ने केवल मानसिक प्रक्रिया को ही महत्व दिया। क्रोचे ने अभिव्यंजनावाद कला के मूल तत्व की खोज का प्रयास है। कला की आत्मा क्या है इस पर क्रोचे अपने विचार रखते हुए स्पष्ट करते हैं उनके समस्त सौन्दर्य विवेचन में आत्म तत्व विद्यमान है। इसी आत्म तत्व को क्रोचे ने आंतरिक अभिव्यक्ति कहा है।

इस माड्यूल में क्रोचे के अभिव्यंजनावादको समझा जायेगा, जहाँ वो मानसिक कोटियों की बात करते हैं –मानसिक और व्यावहारिक ..। किस प्रकार क्रोचे कला को सहजानुभूति मानते हैं, उसकी पूरी प्रक्रिया क्या है इस सब पर विस्तार से चर्चा की जाएगी। क्रोचे के अभिव्यंजनावाद और वक्रोक्ति सिद्धांत के तुलनात्मक पक्षों पर भी बात की जाएगी। आचार्य शुक्ल अभिव्यंजनावाद को “भारतीय वक्रोक्तिवाद का विलायती उत्थान कहते हैं, इन सभी बिन्दुओं को आधार बनाकर इस विषय से अवगत कराया जायेगा।

स्वच्छंदतावाद को आधुनिक युग की देन माना गया है, जिसकी प्रवर्तिकाँ प्रत्येक समय में किसी न किसी रूप में विद्यमान रही है। अठारहवीं शताब्दी के उत्तरार्द्ध में रूसों ने मानवीय स्वच्छंदतावाद का समर्थन किया। उन्होंने एक और प्रकृति की सहजता एवम रम्यता का प्रतिपादन किया, वहीं दूसरी ओर मानवीय स्वतंत्रता का भी समर्थन किया। रूसों के इन विचारों का परवर्ती विचारको पर गहरा प्रभाव दिखाई पड़ता है। 1800 में वर्डस्वर्थ ने लिरिकल बैलेड्स के दूसरे संस्करण में स्वच्छंदतावाद की स्थापना की इसलिए इसे स्वच्छंदतावाद का घोषणा पत्र माना गया।

स्वच्छंदतावाद की विचारधारा पुरानी मान्यताओं के स्थान पर नये मूल्यों को स्थापित करने की विचारधारा है। इस विचारधारा का लेखक समाज में चले आ रहे पुराने हो चुके विचारों, मान्यताओं के खिलाफ विद्रोही स्वर को तवज्जो, तरजीह देता है। इस विचारधारा के रचनाकारों के बारे में आलोचकों का मानना है कि –“वह रचना के संदर्भ में बाह्य नियमों की अपेक्षा कवि के व्यक्तित्व को प्रधान मानता है। काव्य प्रयोजनों के रूप में नैतिकता के विरुद्ध आनंद की प्रतिष्ठा करता है, बंधे बंधाये छंदों को नकार कर लय और गति पर आधारित छंदों की सर्जना पर बल देता है ...संस्कृतनिष्ठ भाषा के स्थान पर जन भाषा के प्रयोग पर बल देता है।” स्वच्छंदतावादी रचनाकार समाज और यथार्थ के प्रति विद्रोह करता है। कार्य और बौद्धिकता के विरुद्ध मनोवेगों की स्थापना करता है। अपनी इस विचारधारा के कारण रचनाकारों को आलोचना का भी शिकार होना पड़ा बावजूद इसके इस विचारधारा को साहित्य में स्थान दिया गया।

माड्यूल-3 आधुनिकतावाद ,मनोविश्लेषणवाद ,अस्तित्ववाद

मनोविश्लेषण वाद के प्रवर्तक फ्रायड अपने समय और सामाजिक सभ्यता से असंतुष्ट होकर मानव मूल्यों के समक्ष प्रश्नचिन्ह लगाते हैं। वास्तव में मनुष्य काम –प्रवृत्ति के हाथों की कटपुतली मात्र है। इसी क्रिया में मन के विभिन्न भागों-चेतन और अवचेतन और इनके बीच तीसरा भाग भी है जो चेतन से कुछ पहले का है इसे पूर्व चेतन नाम दिया है। फ्रायड ने कल्पना को महत्व दिया कवि –कल्पना को दिवा-स्वप्न मानते हैं। इस माड्यूल में फ्रायड के दृष्टिकोण को आधार बनाकर साहित्य की रचना प्रक्रिया , कला चिंतन के मूल स्रोत को समझने का प्रयास रहेगा।

इसी माड्यूल में आधुनिकतावाद के सिद्धांत का भी अध्ययन किया जायेगा।

अस्तित्ववाद का उदय उन्सवी शताब्दी के मध्य से माना जाता है इसकी पृष्ठभूमि में औद्योगिक क्रान्तिजनित वह भौतिकता थी जो मनुष्य अस्तित्व की अवहेलना कर रही थी। जबकि अस्तित्ववाद की अवधारणा “मानव अस्तित्व “ का महत्वपूर्ण स्थान है। सारे किरैगोद इसके प्रवर्तक माने जाते हैं किन्तु मुख्य स्थान सार्त्र का है। इस माड्यूल में नीत्से, हेडगर, सार्त्र, कामू के अस्तित्ववाद को लेकर जो विचार हैं उन्हें समझा जाएगा।

माड्यूल-4 मार्क्सवाद ,संरचनावाद

- इस माड्यूल में कार्ल मार्क्स के काव्यशास्त्रीय चिंतन ,दृष्टिकोण पर बात की जाएगी। “दास केपिटल”.में जिस द्वंदात्मक भौतिकवाद की चर्चा है उसके मूल में समाजवाद है , जो वर्ग-संघर्ष की बात करता है। कला और साहित्य के क्षेत्र में यह प्रगतिवाद के नाम से जाना जाता है। मार्क्स ने सर्वहारा वर्ग की स्थिति और उसके वर्ग -संघर्ष के उद्देश्य में साहित्य के उद्देश्य पर विचार किया है। साहित्य के इसी उद्देश्य पर विचार करते हुए मार्क्स लिखते हैं –
- बुर्जुआ संस्कृति की वास्तविकता की छानबीन करना और उसकी कमजोरियों का चित्रण करना।
- समाज के सम्पूर्ण जीवन के साथ बुर्जुआ जीवन पद्धति की असंगति और जीवन पद्धति का बाधक स्वरूप का उद्घाटन करना
- सामाजिक संबंधों की समग्रता के बीच सर्वहारा के जीवन संघर्ष का चित्रण करना आदि।

इस तरह इस माड्यूल में यह देखने का प्रयास रहेगा कि मार्क्स किस प्रकार कला और साहित्य के उन सब प्रतिमानों का तीव्र विरोध करते हैं जो सर्वहारा वर्ग के हितों की रक्षा नहीं करते , जो सर्वहारा वर्ग की उन्नति में बाधक हैं। मार्क्सवाद का विश्व साहित्य पर जो प्रभाव पड़ा उन सब बिन्दुओं पर चर्चा की जाएगी। संरचनावाद के सिद्धांत को भी इस माड्यूल में पढ़ा जायेगा।

सहायक पाठ:

- पाश्चात्य काव्यशास्त्र ,डॉ तारकनाथ वाली,वाणी प्रकाशन,नई दिल्ली
- काव्य चिंतन की पश्चिमी परम्परा ,डॉ निर्मला जैन,वाणी प्रकाशन,नई दिल्ली 1990
- उत्तर आधुनिकता :कुछ विचार देवीशंकर नवीन (स०)वाणी प्रकाशन, नई दिल्ली ,
- उत्तर आधुनिकतावाद,जगदीश्वर चतुर्वेदी ,स्वराज प्रकाशन ,नई दिल्ली ,2004
- उत्तर आधुनिकता :बहुआयामी सन्दर्भ-पांडेय शशि भूषण शीतांशु,वाणी प्रकाशन,नई दिल्ली ,2010
- पाश्चात्य काव्यशास्त्र : अधुनातन सन्दर्भ,डॉ सत्यदेव मिश्र,लोकभारती प्रकाशन,इलाहाबाद
- आधुनिक हिंदी आलोचना के बीज शब्द, बच्चन सिंह, वाणी प्रकाशन, दिल्ली,
- आधुनिक परिवेश और अस्तित्ववाद डॉ शिवप्रसाद सिंह 1988
- पाश्चात्य साहित्य चिंतन ,डॉ करुणाशंकर उपाध्याय,राधाकृष्ण प्रकाशन ,2016
- हिंदी साहित्य कोश, सम्पादक धीरेंद्र वर्मा, ज्ञानमंडल, वाराणसी,
- आधुनिक परिवेश और अस्तित्ववाद,डा,शिव प्रसाद सिंह,नेशनल पब्लिशिंग हाँउस,1998
- सोफी का संसार ,सत्यपाल सहगल(अनुवादित) राजकमल प्रकाशन
- पाश्चात्य काव्यशास्त्र,देवेन्द्र नाथ शर्मा
- पाश्चात्य काव्यशास्त्र,कृष्णदेव शर्मा,विनोद पुस्तक ,आगरा
- भारतीय व पाश्चात्य काव्यशास्त्र तथा हिंदी आलोचना ,रामचंद्र तिवारी
- पाश्चात्य काव्यशास्त्र इतिहास सिद्धांत और वाद ,भागीरथ मिश्र

• 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	पाश्चात्य काव्यशास्त्र के बारे में चर्चा	विभिन्न सिद्धांत जिनका प्रभाव भारतीय साहित्य पर पड़ा	काव्य चिंतन की पश्चिमी परम्परा , डॉ निर्मला जैन	पाश्चात्य काव्यशास्त्र , डॉ तारकनाथ	
2	कल्पना , फेंटेसी का स्वरूप	हिंदी साहित्य की काव्य विधा में आए कल्पना और फेंटेसी के रूप की चर्चा	आधुनिक हिंदी आलोचना के बीज शब्द, बच्चन सिंह		गृह कार्य -20%
3	बिम्ब अवधारणा	हिंदी साहित्य के काव्य में आए बिम्ब , उदाहरण के माध्यम से स्पष्टीकरण	आधुनिक संवेदना का विकास-राम स्वरूप चतुर्वेदी		
4	प्रतीक और मिथकों की अवधारणा	हिंदी साहित्य की काव्य विधा के माध्यम से चर्चा			
5	अभिव्यज्जावाद	अभिव्यज्जावाद की सम्पूर्ण व्याख्या और वक्रोक्ति के साथ तुलना के बिन्दुओं पर चर्चा	पाश्चात्य काव्यशास्त्र, कृष्णदेव शर्मा, विनोद पुस्तक , आगरा		
6	स्वच्छंदतावाद (भारतीय और पाश्चात्य सन्दर्भ)	छायावाद में आई एक प्रवृत्ति के रूप में अध्ययन	भारतीय व पाश्चात्य काव्यशास्त्र तथा हिंदी आलोचना , रामचंद्र तिवारी		30% कक्षा-प्रस्तुति
7	अस्तित्ववाद	विभिन्न पाश्चात्य विचारकों के दृष्टिकोण का तुलनात्मक अध्ययन	आधुनिक परिवेश और अस्तित्ववाद डॉ शिवप्रसाद सिंह		30% गृह-कार्य
8	मनोविश्लेषणवाद की सैद्धांतिक पृष्ठभूमि	साहित्य को आधार बनाकर मनोविश्लेषण के सिद्धांत को समझने का प्रयास			
9	आधुनिकतावाद के उथान पर चर्चा	आधुनिकतावाद की विचारधारा के विकसित होने के पीछे कारकों का अध्ययन	उत्तर आधुनिकता : बहुआयामी सन्दर्भ-पांडेय शशि भूषण शीतांशु, उत्तर आधुनिकतावाद, जगदीश्वर चतुर्वेदी		
10	मार्क्सवाद का सिद्धांत- हिंदी साहित्य के , की व्याख्या	मार्क्सवाद की व्याख्या प्रगतिवाद के रूप वर्ग-संघर्ष में			
11	द्वंदात्मक भौतिकवाद	द्वंदात्मक भौतिकवाद के स्वरूप को समझने का प्रयास			
12	सरंचनाविवाद	भाषा शास्त्र के विशेष सन्दर्भ में			20% सत्रांत परीक्षा

9. **Pedagogy:**

• Instructional strategies:

कक्षा अध्यापन, विशिष्ट व्याख्यान और फिल्म/डाक्यूमेंटरी आदि ई-संसाधनों का प्रयोग

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

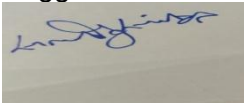
Signature of Course Coordinator(s)

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

**Standing Committee on Professional, Vocational and Continuing Education Programmes
(SCPVCE)**

Minutes of the 20th Meeting held on January 19, 2022 via Google Meet

The 20th Meeting of the SCPVCE was held on January 19, 2022 (online) via Google Meet,

The following members were present:

Prof. Sitansu Sekhar Jena	Chairperson
Prof. Babu P. Remesh	Member
Prof. Kartik Dave	Member
Dr. Manish Jain	Member
Prof. Rukmini Sen	Member
Dr. Sunita Singh	Convenor
Dr. Jyotirmoy Bhattacharya	Member

Regrets: Prof. Amol Padwad, Prof. Mohammad Sharique Farooqi , Prof. Rachana Johri, Prof. Anita Ghai, Professor Lawrence Liang, Director CDP, Dean SDes

Special Invitees: Dr. Anshu Gupta, Dr. Kritika Mathur, Dr. Kancharla Valentina, Dr. Nidhi Kaicker

Secretarial Assistance: Dr. Sunita Tyagi

The following agenda items were discussed:

1. To consider the revised proposal for Rules for Attendance and Assessment for BBA Programme at SBPPSE
2. To consider the proposal for the following courses to be offered in the Third Semester (Module V) of MBA IEVD Programme:
 - i. Venture Growth Strategies
 - ii. Leveraging Technology for Business
 - iii. Managing Small and Family Business,
 - iv. IPR for Entrepreneurs
 - v. Skill Based Programme V

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

- 1. To consider the revised proposal for Rules for attendance and assessment for BBA Programme at SBPPSE**

The revised proposal for Rules for attendance and assessment for BBA Programme was presented. Since the total credits of the programme have changed from 134 credits to 138 credits, students are now required to earn a minimum of 36 credits (maximum credits per year

is 46) to pass the year. This is a minor change (from 35 to 36 credits) owing to the change in the overall programme credits as approved by the AC in a previous meeting.

After due deliberations, the SCPVCE resolved to recommend the proposal for Rules for Attendance and Assessment for the BBA Programme at SBPPSE to be placed at the next meeting of the Academic Council for consideration.

2. To consider the proposal for the following courses to be offered in the Third Semester (Module V) of MBA IEVD Programme:

Venture Growth Strategies (Core): 2 Credits

This course is designed to provide an understanding of the essential elements of successful scaling. The course would provide knowledge and actionable strategies including tools and techniques that could be used in everyday operations for the growth and success of the venture. It would enable students to understand the key obstacles that could arise in an entrepreneurial growth journey and also identify and discuss the growth strategies that would help in scaling and garnering profit.

Leveraging Technology for Business (Core): 2 Credits

The course introduces technology and allied processes which students may apply to the problems they encounter in today's market. The course addresses aspects related to identification of tools and processes for analysis of complex business problems and generation of possible solutions to the problems. Tools and techniques are explored for fostering individual and group creativity, management practices that foster (or inhibit) innovation, and methods for developing and evaluating ideas for new products and platforms.

Managing Small and Family Business (Elective): 2 Credits

The course provides the students with an understanding of the working of small scale businesses, its challenges and opportunities along with focusing on the relevance of family businesses. It will explore the nature and relevance of the MSME sector in India which according to estimates contributes to 30 percent of India's GDP growth. It would give a general understanding of how family business work and also equip family business leadership with a specific set of skills which enhance their competencies and conditions them to work on opportunities and challenges.

IPR for Entrepreneurs (Elective): 2 Credits

The objective of the course is to introduce the participants to the basics of Intellectual Property Rights and its importance for innovation and growth of the businesses. The course will also provide an understanding of intellectual property as it affects entrepreneurs and difference between patents and other types of IP. It will enable students to appreciate the importance of creativity and use of IPRs in brand building for businesses.

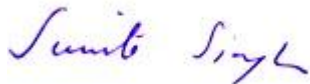
Skill Based Programme V: 1 Credit

The course will cover three main aspects namely, Business Models for Sustainable Development, Go-to-Market Strategy and Return on Investment. Each area will be addressed through a workshop or 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 features 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.

Recommendations from the SCPVCE Members

- Introduce the basics of computing technology and how the internet works in the course on *Leveraging Technology for Business*
- In the course *Skill Based Programme V*, it would be helpful to specify the pedagogy for the particular module, for example, either seminar or workshop.
- The Learning Outcomes could be written in the specific format to identify specific learnings for students.

After due deliberations, the SCPVCE resolved to recommend the core and elective courses to be offered in the Third Semester (Module V) of MBA IEVD Programme to be placed at the next meeting of the Academic Council for consideration.



(Dr. Sunita Singh)
Convenor, SCPVCE



(Prof. Sitansu Sekhar Jena)
Chairperson, SCPVCE

Agenda for Academic Council by the SBPPSE

Revised Proposal - Rules of Attendance and Assessment for BBA Programme of SBPPSE*

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 **30 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 the course worth **4 credits** (no individual assessment situation will carry more than **40% weight**) and **two** situations in the course worth **2 credits** (no individual assessment situation will carry more than **50% weight**) which could be written assignment, case analysis, quizzes, mid-term and end-term assessments.

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 (**atleast 75% of the credits in a year i.e. 36 credits in a year**) to pass a year, s/he will not be promoted to the next year and will have to **repeat the courses in which he/she has failed**.

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	46 credits	36 credits	If a student is able to secure credits between 36 and 46, 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+.
2		24 credits				
3	Second Year	24 credits	46 credits	36 credits	If a student is able to secure credits between 36 and 46, 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 only ; 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		22 credits				

5	Third Year	24 credits	46 credits	36 credits	If a student is able to secure credits between 36 and 46, 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 only ; 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.
6		22 credits				
			138			

The overall passing grade for a student to get a BBA degree is C+. If a student fails to secure an overall passing grade of C+ in all the six 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 BBA programme shall be five years.

**MBA IEVD Programme – Course Outlines
(Third Semester – Module V)**

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 (IEVD)
Course title	Venture Growth Strategies
Course code	SBP2EV067
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Kritika Mathur

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

No, the course doesn't overlap with other courses offered in AUD

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

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

None

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

Proposed cohort of MBA-IEVD

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

Module-long course

5. Proposed date of launch:

January 2022

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

The course is a core course for the participants of the MBA IEVD Programme.

7. Course Details:

A. Summary

Starting a new venture requires passion, hard-work and determination on the part of the entrepreneur. However, it is fact that a large number of start-ups fade away at the initial stages and very few of them grow and become successful ventures. While an entrepreneur may have done a fairly good job of assessing an opportunity, forming a new venture team, marshalling resources, planning etc., growing the venture is a different management game. Start-ups are designed to grow. This course is designed to provide an understanding of the essential elements of successful scaling. The course would provide knowledge and actionable strategies including tools & techniques that can be used in everyday operations for the growth and success of the venture.

B. Objectives

The course will equip students to:

- Understand the key obstacles that can arise in the entrepreneurial growth journey
- Identify and discuss the growth strategies that help scaling and garnering greater profit
- Examine international strategy as a growth strategy
- Explore and discuss different collaborative strategies for rapid growth
- Identify and appreciate the factors required to manage and sustain growth

C. Expected Learning Outcomes

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

- Understand and identify the key management factors that change in importance as business develops and grows
- Develop appropriate strategies in various areas of business that truly determine profitability
- Understand the core internal growth strategy for start-ups
- Examine international expansion as a growth strategy
- Build alliances with suitable partners for achieving faster growth with reduced risks

- Understand the essential factors like building a competent team, innovative culture, ethical mindset for ensuring sustainable growth in ever-changing business environment

D. Overall structure:

Unit I: Challenges of growth beyond initial phase of a start-up

An entrepreneur faces numerous challenges at different *stages of growth from ideation to take-off*. Evidence shows that relatively few firms generate sustained and profitable growth particularly in the initial years. During each of the stage of growth, there are entrepreneurial crises, or hurdles that most start-ups confront. The Unit begins with a discussion on *challenges of growth* that firms encounter such as cash crunch, lack of management skills or relevant experience. This unit would identify probable *crises and symptoms* in different phases and discuss how firms can properly prepare for growth.

Unit II: Internal Growth strategies

In this Unit, the strategies involving *organic growth*, such as increasing the *market penetration*, improving an existing product or service, *diversification into related and unrelated product lines* etc, will be discussed. These strategies rely on firms own competencies, expertise, business practices and talent. *Geographic expansion* is another way to achieve growth through doing business in other locations domestically. Yet another common form of growth is expanding internationally. This Unit would also discuss the advantages and disadvantages of implementing these strategies.

Unit III: External Growth Strategies

As the venture enters the middle and later stage of its life cycle, sustaining growth strictly through organic growth strategies becomes very challenging. For faster paced growth, one has to build partnerships with others. In this Unit, the students will explore establishing relationships with third parties and use collaborative approach to achieve faster growth. *External growth strategies like, strategic alliances, joint ventures, mergers, acquisitions, licensing, franchising etc.* would be discussed along with the pros and cons of these strategies.

Unit IV: Sustaining the long-term growth

The key determinants of establishing a successful venture are a robust, *value-based management team and an innovative organisational culture*. A large number of start-ups fail to scale up as they focus primarily on generating profits. While profits are important, the important aspects of laying a strong foundation for *balanced and sustainable growth* of the enterprise is crucial. This Unit would discuss such essential elements in adequate detail.

Reference Books

- i. Barringer B. and Ireland Duane. (6e) Entrepreneurship: Successfully Launching New Ventures. Pearson.
- ii. Timmons, J. and Spinelli, S. (2017). New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill Education

iii. Hisrich, R.D., Manimala, M.J., Peters, M.P., Shepherd, D.A. (2017). Entrepreneurship, 9th Edition. McGraw Hill Education.

iv. McKaskill, T. (2010). Venture Growth Strategies: A practical guide to engineer high growth into an entrepreneurial business. Breakthrough Publications.

Online References

i. knowledge@wharton: <http://knowledge.wharton.upenn.edu/>

ii. www.mckinseyquarterly.com

iii. www.strategy-business.com

Supplementary Readings may be provided by the faculty

8. Pedagogy:

a. Instructional design

There will be a maximum amount of experiential learning.

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

Smart classroom and Incubation Center

c. Expertise in AUD faculty or outside

The faculty members at SBPPSE are well equipped to teach the course

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

None

9. Assessment structure (modes and frequency of assessments)

Group Assignments	20%
Quizzes (3)	30%
Group Project (1)	20%
End term exam	30%



Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies: The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Dr B R 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-IEVD
Course title	Leveraging Technology for Business
Course code	SBP2EV068
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Kritika Mathur

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

No, the course doesn't overlap with other courses offered in AUD

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

None

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

Proposed cohort of MBA IEVD

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

Module-long course.

5. Proposed date of launch:

January 2022

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

The course is a core course for the participants of the MBA IEVD Programme.

7. Course Details:

a. Summary:

Whether in the realm of commercial entrepreneurship or social entrepreneurship, organizations increasingly need technology to drive growth. The course introduces technology and allied processes which students may apply to the problems they encounter. This course will focus on the forefront of the today's technological tools in the market. Throughout the course, emphasis will be put on learning the science and technology involved, and case studies will be presented illustrating the real forces in action, affecting the resulting business. This course focuses on the role of technology and its smart usage in the entrepreneur's. The course not only introduces the technology but also covers aspects related to identification of tools and processes for analysis of complex business problems and generation of possible solutions to the problems. Throughout the course we explore tools and techniques for fostering individual and group creativity, management practices that foster (or inhibit) innovation, methods for developing and evaluating ideas for new products and platforms.

b. Objectives:

- i. To introduce technology and its foundation concepts for Innovation, Integration and Interconnection of business.
- ii. To get acquainted to the information technology service management and its Interconnection with business.
- iii. To introduce digital transformation for business innovation.
- iv. To use technology for analysing business development trends and competitiveness.
- v. To introduce technology for building platform.

c. Expected Learning Outcomes:

- i. The student should be able to understand how to better understand the dynamics of the tech industry, and integrate technology into a venture
- ii. Reasoning in relationship to a particular business plan is very important for managers: quantitative issues shall be discussed in relation to technology
- iii. The course will give an insight into the tasks and challenges of Technology Management and Innovation.

d. Overall structure:

The course, carrying 2 credits, comprise the following modules.

- I. Introduction to technology for Entrepreneurship
- II. Digital Transformation and customer network paradigm

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

The Two credit course comprises 12 sessions of 2 hours classroom interaction.

I: Introduction to Technology for Entrepreneurship (12 Hours)

Technology required for entrepreneurs in this digital age. Boon and bane of technology in enterprises. Introduction to Computing and How the Internet works. The enhanced customer experience by virtual and augmented realities. Introduction to current trends of cyber space: Artificial Intelligence (AI), Machine Learning, Internet of Things (IOT), Cloud Computing (IaaS, PaaS, SaaS). Understanding the Concept of Information Technology Service Management including Strategy, Design, Transition, Operation and Continual Service Improvement.

Lorenzo, O., Kawalek, P., & Wharton, L. (2018). *Entrepreneurship, Innovation and Technology*. London: Routledge.

Taulli, T. (2019). *Artificial Intelligence Basics: A Non-Technical Introduction*. USA: Apress.

Morris, H. (2016). *ITIL Intermediate Certification Companion Study Guide*. John Wiley & Sons.

AXELOS. (2019). *ITIL Foundation, ITIL 4 edition*. TSO.

II. Digital Transformation and customer network paradigm (12 Hours)

The Five Domains of Digital Transformation Strategy (Customers, Competition, Data, Innovation, Value). Changes in Strategic Assumptions due to digital transformation. Understanding the digital disruptions. The platform business model. Types of platforms. The impact of digital transformation on platforms. The case studies shall be discussed to understand the role of technology for conceptualizing and operating a platform.

Gupta, S. (2018). *Driving Digital Strategy: A Guide to Reimagining Your Business*. Harvard Business Review Press.

<https://www.i-scoop.eu/digital-transformation/>. (n.d.).

Seth, N. (n.d.). *Winning in the Digital Age: Seven Building Blocks of a Successful Digital Transformation*. Penguin Enterprise.

Westerman, G., Bonnet, D., & McAfee, A. (2014). *Leading Digital: Turning Technology into Business Transformation*. Boston, Massachusetts: Harvard Business Review Press.

Cusumano, M. A., Gawer, A., & Yoffie, D. B. (2019). *The Business of Platforms Strategy in the age of digital competition*. USA: Harper Business.

8. Pedagogy:

- a. Instructional design
There will be a maximum amount of experiential learning.
- b. Expertise in AUD faculty and some sessions via webinar or other sessions from Industrial experts. The faculty members at SBPPSE are well equipped to teach the course
- c. Linkages with case studies

a. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

Class participation	20%
Class Assignments and Quizzes	20%
Mid Term Assessment	20%
Project - Project report on application of taught technology in participant's venture	40%

Kritika

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

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

School/Centre proposing the course	SBPPSE
Programme(s)	MBA -IEVD
Course title	Managing Small and Family Business
Course code	SBP2EV076
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Kancharla Valentina

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

None

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

The approved cohort for the MBA (IVED) programme

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

Module long course in the Monsoon Semester.

5. Proposed date of launch:

January 2022

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

The MBA (IVED) programme aims to create wealth creators than wealth managers. The course would help to generate new business ideas to socially sensitive managers and set up ventures, thereby generating employment in the economy.

7. Course Details:

a. Summary: The course provides the students with an understanding of the working of small scale businesses, its challenges and opportunities along with focusing on the relevance of family businesses. This course will also explore the nature and relevance of MSME sector in India which according to an estimates contributes to 30 percent of India's GDP growth and employs It would give a general understanding of how family business work and also equip family business leadership with a specific set of skills which enhances their competencies and conditions them to work on opportunities and challenges.

b. Objectives

The objectives of the course are to:

- i. Explore and apply key concepts in understanding how to manage and develop small businesses
- ii. Analyse the difference between self-employment, business and entrepreneurship.
- iii. Explore the MSME sector in India
- iv. The nature, relevance, opportunities and challenges faced by family business.

c. Expected Learning Outcomes:

- i. To identify the challenges and opportunities involved in managing small business
- ii. To recognize process of scaling and relevance of family business.
- iii. To appraise the role of creative thinking, innovation, technology, branding and social media influence in small scale and family business.

d. Overall structure:

The course. Carrying 2 credits, comprise the following modules.

- I. Managing Small businesses
- II. Micro, Small and Medium scale (MSME) enterprises in India
- III. Understanding Family Business

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

The two credit course comprise 12 sessions of 2 hours classroom interaction. The tentative number of sessions for each module are provided in parenthesis.

I. **Managing Small business (3 sessions)**

This module will explore the basic understanding of concepts needed for managing small businesses which includes raising capital and the opportunities and challenges involved in those processes.

- a. Differentiation between self-employment, small business and entrepreneurship
- b. Mapping small business across various sectors
- c. Sunrise and Sunset business
- d. Role of Government, Business associations and civil society

Suggested Readings:

- i. Drucker, P. (2006). *Innovation and Entrepreneurship: Practices and Principles*. Harper Collins.
- ii. Hisrich, R.D., Manimala, M.J., Peters, M.P., Shepherd, D.A. (2017). *Entrepreneurship*, 9th Edition. McGraw Hill Education.
- iii. Pingali, S (2019). *Made in India: A Business Process Playbook for Small and Medium Enterprises*, Notion Press.

II. **Micro, Small and Medium scale enterprises in India (4 Sessions)**

This module will analyze the nature, relevance, challenges and opportunities involved in the MSME sector in India. Regulatory frameworks, role of business associations and the need of entrepreneurial ethics will be explored in this module. This module will also study the role of Dalit entrepreneurship and formation of bodies like DICCI in mentoring budding Dalit entrepreneurs.

- a. Raising of capital and credit facilities
- b. Mapping gender, caste and disability
- c. Role of statutory bodies, Business associations and government policies
- d. Role of innovation, technology and social media
- e. Unforeseen circumstances and its impact of MSME sector
- f. Entrepreneurial ethics and diversity in workplaces.

Suggested readings:

- i. Pingali, S (2019). *Made In India: A Business Process Playbook for Small and Medium Enterprises*, Notion Press.
- ii. IIBF (2017). *Micro, Small and Medium Enterprises in India – Covering all Aspects of MSME Starting from Setting-up an MSME, Legal & Regulatory Compliances, Financing Options, and Modes available for MSME*
Indian Institute of Banking & Finance

III **Understanding Family Business (4 Sessions)**

This module will study the relevance and scope of Family business which contribute majorly to GDP of India. It will map the trajectories of histories of family business in communities like Marwaris, Parsis, Gujaratis, Chettiars, Bohra Muslims etc. It would also explore the advantages and disadvantages of family business through case studies.

- a. Family Business: Indian and international context.
- b. Legal framework, Ownership, organisation, capital raising. management practices, and leadership
- c. Role of Social capital and socio-structural issues in Family business
- d. Philanthropy, Family unity and conflict :Impact on business
- e. Impact of LPG reforms on family businesses in India
- f. Family firms: advantages and disadvantages

Suggested Readings:

- i. Das Gupta, C. (2013). The Tenacity of the Hindu Undivided family: Gender, Religion and Tax Concessions. *Economic and Political Weekly*, Vol.48(40), 73-75.
- ii. Chari, Sharad (2004). *Fraternal Capital, Peasant Workers, Self-made Men and Globalisation in Provincial India*, Stanford University Press.
- iii. Damodaran, Harish (2018). *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Hachette India.

8. Pedagogy:

- a. Instructional design: The course will be transacted through a series of case studies, secondary research and discussions around them. Audio-Visual medium of classroom transaction will also be offered in this course. Students will be encouraged to talk about their real-life experiences of everyday life to correlate their readings and understanding of small scale and family business in India. Role plays will be an essential component of their pedagogy .Students will also be attached to small scale business firms and family business companies to gain field knowledge.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board. Access to case study repositories needed.
- c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None
- e. Assessment structure (modes and frequency of assessments)

Case Study on an Entrepreneur – Individual Assessment	15%
Field Immersion	30%
Role Play	15%
End Term Exam	40%

Signature of Course Coordinator(s)

9. Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEVD)
Course title	IPR for Entrepreneurs
Course code	SBP2EV077
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Elective
Level(Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Kritika Mathur

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:

NA

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

15

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

Module-long course

5. Proposed date of launch:

January 2022

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

At AUD, we are committed to promote creativity, innovation and to nurture an entrepreneurial mindset. This course is about the IPR knowledge for entrepreneurs. This course aims to make participants aware of IPRs and their importance for knowledge-based business creation.

7. Course Details:

1. Summary

Intellectual property (patents, copyrights, trademarks) are an increasingly critical part of almost any business, at almost any stage of growth. This course provides knowledge to participants on how to create and manage IPRs.

2. Objectives

The objective of the course is to introduce the participants to the basics of Intellectual property rights and its importance for innovation and growth of the businesses. Secondly, the course will provide an understanding of intellectual property as it affects entrepreneurs and difference between patents and other types of IP.

3. Learning Outcomes

On completion of the course students would be able to:

1. Appreciate the importance of creativity and use of IPRs in brand building for businesses.
2. Comprehend what is patentable and the process involved in securing a patent
3. Know how copyrights and trademarks are created and their management
4. Understand the role of trade secrets in the world of business

4. Overall Structure

The course covers the following modules:

1. Introduction to Intellectual Property for Entrepreneurs
2. Applying for an IP and leveraging it
3. Trade Secrets, IP Management and Valuation of IP

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

1. Introduction to Intellectual Property(IP) for Entrepreneurs

History of IP, Types of IP – Patents, copyrights, trademarks, trade secrets; Other mechanisms to protect investments in design and innovation; Politics of Intellectual Property Rights; Role of IP in Business

Readings:

1. Sinnreich, A. (2019). The Essential Guide to Intellectual Property. New Haven: CT: Yale University Press
2. The Difference Between Copyrights, Trademarks and Patents, New York Times, April 16, 2020 - <https://www.nytimes.com/article/copyrights-trademarks-patents.html>
3. What we Learned from Reading Jeff Bezos' patents. HBS Working Knowledge, February 2020. - <https://hbswk.hbs.edu/item/what-we-learned-from-reading-jeff-bezos-patents#commentsAnchor>
4. Petra, M. (2012). Innovation without Patents – Evidence from World's Fairs, The Journal of Law and Economics, 55(1), 43-74. - <https://www.journals.uchicago.edu/doi/abs/10.1086/663631>
5. Hesse, C. (2002). The rise of intellectual property, 700 BC-AD 2000: An idea in the balance. Daedalus, 131(2), 26-45.- <https://www.jstor.org/stable/20027756>
6. Khan, Z. (2005). The Democratization of Invention: Patents and Copyrights in American Economic Development, 1790–1920. Cambridge University Press.
7. Drug Patents in India - <https://www.science.org/content/blog-post/drug-patents-india>

2. Applying for an IP and Leveraging it

This unit will discuss the application of the criteria for obtaining a patent, copyright, trademark; Leveraging IP to attract venture capital investment and preventing others from stealing an entrepreneur's inventions and artistic creations; Enforcement and Infringement of IP

Readings:

1. WIPO website resource- <https://www.wipo.int/sme/en/>
2. Yoffie, D. B., and Deborah F. (2004). Intellectual Property and Strategy. Harvard Business School Background Note 704-493, May 2004. (Revised April 2005.)- <https://hbsp.harvard.edu/product/704493-PDF-ENG?Ntt=intellectual%20property>
3. Fuchs, F., Bican, P.M & Brem. A. (2020). The PikoGym Entrepreneurs: Muscling Up through Intellectual Property. Ivey Publishing. - <https://hbsp.harvard.edu/product/W20431-PDF-ENG?Ntt=intellectual%20property>
4. IPI India website resources- <http://ipindia.gov.in/writereaddata/images/pdf/oatent-office-procedures.pdf>
5. Moser Baers Pricing Strategy- <https://spicyip.com/2007/12/moser-baers-pricing-strategy-new-anti.html>
6. European Commissions Commission Staff Working Document Report on the protection and enforcement of intellectual property rights in third countries-https://trade.ec.europa.eu/doclib/docs/2021/april/tradoc_159553.pdf

3. Trade Secrets, IP Management and Valuation of IP

Concept of Trade Secrets and Guarding them; Approaches for IPR Management; Introduction to Valuation of Intellectual Property; Global Patenting

Readings:

1. WIPO website resource- <https://www.wipo.int/tradesecrets/en/>
2. Chaudhary, P. and Zimmerman, A. (2013). Protecting Your Intellectual Property Rights: Understanding the Role of Management, Governments, Consumers and Pirates. Springer.
3. Holgersson, M., & Aaboen, L. (2019). A literature review of intellectual property management in technology transfer offices: From appropriation to utilization. *Technology in Society*, 59, 101132. - <https://www.sciencedirect.com/science/article/pii/S0160791X18301593>
4. Anson, W. (2006). Fundamentals of Intellectual Property Valuation: A Primer for Identifying and Determining Value. American Bar Association.
5. Trimble, M. (2012). Global Patents: Limits of Transnational Enforcement. Oxford University Press.
6. Ben-Atar, D. (2004). Trade Secrets. Yale University Press.
7. ICSI website: <https://www.icsi.edu/media/webmodules/publications/9.4%20Intellectual%20Property%20Rights.pdf>

8. Pedagogy:

1. Instructional design: The course will be taught through participative learning pedagogy including case studies, lectures, group work, project work etc.
2. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Access to a PC
3. Expertise in AUD faculty or outside:
4. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

9. Assessment Structure (Modes and Frequency of assessments)

Assessment will be continuous and will consist of case analysis, quizzes assignments and tests

Component	Weightage
Quiz Assessment	20%
Case Study Analysis	20%
Mid Term Assessment	30%

End Term Assessment	30%
---------------------	-----

Kritika

Signature of Course Coordinator(s)

10. Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEV)
Course title	Skill Based Programme V
Course code	SBP2EV080
Credits	1
Course type (core/compulsory/optional/any other – please specify)	Workshop
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Dr. Nidhi Kaicker

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): MBA IEVD cohort size
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
 24 Hours in Workshop
5. Proposed date of launch:
 January 2022
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; Business Models for Sustainable Development; Go-to-Market Strategy; Return on Investment. 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 how business can be a catalyst for change in the face of significant global issues, such as climate change and income inequality, and examine and analyse models that drive change.
2. Develop an understanding of an efficient, effective go-to-market strategy process for new launches.
3. Understanding the importance of financial sustainability as measures by the ROI

C. Expected Learning Outcomes

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

1. Explain what sustainable development is, and begin to identify themselves as purpose-driven entrepreneurs, aiming to develop a business model that can act a catalyst for systems-level change.
2. Provide actionable answers to how they will connect with potential clients to offer a compelling value proposition for their new product launch, and how will they deliver what they have promised
3. Project an ROI for their venture, and understand how their funding allows businesses to the plan the execution and the next stages around its resources.

D. Overall structure:

Workshop I (12 Hours; over 2-3 days): Business Models for Sustainable Development

Businesses need to show the courage to adopt strategies that create long term value for their companies and for the societies they serve. The participants, at the end of the workshop will (i) understand the concept of sustainability; (ii) develop a positive and courageous attitude towards the SDGs, identify interconnectedness between them and the challenges behind solving them; (iii) understand the business case for change and apply business models that create shared value; and (iv) be familiar with sustainability tools such as those for reporting, managing projects and for assessment of impact.

Workshop II (6 Hours; over 2-3 days): Go-to Market Strategies

Go-to-market strategy is focused specifically on delivering a product or service to an end customer. The workshop will cover the topic – Go-to-market strategy development process, and focus on issues such as identifying and defining target markets, profiling clients, positioning the brand in the marketplace vis-à-vis the competitors, deciding on the pricing strategy, defining the product and service offerings and developing the appropriate marketing campaign.

Workshop III (6 Hours; over 2-3 days): Startup ROI

Regardless of how one builds their venture, generating a positive return on investment is the guiding metric for every business. In recent years, we have witnessed how the business of building startups, doesn't always prioritize profitability. Many startups get acquired or go public years later without having ever made a profit. In this workshop, this idea will be discussed in detail, and help participants understand the concept of Startup ROIs, their importance and methods to calculate the same, and deliberate on issues such as (i) how do they know when their venture will become profitable; (ii) how much money can they safely invest; (iii) when can they start paying back their investors.

8. Suggested Readings

- Rainey, D.L. (2010). Sustainable Business Development: Inventing the Future Through Strategy, Innovation, and Leadership, *Cambridge University Press*
- Inch, J. (2020). Go to Market: The marketing and scaling blueprint for startups, *Rethink Press*
- Leach, J.C. (2014). Entrepreneurial Finance. *South Western Publishing*

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 itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Delhi Board of School Education

(An Autonomous Organization under DoE, Govt. of NCT of Delhi)

I.P. Extension, Patparganj, Delhi-110092

No. DBSE/2021/ 317

Date: 29/12/2021

To

The Vice-Chancellor

Bharat Ratna Dr. B.R. Ambedkar University,
Lothian Road, Kashmere Gate, Delhi – 110 006.
(State University)

The matter be placed before the coming A.C. meeting.
20.1.22

Subject: - Equivalence to the Delhi Board of School Education (DBSE) with CBSE and other recognized Boards of India and validation of certificates issued by DBSE

Madam/Sir,

I would like to inform you that the Government of NCT of Delhi has approved the constitution of Delhi Board of School Education (DBSE) vide Cabinet Decision no 2966 dated 06.03.2021 and notified vide Government of India, Delhi Gazette SG-DL-E-20032021-226027 dated 19 march 2021.

In pursuance of the above decision of the Government of NCT of Delhi, a society in the name of "Delhi Board of School Education" herewith referred to as DBSE has been registered under Societies Registration Act, XXI of 1860 on 16th March, 2021 with Registration No. District East/Society/3241/2021 dates 16.03.2021, on the same pattern of CBSE and NIOS. The registered Office of the Society is at I.P. Extension, Patparganj, Delhi-110092'.

Delhi Board of School Education is a member of Council of Boards of School Education in India (COBSE) vide Letter No COBSE/C.385/2021/957 thereby recognising that Delhi Board of School Education will impart education broadly aligned with the national curriculum framework.

Delhi Board of School Education has undertaken a collaboration agreement with the International Baccalaureate (IB) to impart education in schools affiliated with the Board to support with curriculum planning, pedagogy and assessment.

Delhi Board of School Education has also engaged Australian Council for Educational Research (India) (ACER) as PMU to the Board and affiliated Schools to establish systems and processes for imparting education, Curriculum, Assessment and Teachers' professional development which are aligned to the best global

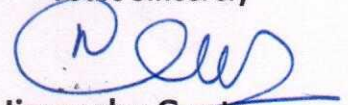
practices and undertaking certification of students in Secondary and Higher Secondary Examinations.

The Association of Indian Universities vide letter No EV/VII (5)/2021/385/188 dated July 28, 2021 has approved that ***"The Committee considered the proposal and recommended to give equivalence to Delhi Board of School Education, Delhi, with CBSE and other recognized boards of India"***.

It is, therefore, requested to kindly approve equivalence to the "Delhi Board of School Education (DBSE) with CBSE and other recognized Boards of India and it is also requested that the courses run by the DBSE in its affiliated Schools be approved and certificates issued by the DBSE may please be validated for admission in the colleges running under the aegis of your esteemed University/ Institution.

With warm regards,

Yours Sincerely



Himanshu Gupta

I.A.S.

Chairman, DBSE /

Director (Education), GNCTD

**Director
Directorate of Education
Govt. of NCT of Delhi
Old Sectt., Delhi-110054**



भारतीय विश्वविद्यालय संघ

ए. आई. यू. हाउस, 16, कॉमरेड इंद्रजीत गुप्ता मार्ग
(कोटला मार्ग), नई दिल्ली-110 002

Association of Indian Universities

AIU House, 16, Comrade Indrajit Gupta Marg
(Kotla Marg) New Delhi-110 002

Registered/Speed Post

EV/VII(5)/2021/385 | 188
July 28, 2021

Shri Udit Prakash Rai, IAS
Director (Education)
Government of National Capital
Territory of Delhi
Education Department
Old Secretariat, Delhi-110 054

Sub: Equivalence to the Delhi Board of School Education with CBSE & Other Boards by AIU for Higher Education regarding.

Sir,

1. Please refer to your letter No. DBSE/06 dated 27th May, 2021 regarding Equivalency for higher studies for certificates issued by the newly established Delhi Board of School Education, Delhi under the Societies Registration Act, 1858 with Registration No. District East/Society/3241/2021 dated 16.03.2021.
2. It is intimated that your proposal was placed before the Equivalence Committee and Governing Council of AIU for according equivalence to the certificate of Delhi Board of School Education with other Boards for the purpose of Higher education in the Indian Universities. The Governing Council has approved the proposal and resolved as follows :-

The Committee considered the proposal and recommended to give equivalence to "Delhi Board of School Education, Delhi", with CBSE and other recognized Boards of India.

Yours faithfully,

(Kuldeep Bagar)

Deputy Secretary (Evaluation)



C/7

भारतीय विद्यालय शिक्षा बोर्ड मण्डल

Council of Boards of School Education in India

6H BigJo's Tower, A-8 Netaji Subhash Place, Ring Road, Delhi-110034

Mrs. Asano Sekhose Ref. No. COBSE/C.385/2021/1957.
President

06 August 2021

M.C. Sharma
General Secretary
Off. : (011) 27351264

The Chairman
Delhi Board of School Education &
Director of Education, Govt of Delhi
Govt Sarvodaya Co-Ed Sr. Secondary School
I.P. Extension, Patparganj, Delhi-110092.

Respected Sir,

Subject: Grant of Membership to Delhi Board of School Education by COBSE.

With reference to letter No. F.DBSE/05 dated 27 May 2021 on the subject mentioned above, I hereby convey approval of the Executive Committee, COBSE to grant of membership to **Delhi Board of School Education** by COBSE.

2. Council of Boards of School Education in India (COBSE) is responsible for verifying genuineness/recognition of school education boards in India. It grants membership to boards/institutions that are set up by an Act of Parliament or State Legislature or by an Executive Order of the Central/State government, and should be broadly following the National Curriculum Framework/ CBSE.

3. Accordingly, on the grant of COBSE membership to **Delhi Board of School Education**, Secondary & Higher Secondary Examinations conducted and certificates issued by it would have equivalence to the corresponding certificates of other member-boards of COBSE.

4. You are now requested kindly to send Annual subscription for the year 2021-22 amounting to Rs.70,000/- + GST @18% = **Rs.82,600/-**. You can remit the requisite fee electronically as per following details:

A/c Holder	Council of Boards of School Education in India (COBSE)
A/c No.	91262010017064
IFSC Code	CNRB0019126
Bank name	Canara Bank, Indraprastha DTC Depot, New Delhi-110002.

With regards,

Yours sincerely,

(M.C. Sharma)
General Secretary

Concept Note

Four-Year Undergraduate Programme in Political Science at AUD

The School of Undergraduate Studies at AUD proposes to launch a new four year undergraduate program, "B.A (Hons.) Political Science with Research" from the academic session 2021-22. While other social sciences have been represented in the seven existing programs, the new program will fill in an apparent gap in the field. Undergraduate degrees in Political Science are justifiably popular and draw large numbers of students in universities across India and abroad. The introduction of this program will allow students the opportunity to study and specialize in an extremely important disciplinary area.

The new education policy (NEP) lays *“particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the ‘foundational capacities’ of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.”*

It is these higher order cognitive capacities as well as social, ethical, and emotional capacities and dispositions that an undergraduate degree in political science is *especially suited to inculcate*. The intensification of globalisation, climate change and other ecological concerns, the fragility of the old nation-states; the explosion of cross-border migration; and the reappearance of ‘atavistic’ problems (war, terrorism, religious extremism and racism) have defied predictions regarding the end of history. They have also brought home the urgency of sensitising students to the precarity of the planet and help them see the contestations around ideas of development.

It is also now common to hear stringent critiques of the liberal-democratic societies that had formed the bedrock or context of political theory as well as its normative horizon. The consequence of these critiques has been the formation of new disciplinary fields within social science (gender and diversity studies, postcolonial studies, development studies, sexuality studies, etc). Amongst scholars located in the global south there is an additional recognition that

both the grammar and the vocabulary of political science needed to incorporate the experiences of the former colonised nations and other, “indigenous” traditions of political theory.

The model curriculum adopted by the UGC has six core thematics at the moment: Political Theory, Indian Governance and Politics, Comparative Politics, International Relations, Public Administration and Political Thought (both Western and Indian).

The new FYUP programme in political science at AUD keeps the model UGC curriculum and the LOCF as its basis, with a few minor changes in structure which are in accordance with the committee’s views on the most fruitful progression of courses from year to year. AUD’s political science BA will capture the diversity and richness of ‘the political’ from our unique location as a young, dynamic and growing university in the global south, with a deep exposure to debates on critical matters that affect our societies. Core thematics, fields of inquiry and methodological lenses will reflect this diversity so that students may benefit rather than be burdened by their particular locations, bringing this into the classroom to enrich the scholarship. The FYUP in Political Science would also be unique in terms of its interdisciplinary orientation. The approach would be to look at the borrowings from other disciplines as well as the contributions made to other disciplines; to promote an active dialogue between political science and its sister disciplines. The study of this intersection will explicate on diffusion of boundaries within social sciences for a more comprehensive study of disciplines in conversation with each other, to emerge.

There will also be an attempt to move away from purely abstract theoretical discussions on politics as well as the old theory-praxis divide. This is in keeping with AUD’s vision of social justice and empowerment of the marginalised. Thus the idea will not be to ‘know’ theory as it is handed down from the western canon, but to ‘do theory’ as citizens located in a vibrant (non-Western) democracy. Being a city university located in the heart of a city that is both modern and ancient and also fortuitously the capital of the nation-state, the emphasis would be on learning from the ‘field’ - both pedagogy and assessment would include ‘hands on’ engagement with the community, civil society, government and policy making departments. In this current moment, when the old consensus on the secular nation-state and the westphalian order can no longer be

taken for granted, students will be asked to reflect on their positions as Indian as well as global citizens in keeping with the NEP's mission of promoting GCED (Global Citizenship Education).

It is our belief that while all interdisciplinary programmes in the social sciences address questions of power and the political community (the State), it is only political science that can equip students with the *rigor and depth* required to truly understand these concepts. In addition the FYUP at AUD will also have a *pragmatic and practical* orientation which would facilitate students and learners in understanding and changing if needed, the political arena. This is because the systematic approach to the study of politics includes understanding as the NEP envisions, constitutional values of democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity. It also helps students gain confidence in understanding timeless normative discussions and values common to many cultures around the world.

The NEP's focus on internationalisation is well covered by the global politics and international relations courses, apart from courses on citizenship in a globalising world. In the Indian context, the NEP mentions *seva, ahimsa, swachchhata, satya, nishkam karma, shanti*, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for environment, etc. The proposed FYUP in political science at AUD will help students negotiate these ethical and moral dilemmas as empowered citizens and adults, instilling in them both the capacity for analysis and for action/praxis. Further, the degree will leverage students' unique experience as stakeholders of a university housed in a city with a rich history and culture.

Thus, the proposed thematics for the FYUP in Political Science at AUD are as follows, grouped by the broader categories or sub-disciplines of political science they fall under:

I Theory and Thought

1. Traditions of political thought
2. Key concepts in political theory.
3. Contemporary Debates in Politics: Violence, exclusion, ecology, empowerment, humanitarianism, values.

II Indian constitution, government and politics

4. Indian Constitution and governance: Values, philosophy and structures
5. Politics in India - Institutions, processes and perception

III Ethics and Governance:

6. Ethics and praxis in governance
7. Public administration and ethics.

IV Comparative, international and global politics

8. Comparative politics: India and the global
9. International and Global politics: Globalisation, citizenship, global justice and cosmopolitanism

V Social Movements, Democratic politics and movements

10. Theory and Practice of Democracy
11. Women's movements and gender mobilisations
12. Rights-based movements; cultural politics

VI Political Science as Practice and Praxis

11. Field based courses
12. Research methodology conducive to political science students

Ambedkar University Delhi

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

School	School of Undergraduate Studies
Programme Name	BA Political Science (Degree/ Honours with Research) Degree in 3 years or Honours in 4 years
Programme Type (Professional/Liberal/Research/ etc.)	Liberal
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	UG
Total Credits	120/160
Proposed date of launch	Monsoon 2022
Programme coordinator and team	Sunalini Kumar and team

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):
School leaving degree with minimum cut-off as decided. Relaxation in the case of SC/ST/OBC/PWD candidates.
2. Entrance process (test, interview, cut-offs, etc.):
Cut-off as per university admission policy
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): **As per AUD policy**
4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):

Six semesters spread over three years OR eight semesters spread over four years.

5. What are the intended aims of the programme?

Liberal Arts Education aimed at acquainting students with multiple methods of enquiry and approaches to knowledge. The pedagogical design aimed at teaching students to think critically and creatively, to conceptualize and solve problems, to analyse, reason and arrive at evidence-based conclusions. Experiential learning is envisaged as a core pillar of learning. Further, the aim is to create citizens who are sensitive to their social and political contexts, and who become agents of global social transformation, in line with the principles of the New Education Policy (NEP) laid down by the UGC and LOCF

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

The BA FYUP in political science shares the mission of AUD in following a liberal and open pedagogy and assessment, participatory teaching, and a commitment to continuous, progressive evaluation of academic practices.

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 programme is to be offered along with the existing seven BA programmes at SUS. The School of Undergraduate Studies is committed to the pursuit of a liberal arts pedagogy with a progressive orientation. In addition the learning outcomes curricular framework (LOCF) guidelines released by the UGC in 2020-21 encourages the overlap of theory and practice in higher education; along with the stress on skill-building and practical knowledge. The FYUP in political science at AUD, through its unique combination of taught courses (both disciplinary and inter-disciplinary) as well as skill-enhancement and research-based courses will fulfil these aims. Students will have multiple exit options with the possibility of rejoining the program after a gap. After one year students may exit with a Certificate, after two years with a Diploma. However the default options will be three or four years. The students of the programme can choose to complete three years leading to a BA (Degree) in Political Science or an academic degree with a research component in the fourth year leading to a BA (Honours with Research) in Political Science

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

The programme is offered in collaboration with all other BA programmes at AUD. While discipline centred core and elective courses will be offered in-house, the interdisciplinary and skill enhancement courses are offered in common with all other liberal arts BA degrees.

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

While political science degrees currently offered in the country are focused primarily on the discipline-specific knowledge, in the AUD BA in political science, students will gain exposure to multiple disciplinary perspectives by choosing a range of interdisciplinary electives, skill-enhancement courses and if they wish, a research training-based fourth year in addition to the core disciplinary knowledge in political science.

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

Yes, the body of knowledge and literature of the BA in Political Science is well established, and the interdisciplinary components draw from equally well-established bodies of knowledge in the social sciences, for instance, political philosophy, sociology, international relations, feminist theory, Indian politics and history.

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

- *The graduates will be well placed to work with a variety of employers and professional settings.*
- *They will also be well placed to continue in higher education in any of the disciplines of social sciences and humanities, especially politics, political economy, political philosophy, international relations, public policy, global studies and similar programmes.*

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

Currently SUS does not have any permanent faculty to teach Political Science. The School will require at least eight full time faculty members to fulfil the requirements of the program over four years. The faculty appointed in other programmes of SUS, SLS,

SHE, SHS, SOL, SGA and SLGC may contribute to teaching the BA FYUP students. Additional faculty may be needed from time to time for more specialised courses.

13. Rationale for the nomenclature of the programme

- To emphasise the core disciplinary as well as inter-disciplinary and generic nature of the programme;*
- To emphasise the role of the student to choose and build their expertise in one or more areas of study.*

14. Programme Details:

a. Concept Note: The School of Undergraduate Studies at AUD proposes to launch a new four year undergraduate program, "B.A (Hons.) Political Science with Research" from the academic session 2022-23. While other social sciences have been represented in the seven existing programs, the new program will fill in an apparent gap in the field. Undergraduate degrees in Political Science are justifiably popular and draw large numbers of students in universities across India and abroad. The introduction of this program will allow students the opportunity to study and specialize in an extremely important disciplinary area.

b. Objectives: The program will be in keeping with the AUD practice of focusing on interdisciplinarity and issues related to the marginalised even as it adheres to the requirements of the CBCS structure, LOCF and NEP 2020. As in all other SUS programs the number of seats proposed for the new batch of students is 44. The undergraduate degree will be of either 3 or 4-year duration, with exit options after 3 and 4 years with a Bachelor's degree or a B.A (Honours with Research) respectively. The 4-year multidisciplinary Bachelor's programme allows the opportunity to experience the full range of holistic and multidisciplinary education. The fourth year will also provide students with the opportunity to learn the basics of research, including research methodology and a field based research project.

c. Expected learning outcomes:

Graduate Attribute	BA Degree/ Honours with Research in Political Science
---------------------------	--

<i>Disciplinary knowledge</i>	Capable of developing core disciplinary expertise in political theory, contemporary politics and thought, international affairs, as well as interdisciplinary perspectives to be able to critically analyse rapidly changing political and social realities.
<i>Communication Skills</i>	Ability to express thoughts and ideas effectively and confidently in writing and orally; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
<i>Critical thinking</i>	Knowledge of paradigms, ability to recognise patterns and categorise ideas
<i>Problem solving</i>	Developing competence to move beyond confines of conventional curriculum, to identify interconnections between various aspects of problem solving
<i>Analytical reasoning</i>	To deduce inferences from raw data, make sense of trends, evaluate claims on the basis of logical reasoning
<i>Research-related skills</i>	Various methods of data collection, being aware of and developing skills to engage and evaluate ongoing debates
<i>Scientific reasoning</i>	Awareness of different types of information, techniques of data collation and analysis
<i>Reflective thinking</i>	Appreciation of diversity and one's positionality, develop critical sensibility to lived experiences, with self - awareness and reflexivity of both self and society in a globalised world.
<i>Information/digital literacy</i>	Capabilities to comprehend the possibilities and limitations of a variety of ICT and information sources, and to promote prudent and context appropriate use
<i>Self-directed learning</i>	Program is designed to promote independent thinking, goal setting, meeting timelines, managing resources judiciously, effective decision-making
<i>Multicultural competence</i>	Exposure to different cultures and multicultural spaces through the latest research in international politics and culture

<i>Moral and ethical awareness/reasoning</i>	Inculcating ethical learning practices and promoting academic integrity. Developing a humanistic perspective for empathetic learning and encouraging collegiality
<i>Leadership readiness / qualities</i>	Developing capabilities to take initiatives, responsibilities, to contribute and take along the group and be a proactive learner
<i>Lifelong learning</i>	Willingness to learn and unlearn, flexibility and adaptability to work in different situations, gaining generic skills and acquiring multiple perspectives

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

BA FYUP students will take 16 core courses of 6 credits each over 4 years. This makes a total of 96 credits.

The remaining 64 credits will be shared between the skill enhancement, discipline specific and interdisciplinary electives.

BA (Three year) students will take 12 core courses of 6 credits over 3 years. This makes a total of 72 credits.

The remaining 48 credits will be shared between the skill enhancement, discipline specific and interdisciplinary electives.

Detailed Course Structure

BA (H) Political Science (FYUP)

SEMESTER	CORE PAPERS (6 Credits per course)	SKILL ENHANCEMENT COURSE (4 Credits per course)	INTERDISCIPLINARY ELECTIVE (4 credits per course)	ELECTIVE DISCIPLINE SPECIFIC (4 credits per course)	CREDITS
SEM- I	Understanding Politics	English	Globalization and Politics		20
	Indian Constitution				

SEM- II	Political Theory	Hindi	Feminism: Theory and Practice		20
	Politics in India				
SEM- III	Western Political Thought	Environmental Issues in India	Human Rights		20
	State Politics in India				
SEM- IV	Comparative Government and Politics	Legal Literacy	Understanding Gandhi Or Understanding Ambedkar		20
	Indian Political Thought				
SEM- V	Theories of International Relations	India's Security Environment		Colonialism and Nationalism in India or Party Politics in India	20
	Public Administration				
SEM- VI	India's Foreign Policy	Research in Public Opinion and Voting		Constituent Assembly: Debates and the Ideas of India OR Social and Political Movements in Contemporary India	20
	Public Policy				
SEM- VII	Research Methods 1	Managing Elections and Election Campaigns		State in South Asia OR Global Justice	20
	International Governance and Institutions				

SEM- VIII	Research Methods 2	Legislative Business, Research in Legislation and Legislative Support		The Idea of Democracy OR Global IR: Non- Western Perspectives	20
	Field Work and Research Outcome				
				Total Credits	160

b. Teaching-learning:

a. Instructional strategies: Teaching will be classroom and lecture-based. Where needed, a field component will be incorporated. However field work will be a part of the research project in the fourth year.

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): For the specific skill-enhancement courses, linkages will be required. For eg; legislative research can be carried out in collaboration with the flagship internship programme LAMP (Local Area Member of Parliament).

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

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

School/Centre proposing the course	SUS
Programme(s)	BA Political Science
Course title	Feminism: Theory and Practice
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Interdisciplinary Elective for BA programmes
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA
Proposed date of launch	2022-23
Course coordinator and team	TBD

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

The course is intended as one of the interdisciplinary elective courses for students of the four year BA programmes at AUD. The course will complement other interdisciplinary courses in the 4 year programme structure, and also provide a perspective on the core and discipline-centred courses in political science.

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 such requirement

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

As per the AUD norms.

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

Semester-long course

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

The course will be offered to second semester BA students as an interdisciplinary course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

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

The course will be offered to second semester BA students as an interdisciplinary course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

7. **Course Details:**

- a. Summary:

This course seeks to understand the nature, phases and core issues of the feminist movement, both in India and globally. Seeking an equal focus on theory and practice in feminism, the course will allow students to see the social, political and cultural construction of the role of women in our society; and the manner in which some of these have created forms of disempowerment. The course also seeks to locate women in the field of politics and political participation in Indian democracy, as well as highlight some of the pressing issues facing women in India, for eg, violence against women; sexual harassment; and trafficking and human rights violations.

- b. Objectives:

- a. To understand feminist understandings of patriarchy and the views of different schools of feminism.
- b. To trace the origin, evolution and key issues of the feminist movements both in India and globally.
- c. To investigate the representation of women in the political space in India and issues regarding political participation.
- d. To examine the problem of violence and discrimination against women in different spheres.

- c. Expected learning outcomes:

1. The students, on completion of this course will be able to engage with patriarchal ideology and its workings in multiple contexts.

2. It will familiarise them with the history of feminist and allied social movements in India
3. They will be able to understand the key issues related to women's political participation.

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

I Understanding Patriarchy

The concept of patriarchy has been one of the central contributions of feminism to social science and political activism in the twentieth century. However, different schools of thought (for eg, liberal and radical feminist) understand the concept differently. This unit will introduce students to the major debates in understanding patriarchy; the fundamentals of the sex-gender distinction as theorized by feminists; and the cultural and historical differences in writing about these issues across the world.

Objectives:

1. Contribution of women's movements to political activism
2. Debates in Understanding Patriarchy
3. Sex/Gender Distinction

II Feminism and Feminist Movements

The history of the feminist movement has been rich and diverse around the world. This unit will familiarize students with the diverse experiences of women's participation and struggles in larger political movements in India. It will highlight some of the common threads as well as divergences in the issues picked up by women's movements, and point to the critical renegotiations made by feminists of the global south and especially India.

Objectives:

1. Women participating in political movements
2. Critical feminist evaluation of women's participation in politics
3. Critical re-negotiations between feminist and politics

III. Feminism in Contemporary India

This unit will encourage students to look critically at gender relations within Indian society. Institutions such as the Indian family are critical towards understanding not only gender practices but is important for understanding the public/private divide that frames politics. This unit will analyse patrilineal and matrilineal practices in the Indian family; the contribution of women to both public and private spaces and the persistence of sex roles in all spheres of life.

Objectives

1. Understanding the Indian Family
2. Public/Private division structuring Indian politics
3. Women in both public and private spaces

IV Women and Politics

The question of women and their representation in politics and administration is not a simple one, as the women's movement around the world has found. It goes beyond the idea of inclusion and includes the question of the qualitative forms of inclusion. The different levels of political participation, from grassroots and local government institutions, non-governmental bodies to central legislative bodies is also important.

Objectives:

1. Women and their representation in politics
2. Understanding debates around inclusion
3. Different Levels of political participation of women

V. Violence and Discrimination against Women

The gamut of violence against women includes the persistent incidence of domestic violence, of sexual harassment, the global trafficking of women, and the question of deserted women. This unit will give students a basic overview of these issues, as well as an understanding of why has fighting violence, engaging with reform in law been so central to feminist movement in India. It also enables students to understand how fighting violence against women also intervenes in the political discourse and political power whether it is to fight state violence in conflict areas or challenging misogynist political discourse in electoral politics.

Objectives:

1. Violence against women and struggles against it
2. Violence, Women's Movement and Law
3. Feminist movements against Violence and Politics

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	Understanding Patriarchy	Contribution of women's movements to political activism	F. Haug (1989). Lessons from the Women's Movement in Europe. <i>Feminist Review</i> , (31), pp. 107-116. V. Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. <i>Women's Studies Quarterly</i> , 22(3/4), pp. 42-54.	T. Shinde, T. (1993). <i>Stree Purusha Tulna</i> . In Lalitha, K., & Tharu, S. (Eds.), <i>Women Writing in India</i> , New Delhi, Oxford University Press, pp. 221-234.	1 week
2	Understanding Patriarchy	Debates in Understanding Patriarchy	Gerda Lerner (1986), <i>Understanding Patriarchy</i> , Oxford University Press, Oxford, pp. Introduction, 3-14 V. Geetha (2009), <i>Patriarchy</i> , Stree, Kolkotta, pp. - Selections	H. Bannerji (2016). <i>Patriarchy in the Era of Neoliberalism: The Case of India</i> . <i>Social Scientist</i> , 44(3/4), pp. 3-27.	1 week
3	Understanding Patriarchy	Sex/Gender Distinction	Oyeronke Oyewumi (2002): <i>Conceptualizing Gender: The Eurocentric Foundations of Feminist Concepts and the Challenge of African Epistemologies</i> , "Jenda: A Journal of Culture and African Women Studies, Vol 2, No1, pp 1-9.	R. Mcdermott & P. Hatemi, (2011). <i>Distinguishing Sex and Gender</i> . <i>Ps: Political Science and Politics</i> , 44(1), pp. 89-92.	1 week
4	Feminism and Feminist Movements	Women participating in political Movement	<i>Feminism and Nationalism in the Third World</i> by Kumari Jayawardena, Verso, 2016, Introduction.	<i>We were making History: Women and the Telangana Uprising</i> , Stree Shakti Sangathan, Zed, 1989, Selections	1 week
5	Feminism and Feminist Movements	Critical feminist evaluation of women's participation in politics	Illina Sen, <i>A Space Within The Struggle: Women's Participation In People's Movements</i> , Zubaan, 1990. Selections	Kalpagam, U. (2000). <i>The Women's Movement in India Today-New Agendas and Old Problems</i> . <i>Feminist Studies</i> , 26(3), pp. 645-660.	1 week

6	Feminism and Feminist Movements	Critical re-negotiations between feminist and politics	Basu. A. (2010) "Introduction" from Amrita Basu (ed.) Women's Movements in the Global Era: The Power of Local Feminisms, pp. 1-28.	Agnihotri, I., & Mazumdar, V. (1997). Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s. Economic and Political Weekly, 30(29), pp. 1869-1878.	1 week
7	Feminism in Contemporary India	Understanding the Indian Family	Von, E. U. (1971). Matrilineal Joint Family Patterns in India. Journal of Comparative Family Studies, 2(1), pp. 54-66.	Sooryamoorthy, R. (2012). The Indian Family: Need for a Revisit. Journal of Comparative Family Studies, 43(1), pp. 1-9	1 week
9	Women and Politics	Women and their representation in politics; Understanding debates around inclusion	Menon, N. (2000) Elusive 'Woman': Feminism and Women's Reservation Bill Economic and Political Weekly Vol. 35, No. 43/44 (Oct. 21 - Nov. 3, 2000), pp. 3835-3839+3841-3844 Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. The Indian Journal of Political Science, 66(1), pp. 75-92.	Mary John, Women in Power? Gender, Caste and the Politics of Local Urban Governance, Economic and Political Weekly Vol. 42, No. 39 (Sept 29, 2007),	1 week
10	Women and Politics	Understanding debates around inclusion; Different Levels of political participation of women	Ahmad, S., Nilofer, & Parveen, G. (2008). Women's Political Participation and Changing Pattern of Leadership in Rural Areas of U.P. The Indian Journal of Political Science, 69(3), pp. 661-672. Sharma, G., & Das, R. (2008). Women in Grassroots Democracy in India: Non- Governmental Organisations and Its Possibilities. The Indian Journal of Political Science, 69(4), pp. 815-823.	M. Khanna, (2009). Political Participation of Women in India. The Indian Journal of Political Science, 70(1), pp. 55-64.	1 week
11	Violence and Discrimination against Women	Violence against women and struggles against it; Violence, Women's Movement and Law	D'mello and Agnes Flavia (1982) "Our Fight Against Wife-beating, HOW, Vol. 5, No. 9 and 10, November, pp.19-22. Documents from the Indian Women's Movement, Sujata Gothoskar, Vithubai Patel, Feminist Review , 1982, No. 12 (1982), pp. 92-103 Sage Publications, Ltd	Karlekar, M. (1998). Domestic Violence. Economic and Political Weekly, 33(27), pp. 1741-1751.	1 week
12	Violence and Discrimination against Women	Feminist movements against Violence and Politics	Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. Economic and Political Weekly, 39(41), pp. 4491-4494. Kirti Singh, The Movement For Change: Implementation of Sexual Assault Laws <i>India International Centre Quarterly</i> , Winter 2012-Spring 2013, Vol. 39, No. 3/4, pp. 259-269	Srivastava, S. (2004). Sexual Harassment of Women at Work Place: Law and Policy. Indian Journal of Industrial Relations, 39(3), pp. 364-390.	1 week

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve field-based exercises in the form of photo-voice/story and/or presentations (30%).
- The third assessment will consist of a final examination (40%).

2. **Pedagogy:**

- a. Instructional strategies:
The course will be a combination of lectures and tutorials.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. Expertise in AUD faculty or outside – There are few in-house faculty members with background in Political Science but a dedicated team will be required for the whole programme
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)- Not required

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	SUS
Programme(s)	B.A. Political Science
Course title	Indian Constitution
Course code	
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	2022
Course coordinator and team	TBD

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

The course is intended as a core course in the first year for students of BA in Political Science. The course will complement other core courses to be taught in the four year programme structure. It will introduce students to a detailed understanding of both the context as well as the content of the Indian Constitution.

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

No requirement

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

As per AUD norms

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

Semester-long course

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

The course will be offered to second semester BA students as a compulsory core course. The course seeks to contribute towards making critically aware and informed individuals. The course will provide students insights on the constitutional framework of India which is very important for students who wish to be engaged citizens in a democracy, thus fulfilling one of the essential goals of AUD - making active and enlightened citizens

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

The course is an essential component of the field of Indian politics to be covered within the programme.

7. **Course Details:**

a. Summary:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality; and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states. It also highlights how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly.

b. Objectives:

1. To help students contextualize the making of the Indian Constitution
2. To familiarize students with the unique features of the Indian Constitution
3. To give students a grounding in the structure and working of institutions of governance in India

c. Expected learning outcomes:

- a) Students will be able to understand the terms of partition and how princely states were integrated.
- b) They will come to know the importance of the Preamble in the constitutional design of India.
- c) They will be able to answer how constituent assembly deliberated and decided on the National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- d) They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

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

Unit	Topic	Duration
1.	India at the time of Independence	2
2.	Making of the Indian Constitution and Constituent Assembly Debates	3

3.	Salient Features of the Indian Constitution	2
4.	The Parliament and the Executive: Structure and Working	2
5.	Judiciary in India	2
6.	Centre-State Relations in India	3

Module I: India at the time of Independence

- Independence and integration of Indian States:
- A case Study of Junagarh, Hyderabad, Goa and Kashmir

Module 2: Making of the Indian Constitution and Constituent Assembly Debates

- Making of the Indian Constitution - the founding moment, idea of representation, principle of Universal Adult Franchise
- Constituent Assembly Debates on Nation, National Language, National Flag, National Anthem and National Song
- Debates on Minority Rights, Centre-State relations

Module 3: Salient Features of the Indian Constitution

- Unique nature of the Indian Constitution
- Parliamentary form of government
- Fundamental Rights and Directive Principles of State Policy
- Integrated and Independent Judiciary
- Amending the Constitution

Module 4: The Parliament and the Executive: Structure and Working

- Parliament and State Legislature - Structure and Functioning
- President and Governor
- Prime Minister and Chief Minister

Module 5: Judiciary in India

- Supreme Court and High Courts: Structure and Functions
- Judicial Accountability, Judicial Activism and Judicial Overreach

Module 6: Centre- State Relations in India

- Legislative, Executive and Financial Relations
- Contemporary Debates in Indian Federalism

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 & 2	<p><u>I: India at the time of Independence</u></p> <p>✓ Independence and integration of Indian States</p> <p>✓ A case Study of Junagarh, Hyderabad, Goa and Kashmir</p>	<p>➤ To make students understand the challenges of nation-building</p> <p>➤ To familiarize students with the contextual conditions prevailing at the time of India's Independence.</p> <p>➤ To make students aware of the challenges in the integration of Princely States</p>	<p>Copland, I. (1991). The Princely States, the Muslim League, and the Partition of India in 1947. <i>The International History Review</i>, 13(1), pp. 38-69.</p> <p>Sharma, P. (1967). Integration of Princely States and the Reorganization of States in India. <i>The Indian Journal of Political Science</i>, 28(4), pp. 236-241.</p> <p>• Singh, M. (2008). Reorganisation of States in India. <i>Economic and Political Weekly</i>, 43(11), pp. 70-75.</p> <p>• Wood, J. (1984). British versus Princely Legacies and the Political Integration of Gujarat. <i>The</i></p>	<p>Chandra Bipan, Mukherjee Mridula and Mukherjee Aditya (2000) <i>India After Independence</i>, Penguin.</p> <p>Brass, P.R. (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir' in <i>The politics of India Since Independence</i>. New Delhi: Cambridge University Press and Foundation Books.</p>	

			<i>Journal of Asian Studies</i> , 44(1), pp. 65-99.		
3, 4 & 5	<u>Making of the Indian Constitution and Constituent Assembly Debates</u> ✓ Making of the Indian Constitution - the founding moment, idea of representation, principle of Universal Adult Franchise ✓ Constituent Assembly Debates on Nation, National Language, National Flag, National Anthem and National Song ✓ Debates on Minority Rights, Centre-State relations	➤ To historicize the making of the Indian Constitution ➤ To familiarize students with the Constituent Assembly debates on important issues	Chaube, S.K. (1973) 'The Indian Problem', in Constituent Assembly of India. Delhi: People's Publishing House. Jha, Shefali. (2004). Representation and Its Epiphanies: A Reading of Constituent Assembly Debates, Economic and Political Weekly, Vol.39, No.39 (Sept25-Oct.1, 2004), pp.4357-4360. Mehta Uday. Indian Constitutionalism: crisis, unity, and history in Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta The Oxford Handbook of the Indian	Shani, Ornit. Chapter 1- Designing for Democracy: Rewriting the British Colonial Imagination How India Became Democratic: Citizenship and the Making of the Universal Adult Franchise Bhargava, Rajeev. (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in Bhargava, R. (ed.) Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press, pp.1-40. Varsha, A. (2011). Nehru and the 'Communists: Towards the	

			<p>Constitution Cerulo, K. (1989). Sociopolitical Control and the Structure of National Symbols: An Empirical Analysis of National Anthems. Social Forces, 68(1), pp. 76-99.</p> <p>Furber, H. (1949). Constitution-Making in India. Far Eastern Survey, 18(8), pp. 86-89.</p> <ul style="list-style-type: none"> • Parekh, B. (2006). Defining India's Identity. India International Centre Quarterly, 33(1), pp. 1-15. • Bajpai, R. (2000). Constituent Assembly Debates and Minority Rights. Economic and Political Weekly, 35(21/22), pp. 1837-1845. 	<p>Constitution Making'. Proceedings of the Indian History Congress, 72, pp. 740-752.</p> <p>Noorani, A. (1973). Vande Mataram: A Historical Lesson. Economic and Political Weekly, 8(23), pp. 1039-1043.</p>	
--	--	--	--	---	--

6 & 7	<p><u>Salient Features of the Indian Constitution</u></p> <ul style="list-style-type: none"> • Unique nature of the Indian Constitution • Parliamentary form of government • Fundamental Rights and Directive Principles of State Policy • Integrated and Independent Judiciary • Amending the Constitution 	<p>➤ To acquaint students with the unique features of the Indian Constitution</p> <p>➤ To help students locate the Indian Constitution within a comparative framework</p>	<ul style="list-style-type: none"> • Austin, G. (1999). The Indian Constitution: Cornerstone of a Nation. Oxford University Press. • Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. The Indian Journal of Political Science, 67(4), pp. 767-782. • Barthwal, C. P. (1990). Indian Parliamentary System: Consensus Politics of a Minority Government, The Indian Journal of Political Science, Vol.51, No.4 (Oct-Dec.1990), pp.469-476. • Robert Hardgrave and Stanley Kochanek (2008). The Framework: The Institutions of 	<p>Baxi, U. (1967). The Little Done, the Vast Undone— Some Reflections on Reading Granville Austin's 'The Indian Constitution'. Journal of the Indian Law Institute, 9(3), pp. 323-430.</p> <p>Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. Journal of the Indian Law Institute, 32(3), pp. 294-308.</p> <ul style="list-style-type: none"> • Sripati, V., & Thiruvengadam, A. K. (2004). India: Constitutional amendment making the Right to Education a Fundamental Right. International Journal of 	
-------	--	---	---	---	--

			Governance in India: Government and Politics in a developing Nation, Thompson Wadsworth, Boston, pp.63-136.	Constitutional Law, 2(1), pp. 148-158.	
8 & 9	<u>The Parliament and the Executive: Structure and Working</u> ✓ Parliament and State Legislature - Structure and Functioning ✓ President and Governor ✓ Prime Minister and Chief Minister	➤ To make students aware of the mechanics of parliamentary form of government through a study of institution of Parliament, and the Executive. ➤ To acquaint students with the structure and functioning of the Parliament	Dua, B. (1985). Federalism or Patrimonialism : The Making and Unmaking of Chief Ministers in India. Asian Survey, 25(8), pp. 793-804. • Manor, J. (2005). The Presidency. In Kapur, D., & Mehta, P. B. (Eds.), Public Institutions in India: Performance and Design. New Delhi: Oxford University Press. • Manor, J. (Ed.). (1994). Nehru to the Nineties: The Changing	Kumar Arun (2007), 'The Indian Parliament' in Devesh Kapur and Pratap Bhanu Mehta (ed.) Public Institutions in India: Performance and Design, Oxford University Press, Oxford, pp.77-105. Austin, Granville (2003). Working a Democratic Constitution: A History of the Indian Experience, Oxford University Press (Select Chapters)	

			<p>Office of Prime Minister in India. New Delhi: Viking.</p> <ul style="list-style-type: none"> • Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. The Indian Journal of Political Science, 51(3), pp. 424-434. • Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. Indian Journal of Public Administration, 63(3), vii-xviii. 		
10 & 11	<p><u>Judiciary in India</u></p> <ul style="list-style-type: none"> ✓ Supreme Court and High Courts: Structure and Functions ✓ Judicial Accountability, Judicial Activism and Judicial Overreach 	<ul style="list-style-type: none"> ➤ To give students a grounding the role and functioning of Supreme Court and High Courts of India ➤ To make students understand issues of Judicial accountability, Judicial 	<ul style="list-style-type: none"> • Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, M.P., & Saxena, R. (Eds.), Indian Judiciary and Politics: The Changing Landscape. Delhi: Manohar 	<p>Sathe, S. P. (2002). Judicial Activism in India: Transgressing Borders and Enforcing Limits. New Delhi: OUP.</p> <p>Sen, Ronojoy (2009). 'Walking a Tightrope: Judicial</p>	

		Activism and Judicial Overreach	<p>Publication.</p> <ul style="list-style-type: none"> • Godbole, M. (2008). The Judiciary and Governance in India. Delhi: Rupa Publication. • Mehta, P. B. (2007). India's Unlikely Democracy: The Rise of Judicial Sovereignty. The Journal of Democracy, 18(2). Shankar, S. (2010). India's judiciary: Imperium in Imperio? In Brass, Paul (Ed.), Routledge Handbook of South Asian Politics. Routledge. 	<p>Activism and Indian Democracy', India Review, Vol.8, Issue 1.</p> <p>Austin, Granville (2003). Working a Democratic Constitution: A History of the Indian Experience, Oxford University Press (Select Chapters)</p>	
12, 13 & 14	<p><u>Centre-State Relations in India</u></p> <ul style="list-style-type: none"> ✓ Legislative, Executive and Financial Relations ✓ Contemporary Debates in Indian Federalism 	<ul style="list-style-type: none"> ➤ To familiarize students with different aspects of Centre-State relations in India ➤ To give students an overview of how federalism has evolved in India 	<p>Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. Economic and Political Weekly, 35(34), pp. 3025-3036.</p> <p>Hicks, U. (1976).</p>	<p>Arora, Balveer and K.K. Ailash (2018). Beyond Quasi-Federalism: Change and Continuity in Indian Federalism, Studies in Indian Politics, 6(2), pp.297-302.</p> <p>Arora, Balveer,</p>	

			<p>Fiscal Federalism in India. FinanzArchiv/Public Finance Analysis, 34(2), pp. 358-362.</p> <ul style="list-style-type: none"> • Masaldan, P. (1981). Executive-Legislature Relations in India: Reflections on the Question of Re-structuring. The Indian Journal of Political Science, 42(1), pp. 1- 17. • Saez, L. (2002). Federalism without a Centre: The Impact of Political and Economic Reforms on India's Federal System. New Delhi: Sage. <p>Singh, M. P., & Saxena, R. (2013). Federalizing India in the Age of Globalization, New Delhi, India: Primus Books.</p> <ul style="list-style-type: none"> • Verney, D. (1989). From Executive to 	<p>K.K. Kailash, rekha Saxena, H. Kham Khan Suan 92013). 'Indian Federalism' in K.C. Suri and Achin vanaik ed. ICSSR Research Surveys and Explorations Political Science Volume 2: Indian democracy Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. Economic and Political Weekly, 5(8), pp. 367-376.</p>	
--	--	--	--	---	--

			Legislative Federalism? The Transformation of the Political System in Canada and India. The Review of Politics, 51(2), pp. 241-263.		
--	--	--	---	--	--

8. Pedagogy:

Instructional strategies:

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheel chair access when required.

- b. Expertise in AUD faculty or outside

The course instructor will have the requisite training in political science to teach the course

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

None

Assessment Structure:

The course will have three types of assessment:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (40%).

Signature of Course Coordinator(s)

Note:

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

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

Recommendation of the School of Studies:

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	SUS
Programme(s)	BA Political Science
Course title	Political Theory
Course code	
Credits	6
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	TBD

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

The course is intended as one of the core courses for the students of BA in Political Science. The course will complement other core courses in the four-year program structure, and will provide a perspective on the different categories of courses of Political Science.

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

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

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

As per AUD norms

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

Semester-long course

5. Proposed date of launch:

Monsoon 2022

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

The course will be offered to second semester BA students as a compulsory core course. This course will equip students to critically interrogate and engage with the social and political structures-an essential part of a university dedicated to teaching and research in Social Sciences and humanities. It will enable students to look beyond their individual locations and acquire an understanding of the contested ways in which the core concepts of Political Theory have been understood across time and space. The course will provide a clear grasp of the inequalities and conflicts in society, which is very important for students who wish to be engaged citizens in a democracy, thus fulfilling one of the essential goals of AUD-making active and enlightened citizens.

7. Course Details:

a. Summary

The course has been designed to introduce key concepts in politics and Political Theory to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Contemporary debates on key concepts like freedom, equality, justice, rights and power allow the students to understand the expanding horizons of discourses in the discipline.

b. Objectives:

The objectives of this course are:

- a. To enable the students to learn key concepts needed to understand the political phenomenon like freedom, equality, justice, rights and power.
- b. To engage students with the debates around these key key concepts of Political Theory.

c. Overall structure:

This course is organized around five units.

Unit	Topic	Duration (Weeks)
1.	Freedom	3
2.	Equality	3
3.	Justice	3
4.	Rights	3
5.	Power	2

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)
1,2&3	<p>Freedom</p> <p>a. Notions of Freedom: Negative vs. Positive</p> <p>b. Debates on Freedom: Free Speech</p>	<ul style="list-style-type: none"> • Students will understand the concept of freedom. • Students will understand how freedom manifests in actual political space through the discussion on free speech. 	<ul style="list-style-type: none"> • Carter, I. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds), Political Concepts. Manchester: Manchester University Press, pp. 4-15. • Riley, J. (2008) 'Liberty', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 103-125. • Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308- 319. • Smits, K. (2009). 'Should 	<ul style="list-style-type: none"> • Mill, J. S. (1991) On Liberty and Other Essays. ed. Jon Gray. Oxford: Oxford University Press. • Berlin, I. (1969) 'Two Concepts of Liberty', in Four Essays on Liberty. England: Oxford University Press, pp. 118-172 	

			Offensive Speech be Regulated?', In Applying Political Theory: Issues and Debates. Palgrave Macmillan, PP. 152-170.	
4,5&6	<p>Equality</p> <p>a. Notions of Equality: Equality of welfare, Equality of Resources, Equality of Opportunity, Luck Egalitarianism</p> <p>b. Debates on Equality: Affirmative Action</p>		<ul style="list-style-type: none"> • Casal, P. and William, A. (2008) 'Equality', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 149-165. • Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307. • Smits, K. (2009). 'Is Affirmative Action Fair?', in Applying Political Theory: Issues and Debates. Palgrave Macmillan, pp. 65-85. 	<ul style="list-style-type: none"> • Dworkin, R. (1981) 'What is equality? Part I: Equality of Welfare', Philosophy and Public Affairs 10 (3), pp. 185-246. • Dworkin, R. (1981) 'What is equality? Part II: Equality of Resources', Philosophy and Public Affairs 10 (3), pp. 185-243.

7,8&9	<p>Justice</p> <p>a. Notions of Justice: Procedural vs. Substantive, Rawls' Theory of Justice</p> <p>b. Debates on Justice: Global Justice</p>	<ul style="list-style-type: none"> • Students will be introduced to various notions of justice • Students will critically engage with Rawls' theory of justice • Students will be introduced to the growing debate on global justice 	<ul style="list-style-type: none"> • Swift, Adam. (2001) Political Philosophy: A Beginner's Guide for Students and Politicians. Cambridge: Polity Press, pp. 9-48. • Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 172-193. • Brock, G. (2008) 'Global Justice', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 289-312. 	<p>Rawls, J. (1971) A Theory of Justice. Harvard: Harvard University Press.</p>	
10,11&12	<p>Rights</p> <p>a. Notions of Rights: Natural, Moral and Legal Rights; Choice vs. Interest Theory</p> <p>b. Debates on Rights: Multiculturalism</p>	<ul style="list-style-type: none"> • Students will understand various notions of rights • Students will be introduced to the concept of multiculturalism within the rights discourse. 	<ul style="list-style-type: none"> • McKinnon, C. (2003), 'Rights', in Bellamy, Richard and Mason, Andrew (eds), Political Concepts. Manchester: Manchester University Press, pp. 16-27. • Talukdar, P.S. (2008) 'Rights', 	<ul style="list-style-type: none"> • Dworkin, R. (1977) Taking Rights Seriously. London: Duckworth • Kymlicka, W. (2010). Testing the Liberal Multiculturalist Hypothesis: Normative 	

			<p>in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-104.</p> <ul style="list-style-type: none"> • Heywood, Andrew (2021), 'Multiculturalism', in Heywood, Andrew Political Ideologies: An Introduction (7th Edition), Red Globe Press (Macmillan International), pp. 225-244 	<p>Theories and Social Science Evidence, Canadian Journal of Political Science, Vol. 43, No. 2, Diversity and Democratic Politics, pp. 257-271.</p>	
13&14	<p>Power</p> <p>a. Notions of Power: Michel Foucault, Max Weber</p> <p>b. Debates on Power: Three dimensions of Power</p>	<ul style="list-style-type: none"> • Students will be introduced to various notions of power. • Students will be introduced to the debate around three dimensions of power. 	<ul style="list-style-type: none"> • Menon, Nivedita (2008). 'Power', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 148-157. • Dowding, Keith (2006). 'Three-Dimensional Power: A Discussion of Steven Lukes' Power: A 	<ul style="list-style-type: none"> • Dahl, R. A. (1957). The concept of power. New York: Bobbs-Merrill. • Parsons, T. (1963). On the Concept of Political Power. Proceedings of the American Philosophical Society, 107(3), pp. 232-262. • Miller, S. 	

			Radical View', Political Studies Review: Vol 4, pp. 136–145.	(1990). Foucault on Discourse and Power. Theoria: A Journal of Social and Political Theory, (76), pp. 115-125.	
--	--	--	--	--	--

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheel chair access when required.

c. Expertise in AUD faculty or outside

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

Linkages with organisations like CSDS, CPR, CWDS, PRIA will be worked upon.

2. Assessment structure (modes and frequency of assessments)

The course will have three types of assessments:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%).
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (40%).

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	SUS
Programme(s)	B. A. Political Science
Course title	Politics in India
Course code	
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2022
Course coordinator and team	TBD

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 The course is intended as one of four core courses in the first year for students of BA in Political Science. The course will complement other core courses taught in the same semester. It will introduce students to a nuanced understanding of politics in India.

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

 No requirement

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

 The entire cohort of BA political science will enroll in the course.

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

 Semester-long course

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

 The course seeks to further the vision of AUD in contributing towards nurturing critically informed individuals.

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

 The course will be offered to second semester BA students as a compulsory core course. The course serves as a necessary foundation for students seeking a grounding in political science through the undergraduate programme.

7. Course Details:

a. Summary:

This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic and ethnic sub-systems, the course is designed to understand their roles in politics of the country. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity.

b. Objective:

1. To make students understand the political processes at work in Indian politics
2. To familiarize students with salient issues and concerns within Indian politics

c. Expected learning outcomes:

- Students would be able to learn the key drivers of Indian politics. The students will be able to explain how caste, religion, language have influenced the identity politics in India.
- They will be able to explain the ideology, social base and function of key political parties such as Indian the National Congress and the Bhartiya Janata Party.
- They will be able to critically examine and explain the development issues in India, especially in the farm and industrial sectors.
- They will be able to know what ails our electoral democracy and what are the key issues related to expenditure in elections and their public funding.

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

	Topic	Duration
1.	Drivers of Indian Politics	2
2.	Parties and Party System	3
3.	Electoral Politics and Indian Democracy	3
4.	Identity Politics	2
5.	Religion and Politics in India	2

6.	Critical Perspectives and Contemporary Concerns	2
----	---	---

I: Drivers of Indian Politics

The key themes that this module will take up are as follows:

- Ecology of Indian Politics: Constitutional Ecology and Social, Cultural, Linguistic, Ethnic and Religious Demography
- Economic Factors
- Regions and Regionalism
- Political Parties, Media and Civil Society

II: Parties and Party System

The key themes that this module will cover are:

- Characteristic Features of Indian Party System
- National Parties: The Indian National Congress, the BJP and Communist Parties
- Regional Political Parties: Their Evolution and Changing Nature

III. Electoral Politics and Indian Democracy

The key themes of this module are:

- Election Commission and Elections in India
- Subversion of Democracy: A Case for Electoral Reforms

IV: Identity Politics

The key themes of this module are:

- Caste identity and Caste Mobilization
- Affirmative Actions and Politics of Reservation
- Linguistic Politics
- Demands for Statehood

V. Religion and Politics in India

The key themes taken up in this module are;

Dharma and Religion; Politics with or without Dharma

Secularism and Politics of Secularism: Indian Experience

Majority-Minority Debates

VI. Critical perspectives and Contemporary Concerns

The key themes are:

- Peasant Questions
- Issue of Black Money
- Demonetization and Digital Economy

- Dalit and Gender perspectives

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& 2	<u>Drivers of Indian Politics</u> <ul style="list-style-type: none"> • Ecology of Indian Politics: Constitutional Ecology and Social, Cultural, Linguistic, Ethnic and Religious Demography • Economic Factors • Regions and Regionalism • Political Parties, Media and Civil Society 	To familiarize students with the terrain in which politics in India operates	Austin, G. (1999). Working A Democratic Constitution: A History of the Indian Experience. Oxford University Press. Bhatia, U. (Ed.). (2018). The Indian Constituent Assembly: Deliberations on Democracy. Routledge. Elliott, C. (2012). Political Society, Civil Society, and the State in India: An Ethnographic Narrative of the 2009 Assembly Election in Andhra Pradesh. Asian Survey, 52(2), pp. 348-372. Roy, A. N., & Mathew, G. (Eds.). (2015). Development, Decentralisation and Democracy. Orient BlackSwan. Singh, A. P., & Murari, K. (Eds.). (2019). Constitutional Government and Democracy in India. New Delhi: Pearson.	Palshikar, Suhas 'State in India: Constitution and Beyond' in Bhargava, Rajeev ed. Politics and Ethics of the Indian Constitution.	
3, 4 & 5	<u>Parties and Party System</u> <ul style="list-style-type: none"> • Characteristic Features of Indian Party System • National Parties: The Indian National Congress, the BJP and Communist Parties 	To acquaint students with the landscape of Indian party system To make students informed about the party	Adenez, K., & Saez, L. (2005). Coalition Politics and Hindu Nationalism. Routledge. Andersen, W. K. (2014). The Bharatiya Janata Party: A Victory	Chandra, K. (2016). Democratic Dynasties: State, Party and Family in Contemporary Indian Politics. Cambridge University Press.	

	<ul style="list-style-type: none"> Regional Political Parties: Their Evolution and Changing Nature 	<p>politics and its changing dynamics</p>	<p>for Narendra Modi. In Wallace, P. (Ed.), India's 2014 Elections: A Modi-led BJP Sweep. Sage. Chandra, K. (2004). Why Ethnic Parties Succeed? Patronages and Ethnic Head Counts in India. Cambridge: Cambridge University Press. Kailash, K. K. (2014). Regional Parties in the 16th Lok Sabha Elections: Who Survived and Why? Economic and Political Weekly, 49(39), pp. 64-71. Kanungo, P. (2002). RSS Tryst with Politics: From Hedgewar to Sudarshan. New Delhi: Manohar. Kothari, R. (1974). The Congress System Revisited: A Decennial Review. Asian Survey, XIV (12). Kumar, S. (2018). Post-Mandal Politics in Bihar: Changing Electoral Patterns. Sage. Prasad, M. M. (2016). What Makes a Party a National Party? Economic and Political Weekly, 51(49).</p>	<p>Jafferlot, C. (Ed.). (2016). Hindu Nationalism: A Reader, (5th ed.). Permanent Black. Hasan, Z. (2012). Congress after Indira: Policy, Power, Political Change (1984-2009). Oxford University Press. Ziegfeld, A. (2016). Why Regional Parties? Clientelism, Elites and the Indian Party System. Cambridge University Press.</p>	
6,7& 8	<p><u>Electoral Politics and Indian Democracy</u></p> <ul style="list-style-type: none"> Election Commission and Elections in India Subversion of Democracy: A Case for Electoral Reforms 	<p>To familiarize students with the role and functioning of Election Commission of India</p>	<p>Singh, Ujjwal Kumar, Anupama Rao (2018). Regulating the Electoral Domain: The Election Commission of</p>	<p>Katju, M. (2006). Election Commission and Functioning of Democracy. Economic and Political Weekly, 41(17),</p>	

		To acquaint students with recent electoral reforms and their rationale	India, Indian Journal of Public Administration, 64 (3), 518-530. Shastri, S et al. (2009). Electoral Politics in Indian States. New Delhi: OUP. Singh, M. P., & Saxena, R. (2003). India at the Polls: Parliamentary Elections in the Federal Phase. New Delhi: Orient Longman. Singh, U. K. (2004). Institutions and Democratic Governance: A Study of the Election Commission and Electoral Governance in India. New Delhi: Nehru Memorial Museum and Library (NMML).	pp. 1635-1640.	
9 & 10	<u>Identity Politics</u> <ul style="list-style-type: none"> • Caste identity and Caste Mobilization • Affirmative Actions and Politics of Reservation • Linguistic Politics • Demands for Statehood 	To help students critically analyse the role of different identity markers in shaping politics in India	Bhambhri, C. (2005). Reservations and Casteism. Economic and Political Weekly, 40(9), pp. 806-808. Sridharan, E. (2007). Toward state funding of elections in India? A comparative perspective on possible options. The Journal of Policy Reform, 3(3), pp. 229-254. Deshpande, A. (2008). Quest for Equality: Affirmative Action in India. Indian Journal of Industrial Relations, 44(2), pp. 154-163. Pai, S. (2000). State Politics, New Dimension:	Kothari, R. (1970). 'Introduction' in Caste in Indian Politics. Delhi: Orient Longman Menon, N. and Nigam, A. (2007). 'The Recalcitrance of Caste', in Power and Contestation: India since 1989. London: Fernwood Publishing, Halifax and Zed Books.	

			<p>Party System Liberalization and Politics of Identity. New Delhi: Shipra.</p> <p>Paul, R. B. (1974). Language, Religion and Politics in North India. London: Oxford University Press.</p> <p>Sathyamurthy, T. V. (Ed.). (1998). Region, Religion, Caste, Gender and Culture in India. New Delhi: OUP.</p>		
11 & 12	<p><u>V. Religion and Politics in India</u> Dharma and Religion; Politics with or without Dharma Secularism and Politics of Secularism: Indian Experience Majority-Minority Debates</p>	<p>To make students aware of the role of religion in Indian politics</p> <p>To introduce students to the idea of Indian Secularism as a distinct form of secularism</p>	<p>Bhargava, R. (Ed.). (1998). Secularism and Its Critics. New Delhi: OUP.</p> <p>Chhibber, P. K. (2016). Religious Practice and Democracy in India. Cambridge University Press.</p> <p>Nandy, A. (1999). A Critique of Modernist Secularism. In Kaviraj, S. (Ed.), Politics in India. OUP, pp. 329-341.</p>	<p>Pantham, Thomas (2005). 'Understanding Indian Secularism: Learning from its Indian Critics', in Vora R. and Palshikar S. (eds) Indian democracy: Meaning and Practices. New Delhi: Sage.</p>	
13 & 14	<p><u>VI. Critical Perspectives and Contemporary Concerns</u></p> <ul style="list-style-type: none"> • Peasant Questions • Issue of Black Money • Demonetization and Digital Economy • Gender and Dalit Perspectives 	<p>To help students identify and understand some of the contemporary concerns in Indian politics</p> <p>To expose students to some of the critical perspectives on Indian politics</p>	<p>Ladejinsky, W. (1973). How Green Is the Indian Green Revolution? Economic and Political Weekly, 8(52), pp. A133-A144.</p> <p>Oommen, T. (1971). Green Revolution and Agrarian Conflict. Economic and Political Weekly, 6(26), pp. A99-A103.</p> <p>Kothari, R. (1972). Political Economy of Garib Hatao. Economic and Political</p>		

			<p>Weekly, 7(31/33), pp. 1541-1552.</p> <p>Kurien, C. (1972). What Is Growth? Some Thoughts on the Economics of 'Garibi Hatao'. Economic and Political Weekly, 7(52), pp. 2493-2497.</p> <p>Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. Economic and Political Weekly, 33(44), pp. 2795-2799.</p> <p>Nataraj, G. (2017). Demonetisation and its Impact. New Delhi: Indian Institute of Public Administration.</p> <p>Khan S., Khan, S., & Aftab, M. (2015). Digitalisation and its impact on economy. International Journal of Digital Library Services, 5(2).</p> <p>Sundaram Ravi (2010), Pirate Modernity: Delhi's Media Urbanism (Routledge)</p> <p>Omvedt, Gail (2005). Capitalism and Globalisation, Dalits and Adivasis. Economic and Political Weekly, Vol.40, Issue 47.</p>		
--	--	--	--	--	--

8. Pedagogy:

Instructional strategies:

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheel chair access when required.

- b. Expertise in AUD faculty or outside

The course instructor will have the requisite training in political science

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

Linkages with organisations like CSDS will be worked upon.

Assessment Structure:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (40%).

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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	SUS
Programme(s)	BA Political Science
Course title	Understanding Politics
Course code	
Credits	6
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	TBD

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

The course is intended as one of the core courses for the students of BA in Political Science. The course will complement other core courses in the four-year program structure, and will provide a perspective on the different categories of courses of Political Science.

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

No requirement

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

As per AUD norms

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

Semester-long course

5. Proposed date of launch:

Monsoon 2022

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

The course will be offered to first semester BA students as a compulsory core course. This course will equip students to critically interrogate and engage with the social and political structures-an essential part of a university dedicated to teaching and research in Social Sciences and humanities. It will enable students to look beyond their individual locations and acquire an understanding of the contested ways in which the 'political' has been understood across time and space. The course will provide a clear grasp of the inequalities and conflicts in society, which is very important for students who wish to be engaged citizens in a democracy, thus fulfilling one of the essential goals of AUD-making active and enlightened citizens.

7. Course Details:

a. Summary

This course is designed to develop a sound understanding of Political Science, specifically Political Theory, with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The course is intended to introduce not only the mainstream understandings but also critical perspectives within the discipline. In order to understand the role of theory in practice, the course delves into the ideas of democracy and how it is practiced. As media and civil society are the drivers of the politics since they perform a communication role, important for information and ideology transmission, the course also engages with the role of media in politics.

b. Objectives

The objectives of the course are:

- a. To enable students to explain different approaches to politics and build their own understanding of politics.
- b. To introduce students to the major traditions of Political Theory along with some of the critical perspectives.
- c. To develop an understanding of the major theories of democracy.
- d. To make students understand the role of media in politics.

c. Overall structure:

This course is organized around five units.

Unit	Topic	Duration (Weeks)
1.	Introduction to Politics	3
2.	Liberal and Marxist Traditions of Political Theory	3
3.	Critical Perspectives: Feminist and Postmodern	3
4.	Democracy: Theory and Practice	3
5.	Political Communication and Mass Media	2

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)
1,2&3	<p>Introduction to Politics</p> <p>a. What are political questions: Understanding Politics and the Idea of the Political</p> <p>b. Theorizing the Political: Introduction to Political Theory, its Nature and Scope</p>	<ul style="list-style-type: none"> • To introduce the students to various ways in which politics is understood • to introduce them to the idea of political • to understand what is Political theory 	<ul style="list-style-type: none"> • Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16. • Bellamy, R. (1993). Introduction: The Demise and Rise of Political Theory. In Bellamy, R. (Ed.), Theories and Concepts of Politics. New York: Manchester University Press, pp. 1-14. • McKinnon, C. (2008) 'Introduction'. In McKinnon, C. Issues in Political Theory. New York: Oxford University Press, pp. 1-8 	<ul style="list-style-type: none"> • Vincent, A. (2004), 'We Have a Firm Foundation', in Vincent, A. The Nature of Political Theory. New York: Oxford University Press, pp. 19-80 	
4,5&6	<p>Liberal and Marxist Traditions of Political Theory</p>	<ul style="list-style-type: none"> • Students will be exposed to the major 	<ul style="list-style-type: none"> • Heywood, Andrew (2021), 'Liberalism', in Heywood, Andrew 	<ul style="list-style-type: none"> • Ball, T. (1995). Ideals and Ideologies: A Reader. 	

		traditions of Political Theory	<p>Political Ideologies: An Introduction (7th Edition), Red Globe Press (Macmillan International), pp. 19-48</p> <ul style="list-style-type: none"> • Bevir, Mark (ed.) (2010), Encyclopedia of Political Theory (Volume 2), Sage, London, pp. 856-870 	Boston: Addison Wesley.	
7,8&9	Critical Perspectives: Feminist and Postmodern	<ul style="list-style-type: none"> • Students will be introduced to the critical perspectives in Political Theory 	<ul style="list-style-type: none"> • Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 94-114. • Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 265-288. • Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, C. and Gaus G. F. (eds), Handbook of Political Theory. New Delhi: Sage, pp. 46-54. 	<ul style="list-style-type: none"> • Jaggard, A. (1983) Feminist Politics and Human Nature. Forbes Boulevard: Rowman and Littlefield. • Bertens, H. (1995). The Idea of Postmodern. London: Routledge. 	

10,11&12	<p>Democracy: Theory and Practice a. Theories of Democracy: Participatory, Representative, Deliberative</p>	<ul style="list-style-type: none"> • Students will be able to understand major theories of democracy and how they are practiced. 	<ul style="list-style-type: none"> • Owen, David (2003). 'Democracy'. In Bellamy, Richard and Mason, Andrew (eds), Political Concepts. Manchester: Manchester University Press, pp. 105-117. • Arblaster, A. (1994). 'Representation and 'Direct' Democracy'. in Arblaster, A. Democracy. (2nd edition). Buckingham: World View, pp. 79-86. 	<ul style="list-style-type: none"> • Macpherson, C. B. (1973). Democratic Theory: Essays in Retrieval. Oxford: Clarendon Press. 	
13&14	<p>Political Communication and Mass Media a. Political Communication b. Role of Mass media</p>	<ul style="list-style-type: none"> • Students will be able to understand the role of media in politics 	<ul style="list-style-type: none"> • Gurevitch, M., Coleman, S., & Blumler, J. (2009). Political Communication —Old and New Media Relationships. The Annals of the American Academy of Political and Social Science, 625, pp. 164-181. • Page, B. (1996). The Mass Media as Political Actors. PS: Political Science and Politics, 29(1), pp. 20-24. 	<ul style="list-style-type: none"> • Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. Sociological Theory, 6(2), pp. 219-241. 	

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheel chair access when required.

- c. Expertise in AUD faculty or outside

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

Linkages with organisations like CSDS, CPR, CWDS, PRIA will be worked upon.

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (40%).

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

**Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)**

Minutes of the 56th meeting of the Standing Committee on Academic Programmes (SCAP) held on 18th January 2022 via Google Meet.

The following members were present:

Prof. Kartik Dave	- Member
Prof. Babu P Remesh	- Member
Prof. Dharendra D. Dangwal	- In the Chair
Prof. Bodh Prakash	- Member
Dr. Suresh Babu	- Member
Dr. Sunita Singh	- Member
Prof. Satyaketu Sankrit	- Member
Prof. Nakkeeran Nanjappan	- Member
Dr. Jyotirmoy Bhattacharya	- Member
Dr. Rachna Mehra	- Convenor

Regrets: Prof. Anita Ghai, Prof. Sitansu Sekhar Jena, Prof. Lawrence Liang, Dean Academic Services, Dean SDes, Dean SCCE

Special Invitees: Dr. Parag Waknis, Dr. Krishna Ram, Dr. Michael Lunminthang Dr Dipa Sinha, Dr. Pawan Kumar, Dr. Ekta Singh, Dr. Sunalini Kumar, Dr. Mrityunjay Tripathi, Dr. Awadhesh Kumar Tripathi

Secretarial Assistance: Dr. Sunita Tyagi

The following agenda items were discussed:

- I. **To consider the recommendations of the Board of Studies of School of Undergraduate Studies (SUS) for the following:**
 1. **To consider the proposal for the launch of Four Years B.A. Political Science programme and its courses**

The Dean SUS presented the concept note of the Four year undergraduate programme in political science. He explained how the BA FYUP in political science shares the mission of AUD in following a liberal and open pedagogy and assessment, participatory teaching, and a commitment to continuous, progressive evaluation of academic practices. In addition the learning outcomes curricular framework (LOCF) guidelines released by the UGC in 2020-21 encourages the overlap of theory and practice in higher education; along with the stress on skill-building and practical knowledge. The FYUP in political science at AUD, through its unique combination of taught courses (both disciplinary and inter-disciplinary) as well as skill-enhancement and research-based courses will fulfil these aims.

Students will have multiple exit options with the possibility of rejoining the program after a gap. After one year students may exit with a Certificate, after two years with a Diploma. However the default options will be three or four years. The students of the programme can choose to complete three years leading to a BA (Honours) in Political Science or an academic degree with a research component in the fourth year leading to a BA (Honours with Research) in Political Science.

i. Programme Structure - B.A. Political Science programme

BA FYUP students will take 16 core courses of 6 credits each over 4 years. This makes a total of 96 credits.

The remaining 64 credits will be shared between the skill enhancement, discipline specific and interdisciplinary electives.

BA (Three year) students will take 12 core courses of 6 credits over 3 years. This makes a total of 72 credits.

The remaining 48 credits will be shared between the skill enhancement, discipline specific and interdisciplinary electives.

BA (H) Political Science (FYUP)

SEMESTER	CORE PAPERS (6 Credits per course)	SKILL ENHANCEMENT COURSE (4 Credits per course)	INTERDISCIPLINARY ELECTIVE (4 credits per course)	ELECTIVE DISCIPLINE SPECIFIC (4 credits per course)	CREDITS
SEM- I	Understanding Politics	English	Globalization and Politics		20
	Indian Constitution				
SEM- II	Political Theory	Hindi	Feminism: Theory and Practice		20
	Politics in India				
	Western Political Thought	Environmental Issues in India	Human Rights		20
	State Politics in India				

SEM- III					
SEM- IV	Comparative Government and Politics	Legal Literacy	Understanding Gandhi Or Understanding Ambedkar		20
	Indian Political Thought				
SEM- V	Theories of International Relations	India's Security Environment		Colonialism and Nationalism in India or Party Politics in India	20
	Public Administration				
SEM- VI	India's Foreign Policy	Research in Public Opinion and Voting		Constituent Assembly: Debates and the Ideas of India OR Social and Political Movements in Contemporary India	20
	Public Policy				
SEM- VII	Research Methods 1	Managing Elections and Election Campaigns		State in South Asia OR Global	20

				Justice	
	International Governance and Institutions				
SEM- VIII	Research Methods 2	Legislative Business, Research in Legislation and Legislative Support		The Idea of Democracy OR Global IR: Non-Western Perspectives	20
	Field Work and Research Outcome				
				Total Credits	160

The following observation was made by the SCAP members regarding the program structure:

1. There needs to be clarity regarding the number of credits (120/140/160) for three years and four year of the programme. How is it supposed to be distributed across the semesters and courses? This will be revised when guidelines become clearer.
2. There was discussion on the nomenclature of the program but it was suggested that it will be according to UGC guidelines.
3. What kind of research component should be there in the fourth year? There will be further elaboration of this once the NEP guidelines are clear on this.
4. There was a proposal to offer generic elective courses bilingually (in English as well as Hindi). The members supported this idea, but keeping in view that presently AUD has English as a medium of instruction any policy decision on this will be taken at the university level rather than at the programme level.

After due deliberation, it was recommended that as and when the university fully adopts NEP the new changes will be incorporated in the programme and SCAP

recommends that the BA political science FYUP be placed in the next meeting of Academic Council for consideration.

ii. Courses of BA Political Science FYUP

The faculty presented the five courses of the BA Political Science to be offered in the first year of the program

a) Feminism: Theory and Practice

The course is intended as one of the interdisciplinary elective courses for students of the four year BA programmes at AUD. The course will complement other interdisciplinary courses in the 4 year programme structure, and also provide a perspective on the core and discipline-centred courses in political science. The course will be offered to second semester BA students. This course seeks to understand the nature, phases and core issues of the feminist movement, both in India and globally. Seeking an equal focus on theory and practice in feminism, the course will allow students to see the social, political and cultural construction of the role of women in our society; and the manner in which some of these have created forms of disempowerment. The course also seeks to locate women in the field of politics and political participation in Indian democracy, as well as highlight some of the pressing issues facing women in India, for example violence against women; sexual harassment; and trafficking and human rights violations. The expected learning outcomes will include ability to engage with patriarchal ideology and its workings in multiple contexts, familiarity with the history of feminist and allied social movements in India and understanding the key issues related to women's political participation.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled 'Feminism: Theory and Practice' (Elective; 4 Credits) be placed in the next meeting of Academic Council for consideration.

b) Indian Constitution

The course is intended as a compulsory core course in the first year for students of BA in Political Science. It will introduce students to a detailed understanding of both the context as well as the content of the Indian Constitution. It will familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality; and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states. It also highlights how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly. By the end of the course, the students will be able to understand the terms of partition and how princely states were integrated. They

will come to know the importance of the Preamble in the constitutional design of India and will be able to answer how constituent assembly deliberated and decided on the National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution. They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled 'Indian Constitution' (Core; 6 Credits) be placed in the next meeting of Academic Council for consideration.

c) **Political Theory**

The course will be offered to second semester BA students as a compulsory core course. This course will equip students to critically interrogate and engage with the social and political structures-an essential part of a university dedicated to teaching and research in Social Sciences and humanities. It will enable students to look beyond their individual locations and acquire an understanding of the contested ways in which the core concepts of Political Theory have been understood across time and space. The course will provide a clear grasp of the inequalities and conflicts in society, which is very important for students who wish to be engaged citizens in a democracy, thus fulfilling one of the essential goals of AUD-making active and enlightened citizens. It is designed to introduce key concepts in politics and political theory to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Contemporary debates on key concepts like freedom, equality, justice, rights and power allow the students to understand the expanding horizons of discourses in the discipline.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled 'Political Theory' (Core; 6 Credits) be placed in the next meeting of Academic Council for consideration.

d) **Politics in India**

The course will be offered to second semester BA students as a compulsory core course. The course serves as a necessary foundation for students seeking a grounding in political science through the undergraduate programme. This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic and ethnic sub-systems, the course is designed to understand their roles in politics of the

country. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity. The expected learning outcome is that students would be able to know the key drivers of Indian politics. They will be able to explain how caste, religion, language have influenced the identity politics in India. They will also understand the ideology, social base and function of key political parties such as Indian the National Congress and the Bhartiya Janata Party. They will be able to know what ails our electoral democracy and what are the key issues related to expenditure in elections and their public funding.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled 'Politics in India' (Core; 6 Credits) be placed in the next meeting of Academic Council for consideration.

e) **Understanding Politics**

The course is intended as one of four core courses in the first year for students of BA in Political Science. The course will be offered to first semester BA students as a compulsory core course. This course will equip students to critically interrogate and engage with the social and political structures-an essential part of a university dedicated to teaching and research in Social Sciences and humanities. It will enable students to look beyond their individual locations and acquire an understanding of the contested ways in which the 'political' has been understood across time and space. The course will provide a clear grasp of the inequalities and conflicts in society, which is very important for students who wish to be engaged citizens in a democracy, thus fulfilling one of the essential goals of AUD-making active and enlightened citizens. It will enable students to explain different approaches to politics and build their own understanding of politics. The students will become acquainted with major traditions of Political Theory along with some of the critical perspectives.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled 'Understanding Politics' (Core; 6 Credits) be placed in the next meeting of Academic Council for consideration.

2. To discuss the courses of the existing BA programmes in SUS:

i. BA Economics Programme

a) Topics in Econometrics

This course leverages the knowledge gained by students in EC 111 to further their skills in quantitative economic analysis. The study of econometrics is an very essential part of every economist's training and because of this we see increasing demand of econometrics knowledge in modern world. This course

introduces students to some advance topics in econometrics which are very essentials to conduct any empirical research in economics. This course emphasises on econometric challenges one generally face while doing empirical research work in economics with real data set. This course covers theoretical and empirical dimensions of economic analysis. Some advance econometric methods like Auto regressive distributed lag model, Simultaneous equation model, Instrument variable techniques and some basic time series econometrics modes will be discussed with an emphasis on econometrics challenges one may confront while dealing with such regression model. The main objective of this course is to introduce students to some advance topics of cross sectional regression model that are generally used for testing validity of any economic theory.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled ‘Topics in Econometrics’ (Elective; 4 credits) be placed in the next meeting of Academic Council for consideration.

b) Monetary Economics

This course builds on the core courses such as Microeconomics and Macroeconomics taught in the BA Economics programme to study emergence of and implications of money, monetary arrangements, and payment systems for the functioning and evolution of the economy. It is linked to the course EC:134 Money, Banking, and Finance. While EC:134 primarily focuses on institutional details, the proposed course envisages to build deeper conceptual understanding of money as a fundamental institution that facilitates spot exchange of goods and services and inter-temporal transfer of resources in all modern economies. This course will dig deeper into these questions with the help of a very simple and intuitive framework of the Overlapping Generations Model (OLG) or similar micro-founded frameworks. The course envisages to develop a systematic way of thinking about such questions using contemporary economic modelling techniques. As such it also provides a peek into the methodology that economists employ to conduct thought experiments while exploring answers to fundamental questions about economy and society. It builds on the skills students acquire in the core courses from the BA Economics program. It adds to the basket of electives offered by the economics faculty and fills in the gap in the existing courses.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled ‘Monetary Economics’ (Elective; 4 credits) be placed in the next meeting of Academic Council for consideration.

c) Issues in Social Policy in India

This course builds on the foundation courses offered in the BA programme such as Contemporary Indian Political Thought (CIPT) and Indian Constitution and Democracy (ICD) as well as the foundational elective course Introduction to the Indian Economy (SUS1EC131) in the BA programmes (first year). This course introduces students specifically to issues and debates around social policy in India. The BA Economics programme at AUD is designed to provide students a rigorous undergraduate training in economic analysis, with an emphasis on issues confronting developing economies like India. This course will expose students to current debates in social policy in India, linking it to questions of economic policy, development economics and Indian economy. This way it complements other courses offered by the programme such as Introduction to the Indian Economy, Issues in Indian Economy and Development Economics. This course aims to help students get familiar with the components of the welfare state in India, the shortcomings in the implementation of social policy in the country, develop an appreciation of the progress (over time and across states) in strengthening the implementation of these programmes and the current and emerging challenges.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled 'Issues in Social Policy in India' (Elective; 4 credits) be placed in the next meeting of Academic Council for consideration.

ii BA SSH programme:

Open Elective Hindi Courses for BA SSH programme

a) हिंदी अनुप्रयोग

It will be offered to 3rd semester students as open elective. It will discuss application of Hindi as it emerged after 1990. The course aims to develop certain skills in students about this new aspect of Hindi application in different fields. The Course contains four modules in which we discuss different uses of Hindi in administrative levels, writing press notes, drafts and letters etc. Writing techniques, editing, proof reading, news writing are the functional part of the course. Course aims to discuss computer and Hindi compatibility with students. The last module of course discusses the relation of entertainment industry with Hindi language and how Hindi is used in this industry. In this course,

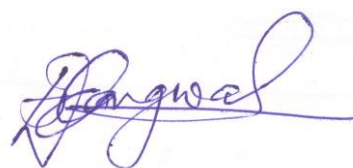
assessments will be practice based hence main assessments will take place in the class.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled 'हिंदी अनुप्रयोग' (Elective; 4 credits) be placed in the next meeting of Academic Council for consideration.

b) साहित्य में 'सामान्य' और मनोविक्षेप की समझ

It is an elective course for 4 credits. The relationship of literature with Madness can be categorised in three ways- the madness of the author, madness of the characters and analysis of the characters with the help of theories of psychology. This course will focus on the second aspect- the madness of the characters and strategies to read these characters. For a very long time, madness has been considered as a symptom of being in the possession of ultimate truth or knowledge. Thus there is a possibility of the epistemology of the madness. From Mahabharata to Urdu poetry there are many images of mad heroes, lovers and beloveds. Sufi-Bhakti literature also has the tradition of complete surrender where one is expected to immolate self-pride. This is supposed to be the biggest achievement of the Bhakta or Sadhaka. At the same time concept of a mad lover has also been a commonly used trope in Urdu-Persian poetry. This course will explore the idea of love and madness. One can find several literary characters purposefully depicted as mad to expose the chaos of our society. These characters are supposed to shake our conscience and show us the inverted reality. This course will introduce some seminal texts and analyse them in this context. It will enable our students to understand the idea of Normal and digressions from it.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the BA course titled 'साहित्य में 'सामान्य' और मनोविक्षेप की समझ' (Elective; 4 credits) be placed in the next meeting of Academic Council for consideration.



(Rachna Mehra)
Convenor

(Dhirendra D. Dangwal)
Chairperson

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B.A Honours
Course title	Topics in Econometrics
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective for Economics (H) and other disciplines
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Sem 2022
Course coordinator and team	Krishna Ram

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 This course leverages the knowledge gained by students in EC 111 to further their skills in quantitative economic analysis.
2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)
 Successfully completion of Introduction to Econometrics/Applied Econometrics (EC111)
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 -N/A
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
 - Semester-long course, classroom teaching and computer lab workshops.
5. How does the course link with the vision of AUD?
 -Ability to conduct empirical research is an integral part of economics training. As students of BA Economics Honours at AUD, this course will enable them to conduct empirical research work related to not only in areas of economics but also in other areas which demand knowledge of advance statistical technique for the analysis..
6. How does the course link with the specific programme(s) where it is being offered?
 The study of econometrics is an very essential part of every economist's training and because of this we see increasing demand of econometrics knowledge in modern world. This course introduces students to some advance topics in econometrics which are very essentials to conduct any empirical research in economics. This course emphasises on econometric challenges one generally face while doing empirical research work in economics with real data set.

7. Course Details:

a. Summary:

This course covers theoretical and empirical dimensions of economic analysis. Some advance econometric methods like Auto regressive distributed lag model, Simultaneous equation model, Instrument variable techniques and some basic time series econometrics modes will be discussed with an emphasis on econometrics challenges one may confront while dealing with such regression model.

b. Objectives:

The main objective of this course is to introduce students to some advance topics of cross sectional regression model that are generally used for testing validity of any economic

theory. Some basic topic of time series regression model also be covered to let them understand why time series data requires different kind of dealing as compared to the cross sectional regression model.

c. Expected learning outcomes: At the end of the course students will

- i. be able to describe econometric challenges involved in testing relationship between two or more economic variables with both time and cross sectional data set
- ii. Be able to understand the various form of mismedication of regression model.
- iii. Be able to derive the regression's coefficients in Matrix form
- iv. Be able to estimate dynamic econometric regression
- v. Be able to understand endogeneity problem and its solutions
- vi. Be able to understand some basic time regression model
- vii. Be able to understand the importance of various model selection criterion and data mining process for the best regression model.

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

1. Review of Ordinary Lest Square Method- Estimation, specification and Diagnostic Testing (4 hours)
2. The Matrix Approach of Linear Regression Model: The k- variable regression model, Assumptions of the Classical Linear Regression Model, OLS estimation, Variance-Covariance Matrix, Coefficient of Determination R^2 . (4 hours)
3. Econometric Modelling: Model Selection and Diagnostic Testing
 - a. Tests of Specification errors: Detecting the presence of unnecessary variables, omitted variables and incorrect functional form (Ramsey RESET and Lagrange Multiplier Test for Adding Variables)
 - b. Errors of measurement in both dependent and Independent variable: Consequences and remedial measures
 - c. Model Selection Criteria: R^2 and Adjusted R^2 criteria, Akaike's Information Criterion and Schwarz's Information Criterion.
 - d. Additional topics in modelling (Outliers, Leverage, Influence; Recursive least Squares; Chow's Prediction Failure Test; Missing Data)
 - e. Non-normal errors and stochastic regressors (12 hours)
4. Dynamic Econometric Models: Introduction , Distributed Lag Models: Nature of lagged phenomena, Estimation using Koyck transformation. The Adaptive Expectations and Partial Adjustment Models. (8 hours)
5. Simultaneous Equation Models: Introduction, Identification Problem & Estimation. (4hours)
6. Instrument variable regression: Introduction, identification and Two stage least square (2SLS) (6 hours)
7. Time series Econometrics: Some basic concept, Stationary and Non stationary Stochastic Process, ARIMA, ARCH-GARCH Models (12 hours)

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	Review of Ordinary Least Square Method- Estimation, specification and Diagnostic Testing		Basic Econometrics (BE), by Gujarati, Porter & Gunasekar , Ch-1 & 12		Class Test I- 30% Mid-February , Class test II- 35% Mid-March End Sem exam- 35% (As per AUD Calendar)
2	The Matrix Approach of Linear Regression Model: The k- variable regression model, Assumptions of the Classical Linear Regression Model, OLS estimation, Variance-Covariance Matrix, Coefficient of Determination R^2	To learn to derive OLS coefficients with Matrix Algebra	Gujarati & Porter - Appendix D		
3	Econometric Modelling: Tests of Specification errors- Detecting the presence of unnecessary variables, omitted variables bias and incorrect functional form	To learn the various form of possible misspecifications and its link with the problem of endogeneity in the regression model.	BE- Ch-13		
4	Errors of measurement in both dependent and Independent variable: Consequences and remedial measures	Understand the importance of having measurement error in the model.	BE- Ch-13		
5	Model Selection Criteria, Outlier	To learn the importance of various selection criteria and data mining process for the best regression model.	BE- Ch-13		
6	Dynamic Econometric Models:	To understand the statistical problem in	BE-Ch-17		

	Introduction , Distributed Lag Models: Nature of lagged phenomena, Estimation using Koyck transformation.	estimating the regression equation with Lags.			
7	The Adaptive Expectations and Partial Adjustment Models.		BE- Ch-17		
8	Simultaneous Equation Models: Introduction, Identification Problem & Estimation. (4hours)	To introduce to the elementary concept of simultaneous equation model, estimation probel, and method especially designed to estimate such model.	Wooldridge , Ch-16	BE- Ch-18, 19	
9	Instrument variable regression: Introduction, identification and Two stage least square (2SLS)	To understand how IV method can be used to solve the problem of endogeneity in one or more than one explanatory variable	Wooldridge, Ch-15		
10	Time series Econometrics: Some basic concept, Stationary and Non stationary Stochastic Process,	To learn about the defining characteristics of various type of stochastic process	Asterious & Hall (AH) Ch-13		
11	ARIMA,	To learn to produce forecast of ARIMA Model	Asterious & Hall (AH) Ch-13	Brooks, Ch-6	
12	ARCH-GARCH Models	Discuss the feature of data that motivate to use ARCH-GARCH Model	Asterious & Hall (AH) Ch-14	Brooks, Ch-9	

Note: As the number of weeks required to cover all topics exceed 12 weeks (48hours of teaching), the course coordinator may leave one or two topics.

8. Reference Reading:

Gujarati, D. N., & Porter, D. & Gunasekar (2012). *Basic Econometrics*, Mc Graw-Hill Indian Edition (5th edition).

Gujarati, D. N., & Porter, D. (2009). *Basic Econometrics*, Mc Graw-Hill International Edition.
Asteriou, D., & Hall, S. G. (2015). *Applied econometrics*. Macmillan International Higher Education.
Brooks, C. (2014). *Introductory econometrics for finance*, Cambridge university press.
Wooldridge, Jeffrey, M. (2018). *Introductory Econometrics: A modern approach*. Cengage Learning.

9. Pedagogy:

- a. Instructional strategies:
 - Class Room Teaching, Computer Lab classes
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Yes, STATA/R Software
- c. Expertise in AUD faculty or outside
-NO
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
-NO

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Economics
Course title	Monetary Economics
Course code	EC135 (tentative)
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA
Proposed date of launch	Winter 2022
Course coordinator and team	Dr. Parag Waknis & Dr. Jyotirmoy Bhattacharya

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

This course builds on the core courses such as Microeconomics and Macroeconomics taught in the BA Economics programme to study emergence of and implications of money, monetary arrangements, and payment systems for the functioning and evolution of the economy.

It is linked to the course EC:134 Money, Banking, and Finance. While EC:134 primarily focusses on institutional details, the proposed course envisages to build deeper conceptual understanding of money as a fundamental institution that facilitates spot exchange of goods and services and intertemporal transfer of resources in all modern economies.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
Microeconomics I, Macroeconomics I & II, or approval by the instructor.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
As per SUS norms.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
A semester long course to be offered in fifth semester and above.
5. How does the course link with the vision of AUD?

Education for empowerment, equity, and social justice is the moto of AUD programs. Money as an institution empowers people to make economic decisions that would affect individual as well as society's wellbeing. Understanding the foundational underpinnings of this institution will allow students to clearly enunciate and formulate a response to any policy changes affecting this institution and its capability to ensure fair participation in the economic activity for all.

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

This course builds on the skills students acquire in the core courses from the BA Economics program. It adds to the basket of electives offered by the economics faculty and fills in the gap in the existing courses.

7. **Course Details:**

a. Summary:

Money is said to be the third greatest inventions of mankind! Why is it so? What does money exactly do? What is money in the first place? Why is it important to understand what money does? How much money should we have in the economy as a whole? Should there be someone to regulate this amount? What should we do about financial crises? How is money related to financial intermediation? Is cryptocurrency the way forward? These and other important questions form the core of a course in monetary theory and policy. This course will dig deeper into these questions with the help of a very simple and intuitive framework of the Overlapping Generations Model (OLG) or similar microfounded frameworks. The course envisages to develop a systematic way of thinking about such questions using contemporary economic modeling techniques. As such it also provides a peek into the methodology that economists employ to conduct thought experiments while exploring answers to fundamental questions about economy and society.

b. Objectives:

1. To develop a systematic way of thinking about the consequences of using money through introduction of contemporary economic modeling techniques.
2. To develop analytical skills required for assessing practice of monetary policy in India and elsewhere.
3. To equip students with a cohesive theoretical framework that can be used to assess various monetary arrangements, payment systems, and policies shaping them.
4. To introduce students to dynamic macroeconomic theory and its applications in related fields as a precursor for their higher studies in economics.

c. Expected learning outcomes:

At the end of the course students should be able to

- i. Describe the basic friction that gives rise to demand for money.
- ii. Demonstrate the welfare improving role of money with the help of a simple economic model.
- iii. Use the theoretical framework(s) developed in the course to analyse the impact of any factor that affects the availability of money as an institution.
- iv. Use the theoretical framework(s) developed in the course to illustrate the emergence of financial intermediation in the economy.
- v. Use the theoretical framework(s) developed in the course to carry out simple policy experiments and clearly outline their implications.

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

While the course can be taught using variety of theoretical perspectives, the overall organisation here is based on a microfounded dynamic general equilibrium modelling approach. The primary objective in adopting this approach is to train students in systematically thinking about economic questions rather than treat the subject of monetary economics as a collection of facts and institutional details.

The course starts with the discussion of fundamentals of money and monetary institutions. After emphasizing why money emerges as a medium of exchange through historical and theoretical discussions and readings, an overlapping generations model (OLG) is used to capture this basic role of money. The units then are arranged as per the modifications of the original model to approximate the functioning of monetary institutions and policies in the real world.

- i. Unit 1: The fundamentals of money.
A brief historical survey of money and its development over centuries along with discussion of basic frictions in the economy that give rise to demand for a medium of exchange will be covered.
- ii. Unit 2: Modelling money- the overlapping generations (OLG) model.
approach.
The main modelling framework will be introduced and then used to demonstrate conditions under which money can improve on the set of allocations in the economy than in a setting without it.
- iii. Unit 3: Money and financial intermediation.
The basic OLG model is modified to explore the role money plays in facilitating financial intermediation. Issues related to payment systems and the evolving role of technology in facilitating virtual goods and financial transactions will also be touched up on. This is a precursor to understanding the banking system and its regulation via a central bank in the next topic.
- iv. Unit 4: Monetary Policy in theory and practice.
Understanding the role of a central bank in facilitating financial intermediation and payments system and its regulation. Topics like credit creation, measurement of money supply, money multiplier will be discussed in detail in this context.
- v. Unit 5: Money and Government Debt.
Role of fiscal policy in an economy is explored by modifying the basic OLG model to allow for a government to borrow from the banking system. Discussion will centre around issues relating to deficit financing and seignorage and its impact on the economy.
- vi. Unit 6: Money and the informal economy.
Money in the form of cash plays a significant role in sustaining informal economy in a developing country like India. Questions like what is the effect of different policies on monetary institutions and the sectors that depend on them substantially will be discussed here.

vii. Unit 7: Heterodox perspectives on Money.

The mainstream microfoundations approach is not the only approach to understand existence of monetary institutions and their impact on the economy. This section will cover some heterodox approaches to money by modifying the OLG model and explore their implications.

e. Contents (week wise plan with readings):

The main textbook for the course will be:

Chapman B, S Freeman, & J Haslag (2016), *Modelling Monetary Economies*, Cambridge University Press, Fourth Edition. Additional readings will be provided during the course. Some of the readings that form the core are given below.

Week	Topic	Readings
1	Introduction. Syllabus, The Idea of Money	
1	Evil is the root of money	Reading: Evil is the Root of All Money , David Andolfatto Kiyotaki, N., & Moore, J. (2002). Evil Is the Root of All Money. <i>The American Economic Review</i> , 92(2), 62-66.
2	How about some private money?	Champ, B(2007), Private Money in Our Past, Present, and Future , Federal Reserve Bank of Cleveland, Working Paper.
	Commodity Money- some history	Garg, S (2013), The Sikka and the Raj, Manohar. Chapters 1 and 2.
	Understanding the effects of using money- On Importance of Modelling.	The Methodology of Positive Economics by Milton Friedman.
3	A Simple Model of Money	Chapter 1, Champ, Freeman, and Haslag (2016).
4	Inflation	Chapter 3, Champ, Freeman, and Haslag (2016).
5	International Monetary Systems	Chapter 4, Champ, Freeman, and Haslag (2016).
6	Capital	Chapter 6, Champ, Freeman, and Haslag (2016).
7	Liquidity and Financial Intermediation	Chapter 7, Champ, Freeman, and Haslag (2016).
8	Central Banking and Money Supply	Chapter 8, Champ, Freeman, and Haslag (2016).

		Dua P (2020), Monetary Policy Framework in India, Indian Economic Review, 55:117–154
9	The Payments System	Chapter 11, Champ, Freeman, and Haslag (2016).
11	Deficits and the National Debt	Chapter 12, Champ, Freeman, and Haslag (2016).
13	Money and informal economy	Galor, O. (1992). A Two-Sector Overlapping-Generations Model: A Global Characterization of the Dynamical System.
14	Heterodox perspectives on Money	David Andolfatto, 2018. <u>"Reconciling Orthodox and Heterodox Views on Money and Banking," Review of Economic Analysis</u> , Digital Initiatives at the University of Waterloo Library, vol. 10(4), pages 351-370, November.

Assessment:

The following assessment combination is suggested to achieve learning outcomes for students:

Assessment	Contribution to Final Grade
Exams (2)	60%
Problem Sets	20%
Presentations/Term Paper	20%

8. Pedagogy:

- a. Instructional strategies: a combination of lectures, readings, and audio-visual material.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom equipped with a projector.
- c. Expertise in AUD faculty or outside: Economics faculty at AUD are competent to handle the course.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
NA.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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	Liberal Studies
Programme(s)	B.A. (H) Economics (open to all BA students)
Course title	Issues in Social Policy in India
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	January 2023
Course coordinator and team	Dr. Dipa Sinha

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

This course builds on the foundation courses offered in the BA programme such as Contemporary Indian Political Thought (CIPT) and Indian Constitution and Democracy (ICD) as well as the foundational elective course Introduction to the Indian Economy (SUS1EC131) in the BA programmes (first year). This course introduces students specifically to issues and debates around social policy in India.

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

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 25

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

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

The course contributes to the vision of AUD to ‘mould its students into informed and sensitive professionals who will engage with their social responsibilities and will react to the needs of the marginalised sections of our society’. This course will expose students to contemporary issues facing social policy in India, the issues in implementation of various schemes and programmes of the poor and vulnerable. Further, this course also imbibes the spirit of AUD’s emphasis on interdisciplinary learning. The course will be available for all students of the BA programme.

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

The BA Economics programme at AUD is designed to provide students a rigorous undergraduate training in economic analysis, with an emphasis on issues confronting developing economies like India. This course will expose students to current debates in social policy in India, linking it to questions of economic policy, development economics and Indian economy. This way it complements other courses offered by the programme such as Introduction to the Indian Economy, Issues in Indian Economy and Development Economics.

7. Course Details:

a. Summary:

This course aims to help students get familiar with the components of the welfare state in India, the shortcomings in the implementation of social policy in the country, develop an appreciation of the progress (over time and across states) in strengthening the implementation of these programmes and the current and emerging challenges.

b. Objectives:

- i. To understand contemporary issues of social policy in India
- ii. To discuss the relationship between economic growth and human development outcomes and the role of social policy
- iii. To introduce students to components of welfare state in India, with a special focus on women, children and socially marginalized groups
- iv. To understand the shortcomings in the implementation of social policy in the country
- v. To understand the components of policy design (through examples of good practices from different states in India) that aid better implementation

c. Expected learning outcomes:

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

- i. Explain the role of social policy in development
- ii. Describe main components of the welfare delivery in India
- iii. Analyse the gaps in existing schemes and programmes in India.
- iv. Evaluate budget allocations and expenditure of government of India on welfare schemes
- v. Illustrate aspects of design of programmes for reaching the poorest
- vi. Describe and recognise regional as well as caste and gender-based differences in policy emphasis and outcomes

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

The course will start with the basics of social policy introducing students to the role that social policy plays in economic development. The course will then build towards an exposure and understanding of social policy in India in different sectors, and their evaluation from the perspective of the vulnerable and marginalised. Given the wide scope of the issues involved,

the attempt is to provide students an exposure to as many sectors as possible but not going in-depth into everything. For e.g. school education includes multiple issues related to legislation, quality, equity, private provision, regulation, child labour etc. The course will only focus on the aspects of public vs private provisioning. Based on this understanding the following are the modules in the course:

1. Introduction: Growth, Development and Social Policy

In this module, the students will be introduced to the conceptual understanding of a two-way relationship between growth and development and non-income related factors that affect human development outcomes. It will also include an understanding of India's position globally and over time in terms of human development outcomes, those which would be the focus of attention of social policy specifically those discussed in the rest of the modules.

2. Intersectionalities (Caste, Gender) and Social Policy in India

This module will introduce students to intersectionality and determinants of welfare outcomes as well as implementation of social policy. Issues of caste and gender discrimination will be discussed. This is an introductory module and while the different sectors are being discussed in the rest of the course, various examples of social policy will be used to analyse how they can be sensitive or insensitive to these differences.

3. Inter-state Variations

There is a wide variation in India by states in terms of their human development outcomes. Some broad trends and the explanations for the same will be discussed. Some case studies will be discussed.

4. Health and Education

In this module, some issues related to health and education policy in India will be discussed. In the case of health, the focus will be on the role of government funded health insurance schemes vs. direct provisioning by government. In case of education, the debates on private vs public schooling will be discussed. Both, will expose students to the literature around privatisation and the universal provision of basic services.

5. Food Security and Employment Guarantee

In this module, the basic issues facing India in terms of income, employment and food security will be discussed. Two important legislations which drive social policy around this, the National Food Security Act (NFSA) and the National Rural Employment Guarantee Act (NREGA) will be discussed. The schemes through which the entitlements in these legislations are enacted will be discussed as well as the critique of the limitations of these legislations along with alternatives and improvements that have been proposed.

6. Social security, cash transfers and universal basic income

The concepts of social security and social protection will be introduced. Within this the debate on the desirability of a universal basic income scheme in India will be discussed. Existing cash

transfers schemes in India for social security such as old age pensions, maternity benefits will also be discussed.

8. Assessment Plan:

The final grades will be based on the following:

- a. Group Project: In class presentation of any one scheme discussed in the course, including on design, budgets/resources, implementation issues, outcomes (may include field work in Delhi depending on the situation) (Group Project) (20 percent)
- b. Drafting a policy brief on the basis of one of the schemes discussed – individual based including finds from the group project (40 percent)
- c. End-semester examination: 40 percent

9. Contents (week wise plan with readings):

The readings for the course will be a combination of books and articles. Given the nature of the course, students will also be recommended to read a number of editorial/opinion pieces in newspapers and web-portals (these are not included in the list below). For the schemes that are discussed, students will also be trained to look at budget documents, MIS systems, annual reports etc.

Essential readings in the list below are marked with a *. Some additional supplementary readings will be added each semester to incorporate new articles and policy debates.

1. Introduction: Growth, Development and Social Policy [Week 1 and 2]

Readings:

- 1) Drèze and Sen (2013), *An Uncertain Glory: India and its Contradictions* (Princeton: Princeton University Press) [Chapter 1-3]
- 2) Drèze, Jean (Ed.) (2016), *Social Policy* (Hyderabad: Orient Black Swan). (Introduction)

2. Caste, Gender and Social Policy in India [Week 3 and 4]

- 1) Drèze and Sen (2013). Chapter 8
- 2) Deshpande, A. (2011). *The grammar of caste: Economic discrimination in contemporary India*. Oxford University Press.
- 3) Pellissery, S., Pampackal, A. J., & Bopaiah, P. (2015). Caste and distributive justice: Can social policy address durable inequalities? *Social Policy & Administration*, 49(6), 785-800.

3. Interstate variations [Week 5 and 6]

- 1) Sinha, D (2016). *Women, Health and Public Services in India: Why are States Different?*, Routledge UK.

- 2) Ramachandran, V. K. (2000). Human development achievements in an Indian state: A case study of Kerala. In *Social Development and Public Policy* (pp. 46-102). Palgrave Macmillan, London.
4. Health and Education [Week 7 and 8]
 - 1) Drèze and Sen. (2013). Chapter 5 and 6]
 - 2) Srivastava, P. (2010). Public–private partnerships or privatisation? Questioning the state's role in education in India. *Development in Practice*, 20(4-5), 540-553.
 - 3) Rao, S. (2004). Health insurance: concepts, issues and challenges. *Economic and Political Weekly*, 3835-3844.
 - 4) Dasgupta, Monica (2005), Public Health in India: Dangerous Neglect, *Economic and Political Weekly*
 5. Food Security and Employment Guarantee [Week 9,10 and 11]
 - 1) Drèze and Sen (2013). (Chapter 7)
 - 2) Narayanan, S., & Gerber, N. (2017). Social safety nets for food and nutrition security in India. *Global food security*, 15, 65-76.
 - 3) Himanshu and Sen, A. (2011). Why not a universal food security legislation?. *Economic and Political Weekly*, 38-47.
 - 4) Sen, A. (1992). *The political economy of targeting*. Washington, DC: World Bank.
 6. Social security, cash transfers and universal basic income [Week 12 and 13]
 - 1) Drèze, J., & Khera, R. (2017). Recent social security initiatives in India. *World Development*, 98, 555-572.
 - 2) Bardhan, P. (2017). Universal basic income–its special case for India. *Indian Journal of Human Development*, 11(2), 141-143.

Additional Readings

[Below is a tentative list of additional readings – these will be updated and revised regularly. A select list of these will be covered in the course each time, depending on student interest and contemporary debates]

- 1) Mkandawire, T., & Unies, N. (2001). *Social policy in a development context* (Vol. 25). Geneva: United Nations Research Institute for Social Development.
- 2) De Haan, A. (2013). *The social policies of emerging economies: Growth and welfare in China and India* (No. 110). working paper.
- 3) Deshpande, A., Goel, D., & Khanna, S. (2018). Bad karma or discrimination? Male–female wage gaps among salaried workers in India. *World Development*, 102, 331-344.
- 4) Weiskopf, Thomas (2004), Impact of Reservation on Admissions to Higher Education in India, *Economic and Political Weekly*.
- 5) Coffey, Hathi, Khurana and Thorat (2018), Explicit Prejudice, *Economic and Political Weekly*.
- 6) Baru, R., Acharya, A., Acharya, S., Kumar, A. S., & Nagaraj, K. (2010). Inequities in access to health services in India: caste, class and region. *Economic and political Weekly*, 49-58.
- 7) Desai, S., & Dubey, A. (2012). Caste in 21st century India: Competing narratives. *Economic and political weekly*, 46(11), 40.

- 8) Singh, P. (2011). We-ness and welfare: A longitudinal analysis of social development in Kerala, India. *World Development*, 39(2), 282-293.
- 9) Vijayabaskar, M., Swaminathan, P., Anandhi, S., & Balagopal, G. (2004). Human development in Tamil Nadu: examining linkages. *Economic and Political Weekly*, 797-802.
- 10) Weiner, M. (1991). *The child and the state in India: Child labor and education policy in comparative perspective*. Princeton University Press.
- 11) Nimkar, Nilesh (2019), What standardized testing doesn't tell us about learning, *India Development Review*.
- 12) Smith, W. C., & Joshi, D. K. (2016). Public vs. private schooling as a route to universal basic education: A comparison of China and India. *International Journal of Educational Development*, 46, 153-165.
- 13) Garg, S., Bebart, K. K., & Tripathi, N. (2020). Performance of India's national publicly funded health insurance scheme, Pradhan Mantri Jan Arogya Yojana (PMJAY), in improving access and financial protection for hospital care: findings from household surveys in Chhattisgarh state. *BMC public health*, 20(1), 1-10.
- 14) Narayanan, S., Naraparaju, K., & Gerber, N. (2019). Synergies in Social Protection: Impacts of India's MGNREGA and Public Distribution System on the health and nutrition of Women and Children. Available at SSRN 3513358.
- 15) Sinha, D (2015). Cash for food—A misplaced idea. *Economic and Political Weekly* 50 (16), 17-20
- 16) Khera, R. (2006). Mid-day meals in primary schools: Achievements and challenges. *Economic and political weekly*, 4742-4750.
- 17) Sinha, Dipa (2006), Rethinking ICDS, A rights-based perspective, *Economic and Political Weekly*.
- 18) Chopra and Pudussery (2014), *Social Security Pensions in India*, *Economic and Political Weekly*.
- 19) Sinha, D., Nehra, S., Matharu, S., Khanuja, J., & Falcao, V. L. (2016). Realising Universal Maternity Entitlements. *Economic & Political Weekly*, 51(34), 49.
- 20) Justino, P. (2007). Social security in developing countries: Myth or necessity? Evidence from India. *Journal of International Development: The Journal of the Development Studies Association*, 19(3), 367-382.

Remaining weeks are to be utilised for assessments and project work.

10. Pedagogy:

- a. Instructional strategies: Classroom lectures, presentations, group discussions, video screenings.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with a projector and sound system.
- c. Expertise in AUD faculty or outside : AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) – For the field-based group projects permission to allow visits to Delhi

government institutions such as schools, anganwadi centres, ration shops, mohalla clinics etc. would be useful.



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	SUS
Programme(s)	BA
Course title	हिंदी अनुप्रयोग
Course code	...
Credits	4
Course type (core/compulsory/optional/any other - please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Hindi Faculty

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

यह पाठ्यक्रम विश्वविद्यालय में पढ़ाए जाने वाले हिंदी अनिवार्य पाठ्यक्रम FC006 के आखिरी हिस्से का बढ़ाव है। हिंदी व्याकरण और साहित्य से अलग यह हिंदी के अनुप्रयोगों पर केंद्रित 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)

कोई नहीं।

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

40

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

3rd Semester

5. Proposed date of launch:
2021

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

यह पाठ्यक्रम विद्यार्थियों को हिंदी अनुप्रयोगों की समझ बनाते हुए रोज़गार के विभिन्न इलाकों में दक्षता हासिल करने पर जोर देता है। साहित्य व भाषा के अध्ययन के साथ हिंदी विषय में रोज़गारपरक शिक्षा के लक्ष्य को हासिल करने के लिए यह पाठ्यक्रम विद्यार्थियों को उपकरण प्रदान करेगा। SSH व अन्य स्नातक कार्यक्रमों के विद्यार्थियों लिए यह पाठ्यक्रम हिंदी अनुप्रयोगों के नए विकसित होते इलाकों की जानकारी व उनमें दक्षता के सहारे हिंदी की रोज़गारपरक दुनिया का दरवाज़ा खोलेगा।

7. Course Details:

a. Summary:

साहित्य व संस्कृति सम्बंधी विपुल लेखन का भंडार लिए हुए यह भाषा क्रमशः अपने को अद्यतन करते हुए आज बाज़ार के विभिन्न मोर्चों पर दखल बढ़ाती हुई दिख रही है। राजभाषा होने के कारण हिंदी विभिन्न कार्यालयों और सरकारी कार्य-व्यापारों का भी हिस्सा लगातार रही आयी है। हिंदी एक भाषा के रूप में समाज के बड़े तबके के बीच सम्पर्क-सम्बंध की भाषा के रूप में तो पहले से चली आयी है पर 90 के बाद धीरे-धीरे बढ़ते बाज़ार के बीच भी उसने अपनी उपस्थिति दर्ज करायी है। 90 के पहले सिर्फ़ सिने-उद्योग जैसे चुने हुए इलाकों में ही हिंदी भाषा का बाज़ार और उद्योग की दुनिया से साबका पड़ता था पर समय बीतते-न-बीतते आज हिंदी न सिर्फ़ विभिन्न उद्योगों और बाज़ार में इस्तेमाल हो रही है बल्कि अभिव्यक्ति के अधुनातम माध्यमों में भी उसका असर लगातार बढ़ा है। सोशल मीडिया से लेकर विज्ञापन जगत तक हिंदी भाषा की व्यापकता इस दौर में देखी जा सकती है। ऐसे में हिंदी का स्वरूप भी बदला है और उसने आधुनिक तकनीक के साथ अपने को अद्यतन भी किया है। इस पाठ्यक्रम में हम इन्हीं विषयों को विद्यार्थियों से साझा करेंगे और हिंदी की इस नयी दुनिया की उनकी समझ विकसित करने की कोशिश करेंगे। साथ ही अभ्यास केंद्रित पाठ्यक्रम के जरिये हम विद्यार्थियों को इन विभिन्न किस्म की लेखन व अभिव्यक्ति प्रविधियों में दक्ष करने का भी लक्ष्य रखते हैं।

b. Objectives:

1: हिंदी भाषा के मौजूदा विस्तार की समझ विकसित करना

- 2: कार्यालयों में हिंदी प्रयोग की दक्षता
- 3: आधुनिक माध्यमों में हिंदी में लेखन का कौशल विकसित करना।
- 4: हिंदी के कम्प्यूटर अनुप्रयोगों की समझ और उनमें दक्षता विकसित करना।
- 5: मनोरंजन उद्योग और हिंदी भाषा के सम्बंध की समझ बढ़ाना और उनके अनुप्रयोग में दक्षता विकसित करना।

c. Overall structure:

इस पाठ्यक्रम के चार माड्यूल होंगे जिनके विवरण नीचे दिए गए हैं।

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

माड्यूल-1

भाषा के विविध आयाम:

अ: सामान्य भाषा

ब: रचनात्मक भाषा

स: प्रयोजनमूलक भाषा

द: राजभाषा

कार्यालयी लेखन:

अ: नए पत्रों का प्रारूपण

ब: टिप्पण, संक्षेपण, पल्लवन

स: प्रेस विज्ञप्ति व कार्यालय ज्ञापन

द: कार्यालय आदेश व नोटशीट आदि

इस माड्यूल में दो खंड होंगे। पहला खंड मौजूदा समय में हिंदी भाषा के विस्तार की पैमाइश करेगा। भाषा के विभिन्न स्तरों की चर्चा करते हुए इस माड्यूल खंड में हम बोलचाल की भाषा, रचनात्मक भाषा, काम-काज की भाषा और राजभाषा के अंतर और वहावहारिकता को समझेंगे। दूसरे खंड में हिंदी भाषा के राजकीय दफ्तरों में व्यवहार सम्बंधी लेखन सिखाया जाएगा। विद्यार्थियों को जीवन के विभिन्न क्षेत्रों में कार्यालयी हिंदी का व्यवहार करना पड़ेगा, यह माड्यूल उन्हें दफ्तर की कामकाजी हिंदी के प्रारूपों से परिचित कराएगा। हिंदी के कार्यालयों के लिए नए पत्र, टिप्पण, पर्स विज्ञप्ति, ज्ञापन, कार्यालय आदेश व नोटशीट आदि लिखने के तरीकों के बारे में विद्यार्थी को सिखाया जाएगा।

संदर्भ पुस्तकें:

क: प्रयोजनमूलक हिंदी: डॉ रामप्रकाश व डॉ दिनेश गुप्त, राधाकृष्ण प्रकाशन, दिल्ली, 2006

ख: कार्यालयीय हिंदी, कैलाशनाथ पांडेय, प्रभात प्रकाशन, दिल्ली, 2018

माइयूल-2

लेखन कौशल:

अ: सम्पादन एवं प्रूफ रीडिंग

ब: वेब दुनिया व सोशल मीडिया में लेखन

स: समाचार, विज्ञापन, नारे, होर्डिंग लेखन आदि

इस माइयूल में बाजार व इंटरनेट की दुनिया में हो रहे हिंदी-प्रयोगों के बारे में विद्यार्थियों को सिखाया जाएगा। हिंदी के बढ़ते हुए बाजार और प्रभाव के बीच बाजार के लिए हिंदी लेखन कौशल विकसित करना इस माइयूल का ध्येय है। साथ ही अभिव्यक्ति की रचनाशीलता इस माइयूल के केंद्र में रहेगी। खबर, विज्ञापन, उत्पादों के स्लोगन [नारे] आदि की गुणवत्ता व प्रभा के बारे में सिखाते हुए विद्यार्थियों को अभ्यास के जरिये इस तरह के लेखन में दक्षता दी जा सकेगी। सम्पादन और प्रूफ रीडिंग की प्रांभिक जानकारी विद्यार्थी को सही और प्रभावी सम्प्रेषण से लैस करेगी। इसी तरह सोशल मीडिया के विभिन्न मंचों, मसलन ब्लॉग, फेसबुक, ट्विटर, इंस्टाग्राम आदि मंचों पर प्रभावी लेखन और अभिव्यक्ति के कौशल विकसित किए जाएँगे।

संदर्भ पुस्तकें:

क: व्यावहारिक हिंदी और रचना, कृष्णकुमार गोस्वामी, वाणी प्रकाशन, दिल्ली, 2005

ख: प्रयोजनमूलक हिंदी: सिद्धांत और प्रयोग, दंगल झाल्टे, वाणी प्रकाशन, दिल्ली, 2006

माइयूल-3

कम्प्यूटर और हिंदी अनुप्रयोग

अ: कॉपीराइट, नैतिकता, कानून और इंटरनेट

ब: हिंदी टंकण, प्रकाशन और हिंदी में इस्तेमाल होने वाले सॉफ्टवेयर

स: ऑनलाइन शब्दकोश, ऑनलाइन रचना भंडार व अन्य अध्ययन स्रोत

यह माइयूल कम्प्यूटर और हिंदी अनुप्रयोगों के बारे में विद्यार्थियों को सिखाएगा। अंग्रेजी आधारित कम्प्यूटर तकनीक का हिंदीकरण कैसे और कहाँ तक हुआ, और उसमें दक्षता हासिल कैसे की जा सकती है, यही सिखाना इस माइयूल का ध्येय है। कॉपीराइट, वेब दुनिया में लेखन सम्बंधी नैतिकता और कानूनों की समझ विकसित करते हुए यह माइयूल कम्प्यूटर के जरिये

हिंदी टंकण, हिंदी फांट, यूनिकोड व हिंदी प्रकाशन में इस्तेमाल होने वाले विभिन्न सॉफ्टवेयरों की प्रांभिक जानकारी विद्यार्थियों को देगा। कम्प्यूटर और वेब के आने के बाद विभिन्न किस्म के ऑनलाइन मुक्त संसाधनों से भी यह माइयूल विद्यार्थियों को परिचित कराएगा।

संदर्भ:

क: <https://rajbhasha.net/>

ख: <https://rajbhasha.gov.in/>

ग: कम्प्यूटर और हिंदी, हरिमोहन, तक्षशिला प्रकाशन, दिल्ली, 2015

माइयूल-4

मनोरंजन उद्योग और हिंदी भाषा

अ: रेडियो, टेलीविजन

ब: इंटरनेट [यूट्यूब, फ़ेसबुक, ट्विटर, इंस्टाग्राम आदि]

स: धारावाहिक, सिनेमा व सिने-गीत

द: कार्टून, कॉमिक्स व हिंदी डबिंग

यह माइयूल मनोरंजन जगत के विशाल संसार में हिंदी की उपयोगिता और उसके प्रभावों पर केंद्रित होगा। महावीर प्रसाद द्विवेदी और किशोरीदास वाजपेयी द्वारा संगठित हिंदी भाषा मनोरंजन उद्योग में शुरुआत से ही रही आयी है पर खासकर 90 के बाद उसने देश के मनोरंजन उद्योग में प्रमुखता से हस्तक्षेप किया है। इस प्रक्रिया में हिंदी भाषा में बहुत बदलाव हुए हैं। वह संस्कृत, अंग्रेजी व अपनी आस-पास की अन्य भाषा-बोलियों से लगातार समृद्ध होती गयी है, इस क्रम में कई बार व्याकरण और शब्द सम्पदा के बंधन टूटे हैं। इस माइयूल में रेडियो व टेलीविजन व विभिन्न किस्म के इंटरनेट मंचों के कार्यक्रमों की भाषा को पढ़ते-गुनते विद्यार्थी हिंदी धारावाहिकों, फ़िल्मी गीतों, कार्टूनों, कॉमिक्सों व हिंदी डबिंग के मौजूदा भाषा-संसार का विश्लेषण करेंगे।

संदर्भ पुस्तकें:

क: मीडिया लेखन, सुमित मोहन, वाणी प्रकाशन, दिल्ली, 2007

ख: मीडियाकालीन हिंदी, अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, दिल्ली, 2005

ग: मीडिया की भाषा-लीला, रविकान्त, लोकचेतना प्रकाशन, दिल्ली, 2016

e: Course outcome:

1: विद्यार्थियों को हिंदी के मौजूदा साहित्येतर संसार से परिचित कराएगा।

- 2: कार्यालयी लेखन की दक्षता विकसित करेगा।
- 3: इंटरनेट की दुनिया में हिंदी के इस्तेमाल के विभिन्न पहलुओं से विद्यार्थियों का परिचय कराएगा व तत्संबंधी लेखन-कौशल विकसित करेगा।
- 4: मनोरंजन उद्योग में इस्तेमाल हो रही हिंदी की समझ विकसित करेगा।

f: Suggested readings (Additional references (books/articles) shall be added according to need).

1 Pedagogy:

a. Instructional design:

क्लासरूम शिक्षण, वर्कशाप और प्रस्तुतियाँ। विषय-विशेषज्ञों के व्याख्यान।

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

Smart class room

c. Expertise in AUD faculty or outside:

AUD Faculty

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

None

2 Assessment structure (modes and frequency of assessments)

चूँकि यह व्यवहार आधारित पाठ्यक्रम है, इसलिए इसमें कक्षा आधारित मूल्यांकन अधिक होंगे। इन में विद्यार्थी को रिपोर्ट लिखने, क्षेत्र कार्य आधारित लेखन और व्यावहारिक लेखन आदि मूल्यांकन स्थितियों से गुजरना होगा।

Class Test: 30%

Class Test: 30%

End Sem: 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	School of Undergraduate Studies
Programme(s)	BA
Course title	साहित्य में 'सामान्य' और मनोविक्षेप की समझ (Understanding Normalcy and Madness in Literature)
Course code	TBD
Credits	04
Course type (core/compulsory /optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Awadhesh and Mrityunjay

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

अंबेडकर विश्वविद्यालय के बी ए मनोविज्ञान प्रोग्राम के पाठ्यक्रमों और स्कूल ऑफ़ लेटर्स के साहित्य सिद्धांत सम्बंधी पाठ्यक्रमों के साथ यह पाठ्यक्रम सैद्धांतिक और प्रविधिगत समानताओं वाला होगा।

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:

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

6th semester

5. Proposed date of launch:

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

अम्बेडकर विश्वविद्यालय दिल्ली अपने विभिन्न कार्यक्रमों के ज़रिए अपने विद्यार्थियों को मनुष्य की विविध मनोदशाओं के आलोचनात्मक विवेचन के औज़ार मुहैया कराता है। इस क्रम में ये कार्यक्रम 'नॉर्मल' मनुष्य व व्यवहार की अवधारणा को प्रश्रान्त करना और विक्षेपित करना सिखाते हैं। यहाँ प्रस्तावित पाठ्यक्रम साहित्य के दायरे के भीतर रचनाकारों व चरित्रों के विश्लेषण के ज़रिए अपने विद्यार्थियों को सामान्यता और सामान्य व्यवहार की सर्वव्यापी धारणाओं के बारे में अवगत कराएगा। साथ ही साथ तर्क, बुद्धि, ज्ञान और बोध की दार्शनिक अवधारणाओं व साहित्य परिसर में इन अवधारणाओं के साथ हुए प्रयोगों और इन सबके आपसी सम्बन्धों की जटिलताओं से यह पाठ्यक्रम विद्यार्थी को अवगत कराने का लक्ष्य रखता है। यह पाठ्यक्रम अपने से इतर के प्रति विद्यार्थी को अधिक सम्वेदनशील बनाएगा। अब साहित्य में आने वाले पागल ज़्यादा राजनीतिक आशयों का भार वहन करते से दिखते हैं। आमतौर पर इस युक्ति का इस्तेमाल समाज में अंतर्विरोधपूर्ण असामान्यता की परतों को उधेड़ने के लिए किया जाता है।

7.Course Details:

a. Summary:

साहित्य का 'मनोविक्षेप' से मोटे तौर पर तीन तरह का सम्बंध हो सकता है। एक: रचनाकार के मनोविक्षेप के रूप में, दो: चरित्रों के मनोविक्षेप के रूप में और तीन: विभिन्न सिद्धांतों के ज़रिए मनोविक्षेप का विश्लेषण। विक्षिप्त रचनाकार की अवधारणा प्राचीन साहित्य से मौजूद है जहाँ विक्षिप्ति को उसकी रचनात्मकता के स्रोत के रूप में देखा जाता है। वहीं साहित्य में विक्षिप्त चरित्रों का निर्माण एक सुविचारित युक्ति के रूप में भी होता रहा है। बहुत से रचनाकार अपने इन चरित्रों के ज़रिए मानवीय व्यवहार और उसके अंतर्विरोधों और दुश्चिंताओं आदि का विश्लेषण करने का प्रयास करते रहे हैं। तीसरा सम्बंध मनोविज्ञान की अवधारणाओं और परिभाषाओं के प्रयोग के ज़रिए किसी साहित्यिक कृति के विश्लेषण का रहा है। यह पाठ्यक्रम मूलतः साहित्यिक कृतियों के भीतर मौजूद विक्षिप्त चरित्रों को केंद्र में रखेगा। साहित्य में 'मनोविक्षेप' लम्बे समय तक परम ज्ञान के नजदीकतर होने या किन्हीं उदात्त भावनाओं के चरम पर पहुँचे होने का द्योतक भी रहा है। इस तरह 'मनोविक्षेप' की एक अलग ज्ञानमीमांसा भी सम्भव है। महाभारत में अपनी मणि से रहित अश्वत्थामा की 'विक्षिप्तता' से लेकर फ़ारसी-उर्दू शायरी के 'दीवानेपन' तक पूर्व आधुनिक साहित्य में 'विक्षिप्तता' की अगणित छवियाँ मौजूद हैं। दीवानापन, विक्षिप्तता, बावलापन, बउराना, पागलपन, सनक, जुनून, सौदाई, खब्ती, खब्तुल हवासी जैसे पद इस 'असामान्यता' को दर्शाने के लिए प्रयुक्त होते हैं। सूफ़ी संतों और भक्त कवियों के 'मनोविक्षेप' से जुड़े तमाम बिम्ब प्रचलित तथाकथित 'नॉर्म' से परे एक असामान्य मनोदशा और ज्ञानस्थिति को दिखाते हैं जो समाज में 'सामान्य' नहीं माना जाता। ये बिम्ब समाज में इस मनोदशा की स्वीकार्यता भी दर्शाते हैं। पूर्व आधुनिक समय का तमाम साहित्य इस बात का साक्ष्य है कि पागल के लिए दैनन्दिन सामाजिक जीवन में स्थान था। मसलन भारतीय उपमहाद्वीप में सम्भवतः उपनिवेश और आधुनिकता वे बिंदु हैं, जहाँ 'पागल' समाज से बहिष्कृत और साहित्य में भी युक्ति के रूप में ज़्यादा दिखने लगते हैं। यह पाठ्यक्रम 'मनोविक्षिप्तता' के इन साहित्यिक अनुप्रयोगों और उनकी रणनीतियों का पाठ करने में विद्यार्थियों को सक्षम बनाएगा।

b. Objectives

- अन्य के प्रति विद्यार्थियों को सम्वेदनशील बनाना,
- 'सामान्य' की अवधारणा को प्रश्रान्त करना और
- साहित्यिक युक्ति के रूप में मनोविक्षेप के इतिहास का बोध कराना।

c. Overall structure:

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

माड्यूल 1:

'दीवाना बनाना है तो...'

साहित्यिक युक्ति के रूप में मनोविक्षेप

साहित्य में अभिव्यक्ति के लिए विविध प्रकार की युक्तियों का प्रयोग होता आया है। इन युक्तियों को बरतने का एक इतिहास रहा है। जब ये युक्तियाँ नए दौर में नयी रचनाशीलता से संस्कारित हुईं तो उनके विविध रूप विकसित होते चले गए। वहीं कुछ युक्तियाँ ऐसी भी थीं जिनका अलग-अलग समयों के रचनाकारों ने केवल पिष्टपेषण किया और वे रूढ़िया बन गयीं। उनमें नए अर्थों की सम्भावना घटती चली गयी। इस माड्यूल में हम मनोविक्षेप को एक साहित्यिक युक्ति के बतौर प्रयोग किए जाने के इतिहास और उसकी कला के अंतरंग पक्षों से विद्यार्थियों को अवगत करा सकेंगे।

संदर्भ पाठ:

अंतरंग का स्वप्न, सुधीर कक्कड़, वाणी प्रकाशन, 2016

अकेलापन और पार्थक्य, मुक्तिबोध समग्र, खंड 5, सम्पादक: नेमिचंद्र जैन, राजकमल प्रकाशन, 2019

साहित्य-सहचर, हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, 2005

भारतीय साहित्य शास्त्र, गणेश त्र्यम्बक देशपांडे, पॉप्युलर बुक डिपो, 1960

माड्यूल 2:

प्रेम और भक्ति में 'सामान्यता' और 'मनोविक्षेप' के बीच कोई सीधी सरल विभाजक रेखा खींचना सम्भव नहीं है। भारतीय उपमहाद्वीप के साहित्य में भक्ति और प्रेम के बीच आवाजाही होती रही है। हम इस माड्यूल को विषय-वस्तु की व्यापकता के कारण सुविधा के लिए दो भागों में विभाजित कर रहे हैं। यह विभाजन सैद्धांतिक नहीं, व्यावहारिक कारणों से किया गया है।

(क)

'हमन दुनिया से यारी क्या...'

मनोविक्षेप और भक्ति

सूफ़ी और भक्ति साहित्य में पारलौकिक सत्ता के समक्ष पूर्ण समर्पण इस हद तक अभिव्यक्त हुआ कि उसे बहुधा मनोविक्षेप की कोटि में रखा गया। यह समर्पण स्व के अस्तित्व को मिटा देने (आत्मघात करने) की हद तक भी जाता है। यहाँ लौकिक या पारलौकिक प्रतीकों के ज़रिए 'नार्म' को सर के बल उलट देने की कोशिशें दिखाई पड़ती हैं। बहुत से आलोचकों ने सूफ़ी और भक्ति कविता में मौजूद मनोविक्षेप को यथास्थिति के प्रतिवाद और सम्भावनाओं की असीम दुनिया का दरवाजा खोलने वाले काव्य के बतौर देखा है। भक्ति साहित्य की एक समृद्ध धारा उलटबाँसियों की है जहाँ काव्य की सामान्य दुनिया और सामान्यता बोध, दोनों को उलट कर पराबौद्धिक प्रतिसंसार रचने की कोशिश दिखायी पड़ती है। इस दुनिया में नाव के बीच नदी डूब जाती है, सिंह खड़ा होकर गाय चरता है और कम्बल के बरसने से पानी भीग जाता है। यह माड्यूल सूफ़ी-भक्ति कविता में मौजूद पागलपन के विविध रूपों से विद्यार्थियों को निर्धारित पाठों के ज़रिए अवगत कराएगा।

(ख)

'लोग कहें मीराँ भई रे बावरी...'

मनोविक्षेप और प्रेम

साहित्य में विक्षिप्तता और प्रेमी का सम्बंध कुछ यों निरूपित होता चला आया कि कई बार दोनों एक दूसरे के पर्याय के रूप में इस्तेमाल होने लगे। प्रायः साहित्यिक गठन में प्रेम स्वीकृत सामान्य से विचलन की सम्भावना के रूप में मौजूद रहा है। आमतौर पर प्रेम, लोकरीति, सामाजिक संहिता, पारिवारिक मर्यादा के नकार के ज़रिए केवल मनुष्यता

के धरातल पर पल्लवित होता दिखाया गया है। गौरतलब है कि प्रेम की इस दुनिया में स्त्रियों की आवाज़ें भी प्रमुखता से दर्ज हैं। लैंगिक असमानता और भेदभाव भरे समाज में विक्षिप्त स्त्री की मौजूदगी एक अलग परिप्रेक्ष्य निर्मित करती है। ऐसे में साहित्य के भीतर प्रेम करने वाले चरित्र इन सबसे बेपरवाह एक उद्देश्य से संचालित और दुनियावी लाभ-हानि के तकाज़ों से परे दिखाई पड़ते हैं। इन्हें ही आशिक, आवारा, पागल, दीवाना, बावला आदि विशेषणों से जाना गया है। यह माड्यूल विभिन्न साहित्यिक कृतियों में चित्रित ऐसे चरित्रों का उनकी साहित्यिक अवस्थिति में विवेचन करेगा।

संदर्भ पाठ:

कबीर, हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, 2016

मीराबाई की पदावली, संपादक: परशुराम चतुर्वेदी, हिंदी साहित्य सम्मेलन, 2002

<https://www.rekhta.org/poets/siraj-aurangabadi/ghazals>

<https://www.rekhta.org/poets/meer-taqi-meer/all>

The Mad Lover, Shishir Kumar Das, Papyrus, 1984

टूटी हुई बिखरी हुई, शमशेर बहादुर सिंह, राधाकृष्ण प्रकाशन, 2004

गोरख पांडेय की डायरी, https://samalochan.blogspot.com/2011/05/blog-post_15.html

माड्यूल 3:

'ओपड़ दी गड़गड़ दी...'

विक्षिप्तता और राजनीति

आधुनिक साहित्य में पागल की युक्ति का प्रयोग बहुधा राजनीतिक आशयों के वहन के लिए किया गया है। दरअसल कई बार समाज में व्याप्त विसंगति के उद्घाटन के लिए पागल की युक्ति के ज़रिए ज़्यादा सुसंगत बातें कहने की कोशिशें हुई हैं। कुछ ऐसे भी चरित्र गढ़े गए हैं जिनके ज़रिए रचनाकारों ने मानवीय व्यवहार के अंतर्विरोधों को पकड़ने की कोशिश की है। राजनीतिक आशयों से लदे ये चरित्र अपने पूर्ववर्ती विक्षिप्त चरित्रों से अलहदा हैं और ठोस उद्देश्यों से संचालित हैं। इस तरह ये चरित्र विविध राजनीतिक कारणों से मानवीयता के क्षरण को उद्घाटित करने वाले बन जाते हैं। यह माड्यूल विभिन्न साहित्यिक विधाओं में राजनीतिक आशयों के उद्घाटन के लिए निर्मित पागल चरित्रों से विद्यार्थियों का परिचय कराएगा।

संदर्भ पाठ:

टोबा टेक सिंह: <https://www.rekhta.org/stories/toba-tek-singh-saadat-hasan-manto-stories?lang=hi>

पागल की डायरी, <http://www.hindisamay.com>

क्लाड इथरली, मुक्तिबोध समग्र, खंड 4, सम्पादक: नेमिचंद्र जैन, राजकमल प्रकाशन, 2019

'अंधेरे में' कविता से संदर्भित अंश, मुक्तिबोध रचनावली, संपादक नेमिचंद्र जैन, राजकमल प्रकाशन, 2016

अल्ला तेरी महजिद अब्बल बनी, रूद्र रचनावली, सम्पादक: मीनाक्षी मिश्र, राधाकृष्ण प्रकाशन, 2018

8. Pedagogy:

इस पाठ्यक्रम में कक्षाओं में अध्यापन व समूह चर्चा की जाएगी। निर्धारित पाठों में से कुछ ऐसे भी हैं जिन्हें अन्य कला विधाओं में इस्तेमाल किया गया है। विद्यार्थियों को ऐसी सांगीतिक व नाट्य प्रस्तुतियों से परिचित कराया जाएगा। चूंकि पागलपन को देखने के अन्यान्य आनुशासनिक संदर्भ भी मौजूद हैं और विश्वविद्यालय में इन अनुशासनों के विशेषज्ञ भी उपलब्ध हैं, इसलिए इस पाठ्यक्रम में विशेष रूप से मनोविज्ञान व तुलनात्मक साहित्य के विशेषज्ञ साथी अध्यापकों के व्याख्यान भी आयोजित किए जाएंगे।

9. Assessment structure:

Take Home Assignment: 30%

Mid Semester: 30%

End Semester: 40%

*Assessment exercises and their weighting may change.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

MOOC Courses

Sl. No.	School	MOOC Course approved by the Board of Studies	Offered by	Name of Faculty
1.	School of Global Affairs	BAGS, BASU and BASSH		
		1) Conflicts and Peace: Global Perspective	Indira Gandhi National Open University	Dr. G. Uma
		2) Indian Perspectives on Peace and Conflict	Indira Gandhi National Open University	Prof. Satish Kumar
		3) Environmental Impact Assessment	IIT Roorkee	Prof. Harshit Sosan Lakra
		4) Urban Sociology and Urban Development	Osmania University	Dr. Vinita Pandey
		MAGS		
		1) India and World Politics: Challenges and Opportunities in 21st Century	Indira Gandhi National Open University	Prof. Satish Kumar
		2) Essentials of Data Science with R Software - 1: Probability and Statistical Inference	IIT Kanpur	Prof. Shalabh
		3) Essentials of Data Science with R Software - 2: Sampling Theory and Linear Regression Analysis	IIT Kanpur	Prof. Shalabh
		MAUS		
		1) Environmental Impact Assessment	IIT Roorkee	Prof. Harshit Sosan Lakra
		2) City and Metropolitan Planning	School of Planning and Architecture New Delhi	Prof. Dr. Sanjukta Bhaduri
		MPH		
		1) Understanding Ethnography	IIT Bombay	Prof. Nina Sabnani
		2) Scientific Writing in Health Research" Multifaculty, Indian Council for Medical Research (ICMR) – NIE		
2.	School of Business Public Policy and Social Entrepreneurship	1) Digital Marketing	UBS, Punjab University	Dr. Tejinderpal Singh
		2) BCOC-132: Business Organisation and Management	IGNOU	Prof. Nawal Kishor
		3) Banking and Financial Markets: A Risk Management Perspective	IIMB	P C Narayan
		4) Business Analytics For Management Decision	NPTEL, IIT Kharagpur	Prof. Rudra P Pradhan
		5) Customer Relationship Management	IIMB	Shainesh G
		6) Innovation and Information Technology Management	IIMB	Professor Rahul De'
		7) Negotiation and Conflict Management	Savitribai Phule Pune University	Dr. Sachin Surve
		8) MS 2: Management of Human Resources	IGNOU	Dr. Nayantara Padhi

Sl. No.	School	MOOC Course approved by the Board of Studies	Offered by	Name of Faculty
3.	School of Undergraduate Studies	BA (Honours) Mathematics programme		
		1) Computational Mathematics with SageMath	Institute of Chemical Technology, Mumbai	Prof. Ajit Kumar
		2) Discrete Mathematics	MPSTME, NMIMS Deemed University, Vile Parle West, Mumbai	Minirani S
		3) Integral and Vector Calculus	IIT Kharagpur	Prof. Hari Shankar Mahato
		BA (Honours) Sociology programme		
		1) Globalisation: Theoretical Perspectives	IIT Madras	Prof. R. Santhosh
		2) 'Understanding Tribals' discusses the evolution of Tribal Studies in the Indian and broader international domain		
		BA (Honours) Economics programme		
		1) Data Analytics with Python	IIT Roorkee	Prof. A Ramesh
		2) Introduction to R	Rajiv Gandhi University of Health Sciences	Santu Ghosh
		BA (Honours) English programme		
		Masterpieces of World Literature (An edX Course offered by Harvard University)		
		BA (Honours) History programme		
		1) Literature, Culture and Media	IIT Roorkee	Prof. Rashmi Gaur
		2) Introduction to Modern Indian Political Thought	IIT Guwahati	Prof. Mithilesh Kumar Jha
		BA (Honours) Psychology programme		
		1) Language, Culture and Cognition: An Introduction	IIT Guwahati	Prof. Bidisha Som
		2) Positive Psychology: Resilience Skills		
		BA (Honours) Political Science programme		
		1) Introduction to Peace and Conflict Management	IGNOU	Prof. Satish Kumar
		2) Access to Justice	National Law University Delhi	Dr Bharti Yadav
		BA (Honours) Social Science and Humanities programme		
		1) Hindi Bhasha ka Udbhav aur Vikas	Jawaharlal Nehru University, New Delhi	Dr. Ganga Sahay Meena
		2) Secondary : Hindi (201)	National Institute Of Open Schooling (NIOS)	Dr. B.K. Rai
4.	School of Liberal Studies	Sociology courses		
		1) Society and Media		
		2) Social Research Ethics		
		Economics courses		
		1) Academic Writing	HNB Garhwal University	Dr. Ajay Semalty
		2) Handling large-scale Unit level Data using STATA	IIT Roorkee	Dr. Pratap C. Mohanty

Sl. No.	School	MOOC Course approved by the Board of Studies	Offered by	Name of Faculty
	School of Liberal Studies	History Courses		
		1) MGP001 Gandhi: The Man and his Times		
		2) MGP005 Introduction to Peace and Conflict Resolution		
5.	School of Development Studies	1) Social Research Ethics	TISS Mumbai	Prof. Lakshmi Lingam
		2) Academic Writing	HNB Garhwal University	Dr. Ajay Semalty
6.	School of Vocational Studies	Tourism, Planning and Sustainable Development	Panjab University, Chandigarh	
7.	School of Law, Governance and Citizenship	Undergraduate (UG)		
		1) Constitution of India and Environmental Governance: Administrative and Adjudicatory Process	National Law School of India University	Prof. Sairam Bhat, Prof. M.K. Ramesh
		2) Constitutional Government & Democracy in India	St. Xavier's College (Autonomous), Kolkata	Prof. Amitabha Ray
		3) Introduction to Political Ideologies: Contexts, Ideas, and Practices	IIT Madras	Prof. Arvind Sivaramakrishnan
		Post Graduate (PG)		
		1) Advanced Constitutional Law	National Law University Delhi	Dr. Anupama Goel
		2) Introduction to Modern Indian Political Thought	IIT Guwahati	Prof. Mithilesh Kumar Jha