

**MINUTES OF THE 5TH MEETING OF THE
ACADEMIC COUNCIL**

**HELD ON MARCH 4TH, 2014 (TUESDAY) AT 10:30 A.M.
IN THE KASHMERE GATE CAMPUS
LOTHIAN ROAD, DELHI - 110 006**



AMBEDKAR UNIVERSITY DELHI

Ambedkar University, Delhi (AUD)

Minutes of 5th Meeting of the Academic Council held on 4 March 2014 at 10.30am at the AUD campus, Kashmere Gate, Delhi.

5th Meeting of the Academic Council of AUD was held on 4th March 2014 at 10:30 am in the Staff Lounge, AUD Campus, Kashmere Gate, Delhi - 110006. The following members were present:

Professor Shyam B. Menon Vice-Chancellor	(In Chair)
Professor A.K.Sharma Nominee of the UGC	Member
Professor K. Ramachandran Nominee of the Government of NCT of Delhi	Member
Dr. Mathew Varghese Nominee of the Government of NCT of Delhi	Member
Dr. Anuradha Kapur Nominee of the Government of NCT of Delhi	Member
Professor Chandan Mukherjee Pro- Vice-Chancellor	Member
Professor Salil Misra Dean, School of Liberal Studies	Member
Professor Shivaji K. Panikkar Dean, School of Culture and Creative Expression	Member
Professor Honey Oberoi Vahali Dean, School of Human Studies	Member
Professor Venita Kaul Director, School of Educational Studies	Member
Professor Kuriakose Mamkoottam Director School of Business, Public Policy and Social Entrepreneurship	Member
Professor Jatin Bhatt Dean, School of Design	Member
Professor Ashok Nagpal, School of Human Studies	Member

Professor Denys P. Leighton
School of Liberal Studies

Member

Dr. Sumangla Damadoran
Associate Professor
School of Development Studies

Member

Professor Geetha Venkataraman
School of Liberal Studies

Member

Ms. Sumati Kumar
Registrar

Secretary

Professor Ashoke Chatterjee, Dr. Raja Mohan and Dr Praveen Singh could not attend the meeting.

The Vice Chancellor extended a warm welcome and thanked all the Members for sparing their valuable time for this important meeting.

The following resolutions were passed:

Item 5.1: Confirmation of the minutes of the 4th meeting of the Academic Council held on 10.7.2013 and 19.7.2013

The Academic Council confirmed the Minutes of the 4th meeting of the Academic Council held on 10.7.2013 and 19.7.2013. It was suggested that the final resolutions of the AC should be put on the AUD website and a hard copy of the minutes should be kept in the library.

Item 5.2: To report the Action Taken Report on the Minutes of the 4th meeting of the Academic Council held on 10.7.2013 and 19.7.2013

The Academic Council noted the Action Taken Report (ATR) on the decisions taken in the 4th meeting of the Academic Council held on 10.7.2013 and 19.7.2013. It was suggested that the minor changes should be made in the wording of the Action Taken Report so as to make it uniform. (The revised ATR vide Appendix A)

Item 5.3: To consider the report of the committee constituted by the Vice Chancellor to review the existing provisions approved by the Board of Management (BoM) of AUD as regards the position of Academic Fellows (AFs) at AUD, particularly the rationale for appointment, eligibility, mode and duration of appointment etc.

The Council resolved and accepted the report of the committee constituted by the Vice-Chancellor to review the existing provisions as regards the position of the Academic Fellows at AUD. (Appendix B)

The following recommendations of the Committee has been considered and accepted:

- 1) The scheme of appointing Academic Fellows in its present flexible form was useful for the University in the initial years. However, the situation has now changed and a large number of faculty positions have been filled. Also, the different courses and programmes have been identified and are on offer. There is therefore a need to streamline and standardize the whole scheme of Academic Fellows. The scheme needs to be revised in such a manner that it takes care of the new requirements of the University as well as ensures that the concerns and the apprehensions of the current Academic Fellows *vis-a-vis* their research and future career prospects are addressed in a fair manner.
- 2) It is proposed that the 20 positions of Academic Fellows should be divided into ten positions each for teaching and research. The ten teaching positions should be utilized either as proto-faculty for new emerging areas, or on the basis of specific teaching requirement on a temporary basis. These positions should also be utilized to fill in the vacancies created by paid leaves of the faculty (such as maternity, child care or sabbatical leaves). The duration of the term of these faculty positions, should be for a period ranging from one to three years. The Academic Fellows currently required by the Centres of the University should also be drawn from this pool. The eligibility qualifications for them would be the same as those laid down by the UGC for Assistant Professors. They should be appointed through an all-India advertisement and a statutory selection committee. The area of study and the specialization should be specified by the Dean of the concerned School.
- 3) The committee noted that there were certain Disciplines for which regular faculty positions have not been created. However, a few courses in these Discipline areas were launched and Academic Fellows were assigned to teach them. It is recommended that the regular faculty positions should be created for such courses. They seem to be a regular component of the curriculum since the beginning of the academic programmes and are likely to be an integral part of them. For example, the courses on English language teaching and in political science are part of the curriculum of the BA programmes in the School of Undergraduate Studies. The number of posts to be created for these courses may be decided as per the requirement of the programmes on the recommendations of the Academic Council. Till such time that these positions are created, the faculty in these areas of study may be appointed from the ten unassigned contractual teaching positions proposed in point 2 above.
- 4) The other ten positions should be designated as Post-Doctoral Fellows. The procedures for their appointment should be worked out. These positions should be

open for academics who have been awarded a Ph.D. and should be treated on the lines of Post-Doctoral Fellows of UGC. These Fellows may be appointed for research purposes only, in the Schools of Study, Centres, or attached to Visiting Professors and Chairs, or in the research projects of the University. The duration of the Post-Doctoral Fellows should generally be up to a period of three years. Under exceptional circumstances, it may be extended for a period of two years with the approval of the Board of Management. The Post- Doctoral Fellows should be appointed through an all-India advertisement and by a statutory selection committee. Notwithstanding the above procedure, in specific cases, in which the Vice-Chancellor feels the need, s/he will have the authority to appoint a person for a period of one year, as Senior Research Fellow, in consultation with Dean of the School/Dean, Academic Services.

To sum up, it is proposed by the Committee that the cadre of Academic Fellows should be bifurcated into ten teaching positions of Assistant Professors for a period up to three years, and ten research positions of post-doctoral research fellowships. Once this bifurcation is done, there would be no justification for separate cadre of Academic Fellows. The cadre should therefore be terminated.

Item 5.4: To consider the report of the committee constituted by the Academic Council on Code of Ethics for Teachers and Academic Staff.

The Council considered and discussed the report of the committee constituted by the Academic Council on Code of Ethics for Teachers and Academic Staff. After some deliberations the Council referred it back to the Committee to hold more consultations and come back with a final document. The members were requested to send their comments and feedback to the Committee.

During the discussion on the code of ethics, the following suggestions were made:

- The code of ethics should be seen as different from conduct rules.
- AUD should constitute an Institutional Ethics Committee with an outsider as its chairperson. It should have a representation from categories/fields such as science, social science, NGOs, philosophy – theology, and law. A significant proportion of members should be from outside AUD.
- The report should focus not just on ethical conduct but also on ethical principles. It should be phrased in terms of action/application words from the broad statements of code of ethics.
- AUD should prepare a separate code of ethics for students.
- The code of ethics should also extend to research. All research proposals should be examined by the ethics committee for the ethical implications of research.

The Committee was asked to keep these points in view while reworking on the report.

Item 5.5: To consider the minutes of the Standing Committee on Academic Programmes (SCAP) held on (a) 5th November 2013 & 12th November 2013 (b) 28th January 2014 & 30th January 2014 (c) 4th February 2014 (d) 13th February 2014 and (e) 17th February 2014.

The Council considered and approved the recommendations of the Standing Committee on Academic Programmes (SCAP) on the following:

- The new courses to be offered by the School of Educational Studies (SES):
 - Psycho-Social Experience of Failure in Education
 - School Knowledge, Curriculum and Texts (Advanced Course in Curriculum Studies)
 - Researching education: Education and School Ethnography (Qualitative Research)
 - Introduction to Teacher Education
 - Education and Development
 - Comparative Studies in History of Education
 - Five new courses to be offered in the 4th semester by the SES:
 - Gender and Education
 - Reading Educational Policies: Contexts and Practices
 - Understanding Teacher and the Practice of Teacher Education
 - Development of Language and Early Literacy
 - Educational Organization and Leadership
- These courses are as part of its MA programme in Education already approved by the AC.

- The new elective courses to be offered by the School of Human Ecology (SHE).
 - Applied Population Ecology (2 credits)
 - Development Communication and Advocacy (2 credits)
 - Ecological Statistics Part 1 (2 credits)
 - Ecological Statistics part 2 (2 credits)

The revised syllabus for the following elective courses:

- Agrarian Environments (changed from 4 to 2 credits)
- Urban Development and Environment (changed from 4 to 2 credits)

These are as part of its MA programme in Environment and Development, already approved by the AC.

- New Masters Programme in Early Childhood Care and Education (ECCE) to be offered by the SES.
- The new courses to be offered by the School of Culture and Creative Expressions (SCCE) as part of its MA programmes.
 - Indian Language Writings : Vernacular' in the Literary Landscape of India
 - The Curatorial: Studies in Exhibitionary Orders' (4 credit course)
 - Research Methods in Performance Studies (RMiPS)
 - Art and the Political (4 credits)
- Restructuring of the MBA programme offered by the School of Business, Public Policy and Social Entrepreneurship (SBPPSE), already approved by the AC.
 - Each trimester shall consist of 7 courses of 2 credits each
 - In the last trimester, the students will undertake a project study of 4 credits.

- The students will choose 14 elective courses spread over three trimester in the second year.
- The language will be offered in 3 trimesters as a compulsory input (2nd to 4th trimester, thus number of contact hours will be 96).
- In the 5th trimester, the language course will be offered as Advance language and will be offered as an elective (additional 32 hours).
- The total number of credits for the programme will be 86. Of these 2 credits for summer internship will not be graded.

- New Masters Programme in Social Entrepreneurship (MASE) to be offered by the SBPPSE.

(Appendix C)

Item 5.6: To consider the minutes of the Standing Committee Research (SCR) held on (a) 21st August 2013 (b) 8th November 2013.

The Council considered and approved the recommendations of the Standing Committee Research (SCR) on the following:

- Standard Operative Procedures (SOP) on M.Phil and Ph.D thesis submissions along with sample forms and templates relating to the same.

(Appendix D)

Item 5.7: To consider the report of the committee constituted by the Vice Chancellor on the Reservation Policy for Differentially Abled Persons in direct recruitment for faculty positions/ non-teaching posts.

The Council considered and accepted the report of the committee constituted by the Vice-Chancellor on the Reservation Policy for differentially abled persons in direct recruitment for teaching/non-teaching posts. It was resolved that the AUD should initiate a consultative process and identify areas of knowledge where people with disabilities are likely to be located, and reserve positions accordingly. (Excerpt of the report approved by the Academic Council vide Appendix E)

Item 5.8: To consider the report of the committee constituted by the Vice Chancellor on the coding of academic courses.

The Council considered and accepted the report of the committee constituted by the Vice-Chancellor on the coding of academic courses. It was suggested that the proposed codes for programme levels need not include the certificates and diplomas. Accordingly, the BA, MA, M.Phil and Ph.D programmes can be represented by levels 1 to 4.

The following process for providing an individual identity code to all the courses offered in different programs of AUD has been approved.

1. In principle, the coding pattern should be such that sufficiently large number of courses, that are offered not only at present but in future as well, should be brought within the proposed coding system. It should be taking into account that courses may be offered by Centres as well in the future.
2. The committee proposes that the code should be based on a string of nine alpha-numerical characters which will indicate (i) the identity of the School/Centre (alphabets), (ii) level of the programme (numerical), (iii) programme identity (numerical or alphabetical), and (iv) specific courses of the programme (numerical). Thus, the code for a course will have four components.

3. Proposed Codes for Schools/Centres (alphabetical)

School of Undergraduate Studies	SUS
School of Human Ecology	SHE
School of Business, Public Policy & Social Entrepreneurship	SBP
School of Development Studies	SDS
School of Educational Studies	SES
School of Human Studies	SHS
School of Liberal Studies	SLS
School of Culture & Creative Expression	SCC
School of Design	SDG
School of Law, Governance & Citizenship	SLG
Centre for Community Knowledge	CCK
Centre for Publishing	CPB
Centre for Social Science Research Methods	CRM

4. Proposed Codes for Programme Level (numerical)

BA	1
MA	2
M.Phil	3
Ph.D	4

5. Codes for Programme and Courses

The Committee proposes serial number (two digits) or a string of two alphabets as Programme Identity (for example - 01,02,03 and so on, DS (for Development Studies), ED (for Environment and Development).

Similarly, serial numbers are to be used for the Course Identity. However, instead of using a continuous serial number for the courses, the Committee suggests that each School may categorise the courses and use specified numerical ranges for each category. For example, SUS may like use the range 101 to 120 for Foundation Courses, 201 to 220 for courses on Methods. Or, a School may prefer to reserve 101 to 199 for compulsory courses and 200 to 299 for elective courses.

Since the principle for categorising the programmes and courses may differ from School to School, it is being suggested that each School develops its own scheme of categorisation and announces it as general information after the same is ratified by the Dean, Student Services.

6. The overall system of coding being proposed is as given below:

School/Centre	Programme Level	Programme Identity	Course Identity
***	*	**	***

Position	Description	Example
1 to 3	School	SDS
4	Programme Level	2
5 to 6	Programme Identity	01 or DS
7 to 9	Serial number for the course	301

Thus, the Course Code for the example above is: **SDS201301 or SDS2DS301**

Item 5.9: To ratify the minutes of the meetings of the standing committee on Students Affairs (SCSA) held on (a) 19th June 2013 (b) 31st July 2013 (c) 31st October 2013 (d) 18th December 2013 and (e) 7th February 2014.

The Council ratified the minutes of the meeting of the Standing Committee on Student Affairs (SCSA) on the following.

1. Decisions on grade cuts of UG students for lack of attendance.
2. The Proctorial committee's recommendation on the accident which took place in the University campus on 27 August 2013.
3. The Policy document on promotion and the dual major in the School of Undergraduate Studies.
4. Cancellation of the provisional admission of Ms Vaishnavi Viraj, SDS
5. Proposal to allow Undergraduate Students to take courses in the fourth year after completion of their single –major (or 'SSH') BA (Hons) Degree.
6. De-enrolment of students for non-payment of fees.

(Appendix –F)

Item 5.10 To ratify the action taken by the Vice Chancellor in approving the MoU signed between AUD and (a) Andhra Mahila Sabha (b) Centre for Women's Development Studies (c) CARE India (d) Norwegian Institute of International Affairs (e) KATHA and (f) British Council.

The Council ratified the action taken by the Vice-Chancellor in approving the MOU signed between AUD and (a) Andhra Mahila Sabha (b) Centre for Women's Development Studies (c) CARE India (d) Norwegian Institute of International Affairs (e) KATHA and (f) British Council. **(Appendix –G)**

Item 5.11 To report on the Second Annual Convocation of Ambedkar University, Delhi held on 11 January 2014.

The Council noted that the Second Annual Convocation was held on 11th January 2014 in the Auditorium, AUD, Kashmere Gate Campus, chaired by the Vice Chancellor, AUD, Professor Shyam B. Menon.

Shri Jairam Ramesh, Minister of Rural Development was the Chief Guest and delivered the convocation address.

In this convocation, 243 graduands were presented for the award of BA, MA degrees and PG Diplomas, of whom 39 were in the School of Undergraduate Studies, 111 in the School of Liberal Studies, 23 in the School of Development Studies, 21 in the School of Human Ecology and 49 in the School of Human Studies. 165 out of 243 received the degree/ diploma in person at the convocation on 11th January 2014, and 78 of them were awarded degree/diploma in absentia.

(Appendix - H)

Item 5.12 To report the creation of the Advisory Committee for International Partnership.

The Council noted the creation of the Advisory Committee on International Partnerships (ACIP). **(Appendix -I)**

Item 5.13 To report the creation of the Advisory Committee for Research and Project Management.

The Council note the creation of the Advisory Committee on Research and Project Management (ACRPM). **(Appendix -J)**

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

Registrar

Vice Chancellor

APPENDIX - A

Appendix-A
Resol. No. 5.2/AC(5)/04.03.2014

The Action Taken on the Minutes of the 4th Meeting of the Academic Council held on 10 July 2013 and 19 July 2013

Resol. No.	Decision	Action Taken
1.	Resolved and confirmed the minutes of the 4 th meeting of the Academic Council held on 10 July 2013 and 19 July 2013 as circulated	Recorded
2.	Resolved and accepted the report of action taken on the minutes of the 3 rd meeting of the Academic Council held on 10 th December 2012.	Recorded
3.	Ratified the re-constitution of the Standing Committee on Academic Programmes (SCAP) and Standing Committee Research (SCR) with the following suggestions: <ol style="list-style-type: none">1. The Pro Vice-Chancellor to Chair the committee instead of the Vice Chancellor2. The Vice Chancellor shall be permanent invitee	Implemented
4.	Resolved to accept the Academic Calendar for the Academic Session.	Recorded and Implemented
5.	Resolved to accept the recommendations of the Standing Committee Academic Programmes (SCAP) on the following: <ul style="list-style-type: none">• Masters in Gender Studies, offered by the School of Human Studies (SHS)• Masters in Psycho-Social and Clinical Studies, offered by the SHS• Masters in Economics, offered by the School of Liberal Studies (SLS)• Masters in History, offered by the SLS• Masters in English, offered by the SLS• Masters in Sociology, offered by the SLS• One-Year Post-Graduate Diploma in Publishing, offered by the School of Business, Public Policy and Social Enterprise (SBPPSE)• Masters in Social Design, offered by the School of Design (SDE)• The basket of courses in the Post-Graduate programmes offered by the School of Culture and Creative Expressions (SCCE) and the School of Educational Studies (SES).	Recorded

<p>6.</p>	<p>Resolved to accept the following recommendations of the Standing Committee (Students Affairs) of the Academic Council at its meetings held on 5th February 2103 & 9th April 2013:</p> <ul style="list-style-type: none"> • The decision to support Field Based Study by Students. • It was decided to streamline the award of merit scholarship to students (from 10% of the fee collected). The scholarships should be distributed category wise according to the reservation policy (from to general two to OBC and one each to SC and ST). In addition two scholarships may be awarded for outstanding progress made by student. The total pool of the scholarship holders should be from top 20%. The amount of scholarship should be Rs. 8,000/-. • The SCSA accepted the new attendance policy proposed by the Academic Coordination Committee (ACC) of the School of Undergraduate Studies (SUS) based on grade cuts for low attendance. • It was decided to create a Student Welfare Fund for the purpose of providing financial help to needy students for purchase of books, photocopying, local conveyance etc. The student welfare fund is created by collecting an amount of Rs. 500/- per semester from all students. An amount equal to that collected from students shall be contributed by the University to the student welfare fund. 	<p>Recorded</p>
<p>7.</p>	<p>Resolved to accept the recommendations of the Standing Committee Research (SCR on the following).</p> <ol style="list-style-type: none"> 1. the Ph.D programme in Development Studies, offered by the School of Development Studies (SDS) 2. the Ph.D programme in Sociology, offered by the SLS 3. the system of filling the reserved seats for all the research programmes at the University level(that all the reserved seats for all the research programmes will constitute a common pool and the candidates will be selected at the University level) 4. The Council approved the recommendations of the SCR to fix the upper limit as ten on the number of seats open to admissions each year in every M.Phil Programme, with the following qualifications: 	<p>Recorded for implementation</p> <p>Yet to be offered</p> <p>Implemented</p> <p>Implemented</p>

	<p>a. For the M.Phil in Women's and Gender Studies, the annual intake of students will remain at 18 as per the MOU between AUD and CWDS, with a proviso that only 10 will be awarded stipend by AUD. This will continue as long as the aforesaid MOU is in force.</p> <p>b. For the M.Phil in Development Practice the annual intake of students will remain at 25 as long as the project funding from SDTT continues.</p> <p>In both these above M.Phil programmes the 85% reservation for candidates from within NCT, Delhi will be restricted to 10 seats.</p>	<p>Implemented</p> <p>Implemented</p>
8.	Resolved to accept the setting up of an Incubation Centre for Social Entrepreneurship and Innovation.	Since been ratified by the Board of Management
9.	The Council deliberated upon the Vice-Chancellor's report and took note of the student-teacher ratio mentioned in it. The Council also noted that the reserved seats, particularly in the OBC category, are not getting filled and this adversely affects the student-teacher ratio. Since it is not advisable for the public resources to be left under-utilized, the Council resolved to redeploy seats reserved for the OBC category to general category <i>after all the efforts at admitting reserved category students have been exhausted</i> . However, this transfer of seats from the OBC category to the general category should be made only after making all the efforts to fill the reserved seats, and after intimating to Government.	Recorded and Implemented
10.	Resolved and noted that a Perspective Plan be prepared, which should include a business plan and financial arrangements for the next ten years.	A committee has been constituted
11.	Noted the system on coding of academic courses. The minutes of the committee on the coding of courses were discussed keeping in mind the variations across Schools and Programmes. The Council decided to defer this item for wider consultations.	This will be placed for consideration in one of the forthcoming meeting
12.	Resolved to adopt the proposal to institute the system of concurrent appointments across Schools.	A communication in this regard has been sent to all the faculty members
13.	Resolved and accepted the proposal of Setting up of a Centre of English Language Teaching.	Since been ratified by the Board of Management
14.	Resolved and accepted the proposal for the Centre for Development Practice, jointly proposed by SHS and SDS.	Since been ratified by the Board of Management

15.	Resolved to accept the proposal for the Centre for Psychotherapy and Clinical Research (CPCR), proposed by the SHS.	Since been ratified by the Board of Management
16.	<p>The Council deliberated upon the on the report of the committee constituted by the Vice-Chancellor on the formulation of ordinances, rules, and regulations for teachers and other academic staff. However on the UGC regulations on the Career Advancement Scheme (CAS).</p> <p>A committee was constituted to look at the Ordinance 12: Promotion under Career Advancement Scheme - 2010, and soon formulate a response. This would be circulated to the members of AC for their approval.</p> <p>On the proposed Ordinance 14 (Code of Ethics of the Teachers and Other Academic Staff of the University).</p> <p>The Committee will look at the issue of an ethical framework for AUD teachers in the light of the proposed Ordinance 14 of AUD and also the UGC's Code of Professional Ethics.</p> <p>All the other aspects of the proposed ordinances will be examined later.</p>	Works of these two committee are in progress
17.	Resolved to accept the proposal for the Support for Quality Enhancement in learning with the suggestion that it should be called "learning enhancement" instead of "quality enhancement".	Implemented
18.	Ratified the constitution of the Standing Committee for reviewing the Fee Structure.	Recorded
19.	Ratified the constitution of the Committee to formulate Reservation Policy for Physically Handicapped Persons in direct recruitment for faculty positions/non-teaching posts.	Recorded

APPENDIX - B

Appendix-B
Resol. No. 5.3/AC(5)/04.03.2014

To Consider the report of the committee constituted by the Vice Chancellor to review the existing provisions approved by the Board of Management (BOM) of AUD as regards the position of the Academic Fellows (AFs) at AUD, particularly the rationale for appointment, eligibility, mode and duration of appointment etc.

The report of the committee on the Academic Fellows (AFs) at AUD is enclosed (Enclosure-I).

Report of the Committee on the Academic Fellows

Preamble

The Vice-Chancellor, Ambedkar University, Delhi (AUD), set up a Committee, consisting of Prof. A.R.Khan, IGNOU and Prof. Salil Misra, AUD, to review the existing provisions approved by the Board of Management (BOM) of AUD as regards the position of the Academic Fellows (AFs) at AUD, particularly the rationale for appointment, eligibility, mode and duration of appointment etc. The committee was constituted particularly in view of the ad-hocism in the cadre as well as the ambiguities related to their work and functioning.

The Committee has prepared its report on the basis of

- a) An examination of all the documents, resolutions of the BOM, and the recommendations of the Mid-Term Review committee;
- b) Consultations done with all the Academic Fellows currently appointed at AUD;

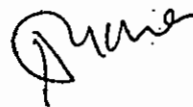
Background

The BOM, at its 3rd meeting held on 3-11-08, approved the creation of ten positions each of Research Associated and Research Assistants and authorized the Vice-Chancellor to make temporary appointments, from time to time when the need for such appointments was felt (Resolution No. 18/BOM (3)/3-11-08). Subsequently the VC constituted a committee to formulate the procedures for making short-term and visiting appointments. The committee proposed to re-designate Research Associates as Academic Fellows. The BOM, in its 10th meeting held on 24-06-11, approved the recommendations of the committee (Resolution No. 14/BOM (10)/24-06-11). In its 13th meeting held on 11-02-13, the BOM agreed to increase the posts of AFs and Research Assistants from 10 each to 20 each. (Resolution No. 23(a)/BOM(13)/11-02-13). As per the recommendations of the committee, the AFs were expected to "perform all duties expected of an Assistant Professor." The eligibility criteria specified for AFs were to be the same as those for Assistant Professors. The AFs were to be appointed for a period of six months and it could be extended "in keeping with the current practice" (Recommendations of the Committee for short-term and visiting appointments).

The Mid-Term Review Committee, created by the BOM to review the University's broad direction of progress, recommended in its report that the AUD "must invite on its faculty, talent in the form of young scholars who are making the transition from doctoral research to teaching, on non-renewable fixed-term appointments for three years. These should not be seen as ad-hoc appointments, but as post-doctoral fellowships" (Report of the Mid-Term Review Committee, p. 40).

It is against this background that the existing practices relating to the Academic Fellows in AUD need to be viewed and reviewed.

The members of the Committee met all the Academic Fellows individually and collected their feedback on the scheme as well as their role in the University. The Committee then met



the other stakeholders in the University on 23-12-13 at AUD. On the basis of the meetings with the Academic Fellows and the deliberations with the stakeholder, the Committee formed its opinion regarding the nature of the scheme since its inception, its present functioning, and the future shape it needs to take. The following points were noted:

- At present there are six Academic Fellows in AUD. There is considerable diversity in the method of their initial recruitment, duration of the appointment and also the work they do. The appointments of the Academic Fellows started from January 2009 and the last Fellow joined in July 2013. The recruitment happened sometimes through an advertisement placed on the AUD website and a selection committee constituted for that purpose, and sometimes simply on the recommendations of the Dean and the approval of the VC. However, all the Academic Fellows went through the interview held in July 2013. Their current terms expire on 31 December 2013.
- There does not appear to have been a fixed standard on the duration of their appointment. They were generally appointed for a period of six months which was subsequently extended. In some cases, however, the appointment was also made for a period of one year. There was no clear instruction on the leave permissible to them. But, by and large, they were allowed to avail a part of their vacations and remained employed for that period.
- Their work at AUD has consisted mostly of teaching, the Academic Fellows employed at the Centre for Early Childhood and Education (CECED) being the only exception. Some of them have, at different points, been involved in non-teaching work (taking minutes of the meetings, keeping records, some administrative work of the School, preparing the list of short listed candidates and so on). All the others have been exclusively involved in teaching, curriculum development, and course coordination. In this sense their responsibilities at AUD have been the same as those of teachers.

In their meetings with the members of the committee, the Academic Fellows pointed out three broad areas of concern: Designation, Duration, and Other Issues pertaining to Leave and Pay Scale. It should be mentioned here that none of the current AFs have a Ph.D degree. They are all however registered for a Ph.D. and are currently at different levels of their research work.

Designation: One major problem, as pointed out by the Academic Fellows, is that their work experience may not count as teaching experience outside AUD. It will not count as teaching experience, because they are not placed on any pay-band. Hence they will not get the requisite number of points (for the work they have done) in their applications for faculty positions outside. This will also not be treated as research experience because, as per the UGC norms, only post-doctoral research experience is given weightage for recruitment for faculty positions. Thus they will lose out in the competition for teaching jobs outside AUD. In the new application forms, the mention of a pay band is necessary for their work experience to be treated as teaching experience. It is felt that there is a great need to bring their work experience as par with that of other teachers.

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Duration: Even though their jobs have continued, there has generally been an uncertainty about the duration and the renewal of contract. This may be okay in cases where the allotted job begins and ends with the semester. But in situations of research projects (in which work has a longer duration and continuity across semesters, such as in CECED) it affects work adversely. Also English teaching courses (English Proficiency Course and English for Academic Purposes, compulsory for all BA students) require a continuous, across the semester, engagement with the teaching of these courses. It was submitted by the Academic Fellows that a longer term (2-3 years) would be desirable, not just for individual stability, but also for a satisfactory transaction of the job at hand.

Other Issues: The Academic Fellows also highlighted certain other issues related to their working conditions. The lack of an official vacation hampers their research work and professional development. Getting a consolidated salary and not being placed in a pay-scale creates disparities because of irregularities pertaining to DA, HRA etc. Given the short duration, there is a problem of leaves which do not accumulate on annual basis and lapse after six months. The Academic Fellows do not have any back-up leaves at any given time. In other words, they suffer from all the general problems associated with ad-hoc appointments (medical leave etc.). There have also been instances of disparities in the distribution of stationary and laptops etc.

The cadre of Academic Fellows was initially conceptualized as proto-faculty for new Schools without regular faculty and also for the new emerging areas of knowledge. To that extent the functional relevance of the cadre is still there. In addition, some of the core courses in the School of Undergraduate Studies (SUS), which do not belong to any specified Discipline (such as Logic and Reasoning, Introduction to Social Sciences and courses on English proficiency), need regular faculty. There are also some foundation optional courses (such as the courses in political science) in Discipline areas (such as Political Science) which are yet to be established in the University. Some courses of this kind are also taught in other Schools also. So far many of these courses have been taught by the Academic Fellows. At the same time, there is also a need for a cadre of research fellows, either independent post-doctoral research scholars or attached to some visiting faculty, that should ideally be drawn from the pools of Academic Fellows.

After carefully going through all the documents, observing the practice on the ground, and keeping in mind the current and future requirements of the University, the Committee wishes to make the following recommendations:

- 1) The scheme of appointing Academic Fellows in its present flexible form was useful for the University in the initial years. However, the situation has now changed and a large number of faculty positions have been filled. Also, the different courses and programmes have been identified and are on offer. There is therefore a need to streamline and standardize the whole scheme of Academic Fellows. The scheme needs to be revised in such a manner that it takes care of the new requirements of the

Shur

Aruna

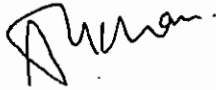
University as well as ensures that the concerns and the apprehensions of the current Academic Fellows *vis-a-vis* their research and future career prospects are addressed in a fair manner.

- 2) It is proposed that the 20 positions of Academic Fellows should be divided into ten positions each for teaching and research. The ten teaching positions should be utilized either as proto-faculty for new emerging areas, or on the basis of specific teaching requirement on a temporary basis. These positions should also be utilized to fill in the vacancies created by paid leaves of the faculty (such as maternity, child care or sabbatical leaves). The duration of the term of these faculty positions, should be for a period ranging from one to three years. The Academic Fellows currently required by the Centres of the University should also be drawn from this pool. The eligibility qualifications for them would be the same as those laid down by the UGC for Assistant Professors. They should be appointed through an all-India advertisement and a statutory selection committee. The area of study and the specialization should be specified by the Dean of the concerned School.
- 3) The committee noted that there were certain Disciplines for which regular faculty positions have not been created. However, a few courses in these Discipline areas were launched and Academic Fellows were assigned to teach them. It is recommended that the regular faculty positions should be created for such courses. They seem to be a regular component of the curriculum since the beginning of the academic programmes and are likely to be an integral part of them. For example, the courses on English language teaching and in political science are part of the curriculum of the BA programmes in the School of Undergraduate Studies. The number of posts to be created for these courses may be decided as per the requirement of the programmes on the recommendations of the Academic Council. Till such time that these positions are created, the faculty in these areas of study may be appointed from the ten unassigned contractual teaching positions proposed in point 2 above.
- 4) The other ten positions should be designated as Senior Research Fellows/Post-Doctoral Fellows. The procedures for their appointment should be worked out. These positions should be open for academics who have been awarded a Ph.D. and should be treated on the lines of Post-Doctoral Fellows of UGC. These Fellows may be appointed for research purposes only, in the Schools of Study, Centres, or attached to Visiting Professors and Chairs, or in the research projects of the University. The duration of the Senior Research Fellows should generally be up to a period of three years. Under exceptional circumstances, it may be extended for a period of two years with the approval of the Board of Management. The Senior Research Fellows should be appointed through an all-India advertisement and by a statutory selection committee. Notwithstanding the above procedure, in specific cases, in which the Vice-Chancellor feels the need, s/he will have the authority to appoint a person for a period of one year, as Senior Research Fellow, in consultation with Dean of the School/Dean, Academic Services.

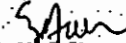
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To sum up, it is proposed by the Committee that the cadre of Academic Fellows should be bifurcated into ten teaching positions of Assistant Professors for a period up to three years, and ten research positions of Senior Research Fellows (to be treated at par with post-doctoral research fellowships). Once this bifurcation is done, there would be no justification for separate cadre of Academic Fellows. The cadre should therefore be terminated.



A.R.Khan



Salil Misra

APPENDIX - C

Appendix-C
Resol. No. 5.5/AC(5)/04.03.2014

The minutes of the Standing Committee on Academic Programmes (SCAP)
held on (a) 5th November 2013 & 12th November 2013 (b) 28th January 2014 &
30th January 2014 (c) 4th February 2014 (d) 13th February 2014 and
(e) 17th February 2014

- (a) Minutes of the **8th Meeting & 8th continued Meeting** of the Standing Committee on Academic Programmes held on *5th November 2013 & 12th November 2013 (Encl-1)*.
- (b) Minutes of the **9th Meeting & 9th continued Meeting** of the Standing Committee on Academic Programmes held on *28th January 2014 & 30th January 2014 (Encl-2)*.
- (c) Minutes of the **10th Meeting** of the Standing Committee on Academic Programmes held on *4th February 2014 (Encl-3)*.
- (d) Minutes of the **11th Meeting** of the Standing Committee on Academic Programmes held on *13th February 2014 (Encl-4)*.
- (e) Minutes of the **12th Meeting** of the Standing Committee on Academic Programmes held on *17th February 2014 (Encl-5)*.

Ambedkar University, Delhi (AUD)

Standing Committee on Academic Programmes (SCAP)

Minutes of the Meeting held on 5 November and 12 November 2013

Agenda Items

1. Discussion on the new courses to be offered by the School of Educational Studies (SES) as part of the Masters programme in Education.
2. Discussion on the new courses to be offered by the School of Human Environment (SHE) as part of the Masters Programme in Environment and Development.

Members present:

Chandan Mukherjee, (Chairperson)

Shyam Menon (special invitee)

Kuriakoşe Mamkoottam (Dean, SBPPSE)

Jatin Bhatt (Dean, SD)

Honey Oberoi Vahali (Dean, SHS)

Venita Kaul (Dean, SES)

Ashok Nagpal, special invitee

Manish Jain, special invitee

Asmita Kabra, special invitee

Manasi Thapaliyal Navani, special invitee

Gunjan Sharma, special invitee

Akha Kaihiri Maø, special invitee

Suresh Babu, special invitee

Ghazala Shahabuddin, special invitee

Salil Misra (Dean, SLS, Convenor, SCAF)

Minutes

Manish Jain, the programme coordinator. MA in Educational Studies, initiated the discussion on the new courses to be offered in the third semester of MA Education Programme. The

course structures were presented by the course coordinators before the SCAP for its approval and feedback. The following six courses were discussed:

- Psycho-Social Experience of Failure in Education
- School Knowledge, Curriculum and Texts [Advanced Course in Curriculum Studies]
- Researching education: Education and School Ethnography [Qualitative Research]
- Introduction to Teacher Education
- Education and Development
- Comparative Studies in History of Education

Following suggestions were made during the discussion after the presentations:

1. The course *Psycho-Social Experience of Failure in Education* was appreciated for bringing into focus an ignored dimension of education, namely 'failure'. It was seen as 'ambitious' and suggestions were made about engaging with pathology of success and how playfulness may look at failure.
2. *School Knowledge, Curriculum and Texts* became the occasion to express a concern relevant to all the courses in the programme, namely moving beyond production of arm chair critics and equipping students with specific competencies besides perspective building. The discussion pointed to the role of universities in teaching students to contradict the dominant orthodoxies, attitudes, tendencies, ideas and perspectives, prevalent in the society. A different set of orientation among graduates can also create and shape demand and market. The courses may also train them in doing things differently.
3. Deliberation on the course *Researching education: Education and School Ethnography* involved considerable debate on giving hands-on training to students in ethnography, immersing them in the field and anxieties about diluting ethnography.
4. SCAP was informed about the experience of teaching *Introduction to Teacher Education* course and plan to develop an advanced course in this area.
5. Discussion on *Education and Development* course centered around the idea of development, role of education in it, its relationship to state and citizenship. It was observed that several courses in different schools e.g. SDS, SHE, DevPrac programme discuss similar issues. A proposal to develop a course around these

common themes with a separate unit focusing on distinct specialization such as environment, gender and education was mooted.

6. Questions about *Comparative Studies in History of Education* were focused on its distinct focus, and the likely profile and orientations of students who may opt for it.

After the discussion the SCAP ratified all the courses and recommended that they be placed before the next meeting of the Academic Council for final approval.

After the ratification of the courses to be offered by the SES, the meeting adjourned and was resumed on 12 November 2013. Asmita Kabra, the programme coordinator, MED, presented four new elective courses for approval:

- Applied Population Ecology (2 credits)
- Development Communication and Advocacy (2 credits)
- Ecological Statistics Part 1 (2 credits)
- Ecological Statistics part 2 (2 credits)


The Deputy Dean of SHE made a short presentation of the overall course structure of the MA programme in Environment and Development. It was pointed out that the electives offered by SHE are clustered into 3 baskets, namely Social Science based courses, Ecology and Conservation biology based courses, and Environmental Management related courses. The faculty coordinators for the new courses made a brief presentation on each of the 4 courses and indicated that three courses (numbers 1, 3 and 4) will strengthen the Ecology and Conservation biology basket, while course 2 will help strengthen the Management basket, apart from helping with their communication and presentation skills.

The SCAP, after discussing each course, approved all 4 courses, and made the following broad observations and suggestions:

- For all courses that run in workshop/laboratory mode (for instance, Applied Population Ecology), the total number of teaching-learning hours should be higher than if the courses are transacted in lecture mode. A possible thumb rule can be that the lab hours should be double the lecture hours per module.

- For the course Ecological Statistics II, it was suggested that the course coordinator should rewrite the course objectives to indicate clearly how the course builds on the learnings from Ecological Statistics Part I

The SHE faculty was directed to take these observations into consideration when finalizing the course outlines. With that, the SCAP ratified all the courses and recommended that they be placed before the next meeting of the AC for final approval.


Salil Misra

Convenor, SCAP

AMBEDKAR UNIVERSITY, DELHI
SCHOOL OF EDUCATION STUDIES

SES/SCAP/2013/1

September 2, 2013

Prof. Salil Mishra,
Chairperson, Standing Committee, Academic Council,
Dr. BR Ambedkar University,
Kashmere Gate,
Lothian Road, Delhi: 110006.

Sub: MA Education Semester 3 Courses for Presentation before SCAP

Dear Prof. Mishra,

I am pleased to present following six courses of Semester 3 of MA Education Programme before the Standing Committee, Academic Council, of AUD for its approval and feedback before being presented to the Academic Council.

- 1) Comparative Studies in History of Education
- 2) School Knowledge, Curriculum and Texts [Advanced Course in Curriculum Studies]
- 3) Education and Development
- 4) Psycho-Social Experience of Failure in Education
- 5) Researching education: Education and School Ethnography [Qualitative Research]
- 6) Introduction to Teacher Education

These courses were presented before the Board of Studies, School of Education Studies (BOS, SES), on July 22, 2013 and have been suitably revised in the light of its feedback. The minutes of this meeting are enclosed your perusal.

Though a total of nine Semester 3 Courses of the MA Education programme were presented before the Board of Studies, School of Education Studies, on July 22, 2013, the course coordinators for three of these courses (Ethics and Education, Higher Education in India and Mathematics Education: Disciplinary and Pedagogical Issues) have decided to withdraw these courses. A separate note on reasons of this withdrawal is also enclosed.

As you may recall, in the last Academic Council (AC) meeting a suggestion was made that these courses may be circulated among Academic Council members instead of delaying till convening of next meeting of the A.C. However, please let us know the date and time for presentation of these courses in the next meeting of SCAP. We look forward to a fruitful discussion and feedback on these courses.

Thanking You,

Yours Sincerely,

Venita Kaul

Prof. Venita Kaul,
Director/Dean, School of Education Studies

Encl :

1. Minutes of the Third meeting of Board of Studies, School of Educational Studies, 22 July 2013
2. Reasons of Withdrawal of Courses presented before BOS, SES
3. Courses to be presented before SCAP

29/SES
18/9/13

Reasons of Withdrawal of Semester 3 Courses for Presentation before SCAP

Following three courses were also presented before the Board of Studies, School of Education Studies, in its meeting held on July 22, 2013. The course coordinators for these courses have decided to withdraw these courses. Two have cited the reason that due to the management's decision not to allow courses to be offered to five or less students, they are not offering the course in this semester, and may revise the existing drafts. Another person has withdrawn the course to rework ^{on} it and bring greater focus which may take time.

Dr. Abhijeet Bardapurkar, who had been advised by the Board of Studies to consult Prof. Jayshree Mathur to revise Ethics and Educational course, has met her. She has suggested some changes of emphases and expansion, and these have been worked out, the withdrawn courses are :

Course	Coordinator
Ethics and Education	Dr. Abhijeet Bardapurkar
Higher Education in India	Ms. Manasi Thapliyal Nawani
Mathematics Education: Disciplinary and Pedagogical Issues	Dr. Rakhi Banerjee

Venita Kaul

Prof. Venita Kaul,
Director/Dean,
School of Education Studies

6/9

Minutes of the Third meeting of Board of Studies, School of Educational Studies, AUD

22 July 2013

Third meeting of the Board of Studies, School of Educational Studies, AUD was held on 22 July 2013 to discuss courses for MA (Education) semester three. It was attended by:

Prof. Shyam Menon, Vice-Chancellor

Prof. Jayshree Mathur, Department of Education, University of Delhi

Prof. Farida Khan, Department of Education, Jamia Millia Islamia University

Prof. Salil Mishra, Dean School of Liberal Studies, AUD

Prof. Honey Oberoi, Dean School of Human Studies, AUD

Dr. Anirban Sengupta, School of Development Studies, AUD

Prof. Venita Kaul, Director SES

Dr. Abhijeet Bardapurkar, School of Educational Studies

Mr. Akha Kaihrii Mao, School of Educational Studies

Ms. Gunjan Sharma, School of Educational Studies

Dr. Manish Jain, School of Educational Studies

Ms. Manasi Thapliyal Nawani

Dr. Rakhi Banerjee, School of Educational Studies

Mr. R. Vinod, School of Human Studies, AUD

Key Suggestions and Decisions

1. In view of the emerging concerns in the university regarding the unsustainable teacher student ratio, it is recommended that no elective course should be offered unless there are five or more students. Possibilities of combining two batches or opening the course to other Schools may be explored.

2. Comments on Specific Courses:

Two specific suggestions were made about the '*Comparative Studies in History of Education*': a) simplify the course, and bring aspect of comparison to forefront, and b) reduce readings with respect to ability of students to assimilate them.

- ii. *Advanced Course in Curriculum Studies [Curriculum and School Textbooks: Sociology, Discourse and Practice]* should reverse the order of course slot and course title. The course needs to embed textbooks in the larger field of curriculum reform and strengthen the analytical and theoretical component, even if carried over from previous semester's course on curriculum.
- iii. *Education and Development* course may also be offered for M.Phil. Development Practice and MA (Development Studies) programmes. The course particularly Unit 1 may be too vast. This may be rationalised. The course should provide diverse ideological positions to expose students to more than one ideological strand and help them configure their own position. The course may also provide space for NGOs and non-State actors and include the national perspective.
- iv. It was suggested that the '*Psycho-Social Experience of Failure in Education*' course may consider bringing in aspects of gendered character and meaning of success and failure for men and women, relationship of failure to the discourse of normalcy, failure of teacher, failure in subject and failure as political protest. From Education perspective could bring in some component of education evaluation. Some additional readings were also suggested for the course.
- v. *Qualitative Research [Researching education: Education and School Ethnography]* The course may begin with products of ethnographic studies and then introduce the theory and methods for students to understand the nuances of qualitative research. It should also move beyond dichotomy of quantitative and qualitative research and introduce techniques and strengthen skills related to focus group discussions, interviews, participant observation etc.
- vi. The course description of '*Ethics and Education*' course was found to be too sketchy so that it was not conveying the full sense and objectives of what was intended, as presented during the meeting. It was also suggested that it should be contextualised from the Indian perspective. The revised course description in a more elaborated form may be shared with Prof. Jayshree Mathur. Abhijeet's course on Ethics and Education will be required to be circulated to the Board of Studies again after vetting by Prof Mathur, before being sent to SCAP with the other courses.
- vii. '*Teacher Education*' should include teacher and teaching within its domain, and fundamental assumptions and theoretical perspectives about teacher education, to

develop a better understanding of teacher education and its debates. The course coordinator may add greater theoretical and analytical components to the descriptive character of the course or leave this as descriptive and add these in the second level course on teacher education.

- viii. '*Mathematics Education*' course was praised for its clear focus and organisation.
 - ix. '*Higher Education in India*' course should improve titles of its rubrics by making these more issue based and may include idea of a university, and private provisioning and changes in demography and political economy and discuss these developments.
3. Assessment components of all the courses should be discussed together and rationalised.
 4. Possibilities of term end exams and combined viva voce may be explored.
 5. It was decided that after revisions these courses will be presented before the meeting of the Standing Committee of the Academic Council of the university.

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

(To be approved by the Academic Council)

1. Title of the Course: Psycho-Social Experience of Failure in Education
2. Name of the School/Centre proposing the course: School of Educational Studies (SES)
3. Programme(s) which this course can be a part of: Masters programme in Education
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.). This is not a stand alone course.
6. Proposed date of launch: July 2013
7. Course Team: (coordinators, team members): Course Coordinator: Vinod.R
8. Rationale for the Course:

The construct and experience of failure, which has the potential for a wide variety of interpretations based on number of factors- internal and external to the system, is closely related to sense of power and powerlessness. Although there is poverty of success of various forms but everyone succeeds in explaining failure in its myriad manifestations. The term failure has a very strong evocative potential that encompasses understanding failure, fear of failure, failure as a relative concept, quality assessment of education, audit of implementation of education policy and reforms, paradox of equity, concerns for valid knowledge, systemic reforms (curricular reforms, examination reforms, teacher training reforms), dominant ideologies that perpetuate inclusion and exclusion in education. Examining the experience of failure therefore becomes poignant in acknowledging, accepting, recognizing and working with it. Hence, listening and relating to different aspects of failure in the education system throws up alternative social imagination, agency, utopia and psycho-social critique of the experience of education.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Semester 3, elective, 4 credits.

10. A brief description of the Course:

This course would endeavour to focus on a theme for four years before shifting to another. The current theme would be experiencing and surviving failure in the educational system. The other themes subsequently would be disability, caste, poverty, and gender.

The course is an attempt to explain the grandiose narcissism of success leading to a sense of dysfunctional experience and being in the globalised world. The art of surviving in higher education system essentially uncritically reproduces the social hierarchy in varied aspects of gender, class, and caste resulting in varied hierarchies of access, success, and corruption. This course seeks to attempt to understand the role of early childhood experience, intelligence, innovation, and the role of community in understanding the notions of success and failure. It tries to focus on the experience of failure and success among various social actors in education to understand their sense of humiliation and jubilation, inclusion/exclusion, choices / lure, repeated deprivations/ privileges, sanity/ insanity, ability/ disability. Despite all policy and legal attempts. Therefore, understanding the dynamics of failure would foster understanding of intricacies of failure and social construction of success.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.)

The course is elective for students enrolled in the Masters programme. The course will borrow from the skill and understanding developed from the course The Experience of Education: Immersed Reflections.

Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

**MA programme in Education, SES, AUD
Psycho-social experience of failure in education
(4 Credit Elective Core: Semester 3/Monsoon 2):**

Psycho-social experience of failure in education

This course would be transacted thematically to work around human subjectivity and sensitivity to develop an understanding around children left at the margins of the education system. It would focus on theories of social psychology and psycho-analytic perspective emergent from thinkers

like Erik.H.Erikson, D.W. Winnicott, object-relations school of thought in psychoanalysis to enable the students and faculty to become aware and alive to intense emotions to facilitate deep listening, openness to self and enable understanding of various facets of the inner dialogue of mind body interactions around failure and success. It would try to argue that intelligence is not only cognitive experience but also related to the social class one belongs to and the home culture one is socialized into. The idea of intelligence as a product of relationships as John Holt would argue would be engaged with. This would then enable to engage with the certain key concepts in social psychology of social grouping, in-group and out group formation. This would necessitate students to reflect upon the sensitivities of group processes and engagement with their families as enabling as well as failing along with other developmental projects with respect to success and failure.

The students would work on various aspects of failure through different research methods to explore the experience and relationship of failure with drop outs, anxiety, and depression, suicide, school system, policy. Students may work with drop outs to understand, articulate as to what happens to self when it is systematically oppressed and deprived and how does the self survive to reflect upon itself. This would be the larger philosophical understanding of the course.

Course objectives:

- To problematise the definition, regulations, conventions, social acceptance and individual experience of failure.
- To explore various psycho-social theories of failure.
- To critically reflect on the concepts such as intelligence, identity and motivation to relate to educational failure.
- To critically analyse quantitative and qualitative data on failure.
- To understand educational innovations as response to failure.
- To evolve an understanding about the nature of relationship of self, family, community, significance of attachments, facilitating environments, ecological self and its relationship with success and failure in education.

Unit I - Narratives of Failure

This unit attempts to problematise the very question and experience of failure and poverty of success through case studies, stories, anecdotes, audio-video lectures, play/films.

Readings:

1. Gandhi, M.K (2011) An autobiography or the story of my experiments with truth, Rupa, New Delhi. Pp. 26-29
2. Premchand, M (2004) *Bade bhai sahib* in *Idgah tatha Anya Kahaniyan*, Star Publications, New Delhi. Pp. 52-58
3. Holt, J (1984) *How Children Fail*, Penguin Books, England.

4. Kumar, K (1996). Learning from Conflict, Orient Longmann, New Delhi. Pp ix-24, 59-81
5. Pathak, A. (2002) Social implications of schooling: knowledge, pedagogy and consciousness, Rainbow publishers, Delhi. pp 7-108
6. Xun, Lu (2003) The True Story of Ah-Q, The Chinese University Press
7. Peters, R.S (1977) Education and the education of teachers, Routledge & Kegan Paul, London. Pp 46-85
8. IRobles, J (2009). Barriers to Success: A Narrative of One Latina Student's Struggles, Harvard Educational Review, Vol. 79. Pp. 745-754
9. Tagore, R (2002) The Parrot's Training, Rupa, New Delhi. Pp 1-10.
10. Kumar, K (2008) 'Let us all blame the teacher' in Reflections on Schooling, Oxford University Press, New Delhi. Pp. 37-41.

Unit II – Deconstructing Failure from social psychology and psycho-analytic perspective

This unit attempts to familiarize students to theoretical constructs in social psychology. This would enable them to analyse various aspects of failure from intrapsychic and interpersonal perspective. The following aspects of social psychology that would be dealt are: attribution, self presentation, self esteem, social comparison, self as target of prejudice, humiliation, impression management, social perception, stereotypes, prejudice and discrimination, motivation, individual and groups. This unit will also help in examining biases in the success story of schooling and development of cognitive skills. It would also focus on object-relation school of psychoanalysis, Eriksonian theory of psycho-social development to highlight the significance of early attachment to significant others determining their dispositions to success and failure. Proclivities

Readings:

1. May, Rollo (1972) Power and Innocence: A Search for sources for violence, W.W Norton & Company, New York. Pp 99-113, 219-235, 121-142.
2. Erikson, E.H (1968) Identity: youth and crisis, Norton, New York.
3. Erikson, E.H (1950) Childhood and Society, Norton Company, New York. Pp 247-274
4. Baron, R.A, Branscombe, N.R, Byrne, D, Bhardwaj, G (2010) Social Psychology, Pearson, New Delhi. Pp. 84-108, 120-143, 188-222
5. Rogoff, B. (1981) Schooling and the Development of Cognitive Skills in Triandis, H.C, Heron, A (eds.) Handbook of Cross-Cultural Psychology Volume 4 Developmental Psychology, Allyn and Bacon Inc., Boston. Pp 233-292.
6. Guru, G. (ed.) (2009) Humiliation, claims and context, Oxford University Press, New Delhi. Pp 23-40, 209-225

7. Balint, M (1996) Object Relations Pure and Applied, Routledge, London. Pp 1-45
8. Winnicott, D.W. (1958) Collected Papers Through Pediatrics to Psychoanalysis, Tavistock Publications, London. Pp 204-218, 306-315.
9. Buckley, P (ed.) (1986) Essential Papers on Object Relations, New York University Press, New York. Pp 127-152, 233-292, 297-317

Unit III – Locating research on failure and success

This unit would situate different possibilities of engaging with questions on failure in qualitative and quantitative aspects of research. It would also enable students to explore various innovative practices and attempts at relooking success and failure from various vantage points. Attempt would be made to study assessments, compensation, and treatment of failure, grading, and norms across the country and also other countries to evolve comparative perspective to understand cultural construction of success and failure.

Readings:

1. Dressman, M, Wilder, P, & Connor, J.J. (2005). Theories of failure and the failure of theories: A Cognitive/ sociocultural/ macrostructural study of eight struggling students, *Research in the Teaching of English*, Vol. 40, No. 1. Pp 8-61
2. Birtwistle, T. & Johnson, L (1997). Failure: A cultural notion? *Journal of Further and Higher Education*, Vol. 21, No. 1,
3. Nawani, D (2013). Continuously and Comprehensively Evaluating Children, *Economic & Political Weekly*, Vol. XLVIII No. 2.
4. Quenzel, G & Hurrelmann, K (2013). The Growing Gender Gap in Education, *International Journal of Adolescence and Youth*, Vol. 18, No. 2, pp 69-84, <http://dx.doi.org/10.1080/02673843.2012.665168>
5. Chugh, S (2011) Dropout in secondary education: a study of children living in slums of delhi, NUEPA. <http://www.nuepa.org/Download/Publications/Occasional%20Paper%20No.%2037.pdf>
6. Create pathways to access Research Monograph No 16, (May 2008) University of Sussex http://www.create-rpc.org/pdf_documents/PTA16.pdf
7. Govindaraju, R & Venkatesan, S (2010) A Study on School Drop-outs in Rural Settings <http://www.krepublishers.com/02-Journals/JP/JP-01-0-000-10-Web/JP-01-1-000-10-PDF/JP-01-1-047-10-009-Govindaraju-R/JP-01-1-047-10-009-Govindaraju-R-Tt.pdf>
8. NCF 2005, National Council for Educational Research and Training, New Delhi.

Unit IV – Power and its relationship to success and failure

The discourse of power is central to the experience of failure, punishment, deprivation, and humiliation. Emotions like anger, envy, fear, greed, shame, worry, unease, pity and

mourning traverse varied experiences of failure across class, caste and gender. Plagiarism and its relationship to failure, gender, caste and class as though success/ failure seem to be one of the organic binaries driving energy of domination, subjugation, exploitation predominant through ideologies of capitalism, patriarchy and nationalism. So, the vertical model of success almost creates an essential social construction of world view of success. Any subversion challenging the rat race in any modality experienced through children's creativity or creative or insane moment of authentic living is looked down upon. Amongst the different ways of organizing power namely patriarchy, caste, class or gender there emerges pedagogy of success and failure that needs to be deconstructed to understand worthiness/ unworthiness in the social context.

Readings:

1. Nandy, A (2010). Foreword to the Second Edition 2010 in Nagaraj, D.R. The Flaming Feet and Other Essays, Permanent Black, Ranikhet. Pp. ix-xx.
2. Nagaraj, D.R (2010) The Flaming Feet and the other Essays, Permanent Black, Ranikhet. Pp. 21-60, 75-89.
3. Foucault, M (1977) Discipline and Punish The birth of the prison, Penguin, London. Pp 170-194
4. Chakravarti, U (2006) Gendring Caste: Through a Feminist Lens, Mandira Sen for Stree, Kolkata. Pp 139- 171
5. Cheung, C.K (2013) Understanding factors associated with online piracy behavior of adolescents, International journal of adolescence and youth, Vol. 18, No. 2, pp 122-132.
6. King, K.L, Houson, I.S, & Middleton, R.A. (2001) An explanation for school failure: moving beyond black inferiority and alienation as a policy-making agenda, British Journal of Educational Studies, Vol. 49, No. 4, pp 428-445.
7. Schoem, D. (1982) Explaining Jewish Student Failure, Anthropology & Education Quarterly, Vol. 13, No. 4, pp 308-322
8. Silverstein, Shel (2010) The Giving Tree, The Particular Books.

Unit V – Interpreting Failure

In this unit, the attempt would be to see how individuals as well as system respond to failure. For some, failure may be an act of rebellion, for some it may be a choice, some may endure it, and for some it may be a chance for innovation and creation, while for others it may be a mode to procrastinate. While the system may respond to failure by taking affirmative action, committing to universalisation of education, different schemes, reservation to EWS in private schools, and on the other hand enabling chains of coaching centres to mushroom, promoting school choice, voucher systems, PPP, Corporate Social Responsibility, NGOs.. The plethora of emotions that the students, teachers, and the other

participants in the set ups go through would be taken up based on students' interests. It would also work around anger, rage, violence and one's relationship with time in the discourse of education.

Readings:

1. Pine, F. (1985) *Developmental Theory and Clinical Process*, Yale University Press, London. Pp 54- 72, 108-122.
2. Akhtar, S (2012) *Book of Emotions*, Roli Books, New Delhi.
3. Riesenberg-Malcolm, R (1999) *On bearing unbearable states of mind*, Routledge, London. Pp 93-112.
4. Winnicott, D.W. (1958) *Collected Papers Through Pediatrics to Psychoanalysis*, Tavistock Publications; London. Pp 3-21, 97-100.
5. *Danger: School! Indian* (modified) edition, Other India Press: Mapusa, Goa, 1996.

Current newspaper/ magazine/ journal articles would also feed into this unit for discussion.

Unit V - Narratives of Survival and Resilience

This unit would look at various levels of resilience and understanding to cope up and rise above failure. It would also examine the pathology of success.

This would also focus on constructing case studies of individuals who have succeeded in negotiating failure in their own idiosyncratic ways. Field visits to spaces where groups of people have been working with drop outs or marginalized sections of education discourse.

Students would be encouraged to participate in exhibitions, talks, seminars, protests, campaigns held at AUD and outside.

Readings:

1. Kumar, K (2008) 'Learning from Iqbal', *A Pedagogue's Romance Reflections on Schooling*, Oxford University Press, New Delhi. Pp-129-132.
2. Bach, R(1970) *Jonathan Livingston seagull a story*, First Avon Books, New York.
3. Pathak, A (2002, June 05). *The Pathology of Success*, The Indian Express. <http://www.indianexpress.com/oldStory/3811/>
4. Frankl, V.E. (1959) *Man's Search for Meaning*, Pocket Books, New York. Pp 119-157
5. Hesse, H (2003) *Siddhartha*, Rupa, New Delhi. Pp 62-94

Books/poems:

1. Tsundue, T (2011) 'Refugee' in Kora: Stories and poems, TibetWrites, Dharamshala.
2. Anderson, H.C () The Ugly Duckling, Usborne Publishing.
3. Hosseini, K (2003) The Kite Runner, Bloomsbury, London.

Films: (any two films would be worked through the course)

1. Freedom Writers (2007)
2. Iqbal (2005)
4. Pyasa (1957)
3. Shawshank Redemption (1994)
4. Life is beautiful (1997)
5. Taare Zameen Par (2007)
6. Naam (1986)
7. Mera Naam Joker (1970)
8. Malala Yousafzai's address in the UN <http://www.bbc.co.uk/news/world-asia-23291897>

Assessment

- Unit I- personal narrative of success and failure / book review/ film review (10%)
500 words
- Unit II – interview any individual / group of students to understand the experience of failure through linkages of theory (20%) 1000 words
- Unit III – micro research study and data analysis and linkages with theory (20%)
1000 words
- Unit IV/V – group project – film review / collage (20%) presentation
- End term paper (30%) – working with drop outs (1500 words)

The number of assessments and weightages for each assessment would also be deliberated upon with students and also language of expression would be worked through.

12. No. of students to be admitted: Those students who have opted for this course.
13. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Two hour slots are preferable to transact the classes ; field visits. Requires audiovisual equipments for film screening.

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^{Third}.....meeting held on 22nd July.....2013.....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)

1. **Title of the Course:** Introduction to teacher education
2. **Name of the School/Centre proposing the course:** School of Education Studies (SES)
3. **Programme(s) which this course can be a part of:** Masters programme in education
4. **Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate:** Masters level
5. **If it is a stand-alone course, how can it be scheduled?:** (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. **Proposed date of launch:** July 2013
7. **Course Team: (coordinator, team members etc.):** Akhakhairii Mao (course coordinator)
8. **Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):**
 This course will introduce students of education to the concept, history, evolution, architect, system and processes of teacher education and help them to look at it in a critical manner. In doing so the course will also engage in issues, debates and discourses related to the concerns of teachers. It will also introduce students to the various policies, commissions and committees' reports and their impact on teacher education. It will also expose students to various teacher training/education programmes in different countries in order to compare and contrast their areas of emphases. Through the course it is hoped that the larger orientation of the school, which is to introduce students to a praxis-based perspective, will be addressed.

 The resources needed for the transaction of the course mainly include research papers, relevant articles and literatures, official reports and documents. The list has been provided with course outline. Some literature is available in AUD library, while some more is being procured. The course will be transacted by the SES faculty with some discussion and interactive sessions with practioners in teacher education and school teachers on selected topics/themes. It is envisaged that students will also visit teacher education institutes and schools in order to understand their institutional working, situate both in mutual terms and raise questions for further queries.
9. **If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:**
 Semester 3, Optional course, 4 credits
10. **A brief description of the Course:**

This course will introduce students to the concept, evolution and the architecture of teacher education. The course will also try to understand and analyse some of the policies related to teacher education. The course will also introduce students to the various models and levels of teacher education programmes in the country. Along with the pre-service and in-service programmes it will also explore the various continuous professional development programmes available for teacher development. It will also expose students to various teacher training/education programmes in different countries in order to compare and contrast their areas of emphases. The course will also focus on engaging students to understand and reflect critically various issues, concerns and challenges in teacher education. The course will enable students to visit and explore teacher education institutes and schools in order to understand their institutional working, situate both in mutual terms and raise questions for further queries. The understanding developed in this course would enhance the second teacher education course to be offered in Semester 4.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.)

This is an optional course for students who enroll in the Masters programme.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Course objectives:

- To introduce and familiarise students to the concept, objectives and evolution of teacher education in India.
- To understand the architecture, structures, system and organisation of teacher education in India and also in some selected countries.
- Help students understand the various kinds of programmes and courses at various levels in teacher education in India and explore possible alternate models.
- To enable students to understand, analyse and critique the state and the various policies related to teacher education in India.
- To engage with various issues, concerns and challenges in teacher education

Course transaction:

The course would be transacted through classroom interactions involving reading in groups, discussions around selected materials on selected issues and topics. The course would also engage students to work in groups on some selected topics. It will also involve analyzing sections of selected research papers/reports/documents, visits to institutions and lectures.

Course contents:

Unit 1: Teacher education and its Evolution:

This unit will introduce students to certain fundamental questions about the concept and evolution of teacher education- what is teacher education? Why teacher education?

When and how did teacher education started in India? Is there any difference between teacher training and teacher education? What are those?

Essential Readings:

- Hansen, D.T. (1996). Why educate teachers? Values and purposes in teacher education. In Damers, Mclntyre, Nemser & Smith, C (edit), Handbook on teacher education. 3rd Edition, New York. Routledge Pp 5 - 20
- Hess, F. M (1996). Teacher education and the education of teachers. In Damers, Mclntyre, Nemser & Smith, C (edit), Handbook on teacher education. 3rd Edition, New York. Routledge Pp 1324 – 1328
- Devi, R.S. (1968). Origin and development of teacher education in India. In Mukerji, S.N. (edit) *Education of teachers in India*. Delhi. S.Chand & Co. pp. 1-40
- Chatterjee & D'Souza (1956). *Training for teaching in India and England*. Orient Longman Pvt. Ltd. pp. 221-237, & pp. 278-295
- Mangla, S. (2010). Teacher Education: concept, need and importance. In *Teacher education trends and strategies*. New Delhi. Radha publications. Pp 1- 34
- Manship. D. (1967). Training for what? In *Learning to live*. London. Pergamon Press Ltd. pp 1-3

Supplementary:

- AIATC- Report of the study group on the education of secondary teachers 1964
- Khan, S.M. (1983). *Teacher education in India and abroad*. New Delhi. Ashish Publishing House
- Mangla, S (2010). *Teacher education trends and strategies*. New Delhi Radha publications. Pp1-67
- Mills, H. (1966). The background to training. In *Teaching and Training Techniques for Instructors*. London: Macmillan. Pp. 1-10
- Pires, E.A. (1958). Teacher education in India; brief historical sketch. In *Better teacher education*. Delhi. University press. Pp 1-10

Unit 2: Architecture of Teacher education in India:

The unit will attempt to give students a synoptic view and understanding of various institutions, organisations and agencies responsible for teacher education in India: NCTE, NCERT, UGC, Universities's departments of education, SCERT, DIETS, Colleges (both government and private). It will also explore the status and scenario along with making sense of the linkages and gaps between these institutions.

Essential Readings:

- Chakarbarti, M. (1998). *Teacher education: modern trends*. New Delhi. Kanishka publications, distributors
- Mangla, S. (2010). Agencies for Inservice teacher education and training. In *Teacher education trends and strategies*. New Delhi. Radha publications. Pp 177- 222
- Mukerji, S. N. (1986). *Education of Teachers in India*. Delhi. S. Chand & Co. Vol.II
- Pires, E.A. (1958). Improving our teacher education institutions. In *Better teacher education*. Delhi. University press. Pp 210-218
- Reddy, R.S. (1998). *Principles and practices of teacher education*. New delhi. Rajat publications

Supplementary:

- Hendy, J. F.(2006). The training of secondary teachers and educational ideals. In Whitehead, M & Hartley (edit) *Teacher education: Major themes in education*. Vol.I

- Snyder, Brule & Richardson. (1953). The education of teachers in *England, France and the USA*. Winterthur, Switzerland. UNESCO. Pp 17-36
- Saxena, Asthana, Agrawal & Adaval. (1984). *An analytical study of teacher education in India*. Allahabd. Amitabh prakashan

Unit 3: Teacher Education Policy:

This unit will focus on understanding the various policies and schemes on teacher education. It will try to engage students to read selected official reports/documents and help them in understanding the gaps between the intention in policy formulation and its implementation. The focus will be to enable students to analyze and critique some of the research reports, documents produced by committees and commissions relating to teacher education in India. (Chattopadhyay Commission Report, NCFTE-2009 and relevant excerpts from Kothari commission, etc.). Seminar and interactive sessions would be organized for such exercises.

Essential Readings:

- Chaurasia, G. (1967). *New era in teacher education*. Delhi. Sterling publishers (P) Ltd.
- Kothari Commission report (1964-66). Chapter-VI: Teacher education. Pp 66-88
- Lakshmanaswami Mudaliar Commission report (1952-53). Chapter-XII: Improvement of teaching personnel. Pp 155-176
- National Council for Teacher Education report on National curriculum framework for teacher education (2009/10): Towards preparing professional and humane teacher.
- National Commission on teachers report-1(1983-85) The teacher and society
- National Council of Educational Research and Training report on National Curriculum Framework 2005. Demands and expectation on the teachers
- Radhakrishnan Commission report (1948-49). Chapter-III: Role and work of teachers... pp 68-82

Supplementary:

- Mangla, S. (2010). Historical perspective. In *Teacher education trends and strategies*. New Delhi. Radhapublictions. Pp 35- 67

Unit 4: Models (alternatives) and levels:

The purpose of this unit is to expose students to various kinds of programmes and courses existing at various levels in teacher education programme in India. It will try to understand as to how the various pre-service, in-service and continuous professional development (CPD) programmes are conceived and conducted. The unit will also expose students to the rationale for varied level of entry-point and their durations in teacher education- (Nursery, Primary level, secondary level; diploma, certificate or Degree; face-to-face/regular or distance mode-IGNOU; special B.Ed., Four year B.Sc.Ed., para-teacher training, shiksha-mitra, in-service training and professional development programme, enrichment programme, etc). It will also look at the various methods/approaches/techniques in teacher education programmes, both traditional and emerging alternatives.

Essential Readings:

- Chaurasia, G. (1967). In-service education of teachers in New era in teacher education. Delhi. Sterling publishers (P) Ltd. pp. 80-97
- Carr, D (2000). *Professionalism and Ethics in Teaching*. London and New York. Routledge.

- Kallet, Browse, Guddard&Brearley. (1972). Kinds of in-service education in *Educating teachers*. London. Macmillan Education Ltd. pp.30-46
- Khora, S (2011). *Education and Teacher Professionalism: Study of Teachers and Classroom*. New Delhi: Rawat Publications.
- Mangla, S. (2010). Types of teacher education programmes. In *Teacher education trends and strategies*. New Delhi. Radhapublictions. Pp 100- 176

Supplementary:

- Buczynski, S and Hansen, C.B. (2010). Impact of Professional Development on Teacher Practice: Uncovering Connections. In *Teaching and Teacher Education*, Vol. 26, No. 3]. Amsterdam; Elsevier.
- Claxton, G et al. (1996). *Liberating the Learner. Lessons for Professional Development in Education*. London; Routledge.
- Lieberman, M (1956). *Education as a Profession*. Prentice Hall, Inc.

Unit 5:Teacher education abroad:

The focus of this unit would be to explore how teacher education is transacted across different countries. This will help students to compare and contrast their strengths and weakness among the selected countries (UK, Japan, USA, Finland, South Africa). UK has been chosen for it shared history with India. Japan has been chosen to see and draw comparison with another Asian country. USA, has been chosen as it represent one of the most developed country. Finland has been chosen for the respect and autonomy it gives to its teachers. And South Africa has been chosen to see as to how another developing country which had experienced a perthied had emphasized its teacher education.

Essential Readings:

- American Council on Education 1946. The improvement of teacher education: A final report by the commission on teacher education (the commission and its work pp.1-54)
- Chaterjee & D'Souza (1956). *Training for teaching in India and England*. Orient Longman Pvt. Ltd.
- Drayer, M. Adam. (1970). Progress in teacher education in *The teacher in a democratic society*. Ohio. Charles E. Mcmill publishing company. Pp. 175-205
- Khan, S.M. (1983). *Teacher education in India and abroad*. New Delhi. Ashish Publishing House
- Teacher and Principal Quality: Japan
- <http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/japan-overview/japan-teacher-and-principal-quality/>
- Teacher and Principal Quality: Finland
- <http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/finland-overview/finland-teacher-and-principal-quality/>
- The secret to finland's success: Educating teachers
<http://edpolicy.stanford.edu/sites/default/files/publications/secret-finland%E2%80%99s-success-educating-teachers.pdf>
- The National policy framework for teacher education and development In South Africa "More teachers; Better teachers"
- <http://www.info.gov.za/view/DownloadFileAction?id=70084>

Supplementary:

- Conant, J.B. (1964). *The education of American teachers*. New York. McGraw-Hill book company
- Dikshit, S.S. (1969). *Teacher education in modern democracies*. Delhi. Sterling publishers (P) Ltd. pp 38-62
- Minimum qualification for teacher education in south Africa
- <http://www.dhet.gov.za/Structure/Universities/TeacherEducation/tabid/414/Default.aspx>

Unit 6:Key debates, issues and challenges:

This unit will engage students with various issues, concerns and challenges in teacher education: teaching as a profession; components and relative emphasis of various areas of study in teacher education programme (philosophy, sociology, psychology, school subjects and ICT); quality and quantity; regional disparities; 'para-teachers'; 4 year Undergraduate programme in University of Delhi; teacher education for music, fine arts, etc.

Essential Readings:

- Acker, S (1999). *The Realities of Teachers' Work; Never a Dull Moment*. London; Cassell.
- Apple, M.W (2001). *Educating the "Right Way"; Markets, Standards, God and Inequality*. New York and London. RoutledgeFalmer.
- Batra, P. (2005). Voice and agency of teachers. *Economics and political weekly*, Vol.XL, 40
- Batra, P. (2013). DU undergraduate reform: prospects or lost opportunity? *Economics and political weekly*, Vol.XLVIII, 28
- Giroux, H.A (2012). *Education and the Crisis of Public Values; Challenging the Assault on Teachers, Students, & Public Education*. New York. Peter Lang.
- Kumar, K. (2013). The risks of sweeping the floor. *The Hindu*. 9 July, 2013. New Delhi
- Huggett, A and Stinnett, T (1956). *Professional Problems of Teachers*. New York: The Macmillan Company.
- Sikes, J; Measor, L and Woods, P (1985). *Teacher Careers: Crisis and Continuities*. The Falmer Press.
- Slattery, P & Rapp, D. (2003). *Ethics and the Foundations of Education. Teaching Convictions in a Postmodern World*. New York ; A&B Publications.
- Tulasiewicz, W and Adams, A. (1995). Teachers' professional status and prestige. In: *The crises in teacher education: A European concern?* London. The falmer press. Pp 61-70
- McCarty. J Donald (1973). The question in teacher education in *New Perspective on Teacher Education*. London. Jessy Bass Ltd. pp 8-24
- Mukerji, S. N. (1968). Challenges to teacher education in *Education of teachers in India*. Pp 455-476
- Soni, S. (2007). Teacher training and educational quality in *Challenges and quality of Education*. New Delhi. Adhyayan Publishers and Distributors. Pp1-40

Supplementary:

- Parkey, F and Hardcastle, B (1990). *Becoming a Teacher: Accepting the Challenge of a Profession*. Allyn and Bacon.
- Mukerji, S. N. (1968). Professional preparation of teacher education and educational administration in *Education of teachers in India*. Pp 401-422
- Calderhead, J. (1994). Teaching as a professional activity. In Bourno & Pollard, A. (ed.) *Teaching and learning in the primary school*. London. Routledge. Pp 80 – 83; 84-88

13. Assessment Methodology:

Assessment will be done through tasks in the class (20%), two assignments (20% each) and semester-end examination (40%). Two essential course assignments would include:

Assignment 1: Writing an assignment on any one chosen topic dealing with a major concern or issues in teacher education in India

Assignment 2: group-work on a project and followed by presentation.

14. No. of students to be admitted: All students who have opted for the course and are in semester 3 of the MA programme

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Discussion and interactive sessions with people who have worked/working in the area of teacher education and practicing school teachers will be organized when required.

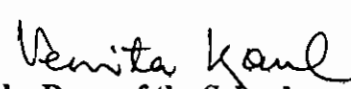

Signature of Course Coordinator(s)

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*Third*.....meeting held on...*22nd July, 2013*...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)

1. **Title of the Course:** School knowledge, Curriculum and Texts [Advanced Course in Curriculum Studies]
2. **Name of the School/Centre proposing the course:** School of Education Studies (SES)
3. **Programme(s) which this course can be a part of:** MA Education [the course may also be relevant for students of MA Sociology]
4. **Level at which the course can be offered:** Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level
5. **If it is a stand-alone course, how can it be scheduled?:**(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
 After one cycle of running the course, it may be offered as a short-term certificate course (spanning over a period of one and a half months with classes on 4 days per week) for school teachers and other education practitioners in Delhi. This is particularly keeping in view SES's proposed project with Delhi government school.
6. **Proposed date of launch:** August 2013
7. **Course Team: (coordinator, team members etc.):** Gunjan Sharma (coordinator), Ajay Kumar Singh (Visiting/Adjunct faculty)
8. **Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):**
 The semester 2 course 'Curriculum theory and practice' (which was an introductory course) is a prerequisite for this course. This advanced course in curriculum studies has been developed with a purpose to facilitate an engagement with one particular theme/concern in the field which is of relevance for researchers and practitioners in education. The theme, 'School knowledge, curriculum and texts', has been conceptualized keeping in mind the agenda of developing a theoretical perspective (of understanding curriculum) in the process of exploring certain field contexts/practices. The course will enable the students to understand the development of the discourse in the field of curriculum and to analyse the practice from a sociological perspective. Along with this, it will create a space to understand and experience/engage in some exercises that form a part of curriculum practice and/or research. For example, it will facilitate: making sense of the curriculum renewal and textbook development processes in the country, becoming familiar with text analysis and selection and engaging in analyzing and selecting texts for school children. This will be achieved in the process of interacting with some practitioners engaged in curriculum/textbook renewal process, reading documents that are referred to and developed by them, observing classroom practices and interacting with school community, and with relevant literature in the field.

The course will draw from the relevant policy documents (some of which have to be procured

by the course team), research papers and other relevant literature. The list has been provided with the course outline. There is also a need to develop an archive of school textbooks of various kinds, which will be done with the help of students who take this course. The course will be transacted by one SES faculty and an adjunct faculty. Practitioners working at different educational sites will be invited for discussions on certain selected topics and visits to schools will be needed.

9. **If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:** Semester 3, Advanced foundation, Elective, 4 credits

10. **A brief description of the Course:**

Like the second semester core course in curriculum, this advanced course is also intended to facilitate an engagement with the theory and practice of curriculum specifically in the Indian context (with support from cases from other countries). The second semester course (which was a broad based course) had introduced the various perspectives in the field of curriculum studies, key debates, policies and practices. The advanced course proposes to deepen this engagement by delineating a specific focus. With this aim, the course has been designed around the theme 'School knowledge, curriculum and texts'. Situated in a sociological perspective [more specifically new sociology of and critical theory in education], the course focuses on exploring the discourse on school knowledge and how it examines and/or facilitates examining school texts (including curriculum documents, textbooks and pedagogic interactions). To this end, the course facilitates a dialogue with practitioners at policy levels, school teachers and children, to understand how school texts take shape and how they shape the curriculum practice at school. It also involves a hands-on experience of analysing and selecting school texts based on collectively articulated criterion/criteria that is informed by the perspective in focus. The underpinning agenda is to make-sense of the location of school texts in the field of curriculum study and practice – and in this process making-sense of one strand in curriculum discourse/theory.

11. **Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.)**

The course is an elective open for all students who have completed the first year of MA Education programme. It expects the students to have an initiation into understanding school practice and sociology of education/sociological literature.

12. **Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):**

- Enhancing the understandings developed in the first course in curriculum theory and practice, with a focus on one perspective in the area
- Locating school curriculum and texts in the larger socio-politico-cultural context
- Learning to critically work with curricular materials like syllabus, textbooks, curriculum frameworks and the like

Course transaction: The classroom interactions for the course will involve lectures and discussions around selected reference material (like: policy documents, reports, curriculum frameworks, textbooks etc.). Reading of relevant literature, analysis of textbooks,

interactions/workshops with practitioners (particularly school teachers, children and functionaries at policy levels) and field visits to a school (depending on the permission to access) would be essential components of the course.

Course contents:

1. Introduction: Situating the frame (1 week)

This introductory module builds on the understandings from the second semester course 'Curriculum theory and practice'. In drawing linkages with the second semester course, it reviews the development of the curriculum studies discourse by making reference to the major trends and phases (early thoughts, the principles paradigm, new sociology of education, reconceptualisation, post-reconceptualisation) and the works that were of critical significance in these developments. In this process, the perspective that the course will build upon in the following units and its relevance will be discussed. Along with this, the concept and centrality of school texts in the curriculum analyses will be introduced.

2. School knowledge and texts: (3 weeks)

This module will revolve around reviewing the discourse on 'school knowledge' (as situated in the new sociology of education 'paradigm'). While the students have already been introduced to certain seminal readings in this context in the previous semesters, the emphasis here is on developing an understanding of the perspective as whole, along with its critiques and the recent 'revisions'. In this context, the discussions will involve questions like: What are the special features of this perspective, or how is it situated in the field of curriculum studies (vis-à-vis its antecedents and those following it)? How does it conceptualize and analyse school knowledge? What are the bases (or underpinnings) of such analysis? How is the relation between power and knowledge, and ideology, texts and curriculum, perceived? What are the limits of such analysis and how has it further developed? Along with this the module will explore the various conceptions of 'texts' that emerge from this discourse, the forms of text that influence the school contexts and teaching-learning.

Workshop: Curriculum renewal, policies and textbooks (2 days)

This workshop will be held with people (from state and non-state agencies) who have been involved in the process of curriculum renewal and textbook development based on the national curriculum frameworks. The key concerns that would be explored are: How curriculum renewal takes place at the national level? What are (if at all) the kind of variations in individual state level practices? On what basis is the content and form of textbook decided? How are textbook decisions (policy, development, distribution and provision) taken? What generates controversies and how are the responses formulated?

3. Teachers, texts and children: 'Pedagogic practice' and texts (3 weeks)

Having introduced the policy level processes in the preceding section, this module brings the specific focus on classroom practices and narratives of school teachers and children. It will be situated in the prominent works (like that of Bernstein and Willis) in this context and would involve visits to schools (during school based FA). The group on the hand will read relevant literature, and on the other during their school visits explore: the interactions between teachers and children; the teachers' and children's views on school textbooks; various ways in which textbooks are used in everyday practice; how teachers and children read textbooks; and the relation between children's experience and form of textbooks and pedagogy. If feasible the group will meet parents of some school children to understand their views on school textbooks.

4. Analysing and selecting textbooks: (4 weeks)

In this unit the group will be introduced to content analyses. On the basis of the previous units and with more focused context building, the group will identify one category and develop a criterion for analyzing a selection from a textbook. The questions on school knowledge and texts emanating from certain social movements or Dalit, Adivasi and gender perspectives along with questions vis-à-vis child's experience, will be the reference points in this context. Following this, the module will also introduce the concept of selecting textbooks and how criteria for selection may be conceived. Based on these, the group will analyse a portion from a textbook, develop a criteria for selecting a text and identify one text that could be included in a school textbook. The discussions will close with reflections on the use of textbooks, teaching-learning with and without textbooks, pedagogy, curriculum and schools as institutions.

Proposed reading list (Essential selections from among these will be made based on the nature of classroom discussions):

Module 1:

Essential readings:

- Flinders, D. J. and Thornton, S. J. (Eds.). (2009). *The curriculum studies reader* (3rd ed.). New York: Routledge. (Introduction, precludes to the various sections and afterword)
- Pacheco, J. Augusto. (2012). Curriculum studies: What is the field today? *Journal of the American Association for the Advancement of Curriculum Studies*, 8, pp. 2-15.

Module 2:

Essential readings:

- Whitty, G. (1985). *Sociology and school knowledge: Curriculum theory, research and politics* (pp. 7-29). Methuen London.
- Pinar, W. F. and Bowers, C. A. (1992). *Politics of curriculum: Origins, controversies, and significance of critical perspectives*. *Review of Research in Education*, 18, pp. 163-190. Stable URL: <http://www.jstor.org/stable/1167299>.
- Hammersley, M. and Hargreaves, A. (2012). Introduction. *Curriculum practice: Some sociological case studies* (Vol. 18) (pp. 1-14). London: Routledge Library Editions.
- Young, M.F.D. (2009). *Bringing knowledge back in: From Social Constructivism to Social Realism in the Sociology of Education* (pp. xv-xix). London: Routledge. (Introduction)
- Kumar, K. (2001). *Prejudice and pride: School histories of the freedom struggle in India and Pakistan*. New Delhi: Viking Penguin. (Introduction and Chapter 4 – Ideology and power)
- Berger, P. and Luckman, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge* (pp. 11-29). London: Penguin Books.

Supplementary:

- Aamotsbakken, B. (2008). The pedagogical text – An important element in the textual world? Reflections on the concepts of 'text', 'context' and 'literacy culture'. *Designs for Learning*, 1(1), 24-44.
- Young, M.F.D. (Ed.) (1971). *Knowledge and control: New directions in sociology of education* (pp. 1-18). London: Collier-MacMillan. (Introduction)
- Young, M.F.D. (1998). Curriculum change: Limits and possibilities. In *The curriculum of the future: From the 'new sociology of education' to a critical theory of learning* (pp. 22-33). London: RoutledgeFalmer.
- Weis, L., McCarthy, C. and Dimitriads, G. (2006). Introduction: Ideology curriculum and the new sociology of education. In Weis, L. et. al. (Eds.) *Ideology curriculum and the new*

- sociology of education: Revisiting the work of Michael Apple* (pp. 1-16). London: Routledge.
- Halsey, A.H. and Lauder, H. et.al (1997). *Education: Culture, economy, society*. OUP. (Chapters 1 and 2)
 - Pinar, W. (2010). The Unaddressed "I" of Ideology Critique. *Power and Education*, 1(2), pp. 189-200.
 - N.C.E.R.T. *A study of the evolution of the textbook from the ancient to the modern period*. (To be procured).
 - Kumar, K. (1988). Origins of India's "textbook culture". *Comparative Education Review*, 32(4), pp. 452-464.
 - Apple, M. W. (2000). *Cultural politics and the text*. Official knowledge, 2nd edn (2000), pp. 42-60. London: Routledge.

Workshop: Reference materials:

- Approach papers on State curriculum development; Guidelines for textbook writers; Academic standards (Andhra Pradesh); Curriculum Matrix (Madhya Pradesh); Activity Based Learning material; DISE and QPR (quarterly progress report SSA) data on textbook provisions; AWP of certain Indian states.
- GoI. (2005). *Regulatory mechanisms for textbooks taught in schools outside the government system* (Chairpersons: Gopal Guru and Zoya Hasan). CIBE, MHRD.
- Pankaj, P. (2012). Bhartiya sansad mein hui bahas. *Shiksha vimarsha*, 14 (5), pp. 9-23.
- Kumar, K. (1981). The bureaucratic imagination. In *Economic and Political Weekly*, 16(35), pp. 1413-1415
- Apple, M.W. (1998). The culture and commerce of the textbooks. In Beyer, L.E. and Apple, M.W. (Eds.) *The curriculum: Problems, politics and possibilities* (2nd ed) (pp. 157-172). NY: State University of New York Press. [Or Apple, M. W. (1988). *Teachers and texts*. (Chapter 4)].

Supplementary:

- Nair, J. (2005). 'Dead certainties' and the politics of textbook writing. *Economic and political weekly*, 40(16), pp. 1587+1589-1592.
- Kirst, M.W. (1984). Choosing textbooks: Reflections of a state board president. *American Educator*, 8, 18-23. (to be procured)
- Kumar, K. (2004). Textbooks and educational culture. In *What is worth teaching* (pp. 15-28). Delhi: Orient Blackswan
- Bose, P. (2008). Hindutva abroad: The California textbook controversy. *The global south*, 2(1), India in a Global Age, 11-34.
- Burnett, L. W. (1950). Textbook provisions in the several states. *The journal of educational research*, 43(5), 357-366.
- Taylor, W.H. (1991). India's national curriculum: Prospects and potential for the 1990s. *Comparative Education*, 27(3), 325-534.

Module 3:

Proposed essential readings:

- Bernstein, B. (2003). Social class and pedagogic practice. In *the structuring of pedagogic discourse, (Vol. IV) Class, Codes and Control* (pp. 63-93). London: Routledge
- Willis, P. (1981). *Learning to labour* (171-175). Hampshire: Gower.
- Kumar, K. (2001). *Prejudice and pride: School histories of the freedom struggle in India*

- and Pakistan. New Delhi: Viking Penguin. (Chapter 2- Children and the past, Chapter 11- Children write about partition)
- Menon, U. (2003). Where have the mangoes gone? *Economic and Political Weekly*, 38(18), 1747-1749.
- Montessori, M. (1948). Teaching methods used in the children's houses. In *The discovery of the child* (Trans: Marry A. Johnstone) (pp. 57-82). Delhi: Aakar.
- Giroux, Henry. (1996). Animating the youth: Disneyfication of children's culture. In *Fugitive cultures, race, violence and youth*, pp. 89 – 114. London: Routledge. (CIE library)

Supplementary:

- Anyon, J. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11(1), 3-42.
Stable URL: <http://links.jstor.org/sici?sici=0362-6784%28198121%2911%3A1%3C3%3ASCASK%3E2.0.CO%3B2-E>
- Gordon, Liz. (1984). Paul Willis: Education, Cultural Production and Social. *British Journal of Sociology of Education*, 5(2), 105-115. Stable URL: <http://www.jstor.org/stable/1392944>.
- Kumar, K. (1996). *Bacche ki bhasha aur adhyapak: Ek nirdeshika*. Delhi: NBT.
- Kumar, K. (1988). *Social character of learning*. New Delhi: Sage. (Chapter 5 – Third World in televised text)
- School of Barbiana. (1969). *Letter to a teacher* (trans. Nora Rossi and Tom Cole). New York: Penguin. (10 page selection from the text)
- Lester, J. H. and Cheek Jr, E. H. (1998). The "real" experts address textbook issues. *Journal of adolescent & adult literacy*, 41(4), 282-291.
- Menke, D. and Davey, B. (1994). Teachers' views of textbooks and text reading instruction: Experience matters. *Journal of reading*, 37(6), 464-470.
- Porat, D. A. (2004). It's Not Written Here, but This Is What Happened: Students' Cultural Comprehension of Textbook Narratives on the Israeli-Arab Conflict. *American Educational Research Journal*, 41(4), 963-996.
- Piaget, Jean. (1929). *The child's conception of the world*. London: Routledge and Kegan Paul. (Chapter 1)
- Vygotsky, L. (1978). Interaction between learning and development. In *Mind and society* (pp. 79-91). Cambridge: Harvard University Press.

Module 4:

Essential:

- Batra, P. (Ed.) (2010). *Social science learning in schools: Perspective and challenges*. Sage: India. (Part 2: Chapters 1 and 2)
- Williams, R. (1985). *Keywords: A vocabulary of culture and society*.
- Excerpts from Dalit autobiographies
- Nirantar. *Textbook regimes: A feminist critique of nation and identity – Overall analysis*.
- Ravitch, D. (2003). Textbook cases. *New England Review*, 24(2), pp. 150-164.
- Smith, A. (1985). Textbook selection: A more defined way. *American Secondary Education*, 14(3), pp. 6-9.
- Weber, R. P. (2004). Content analysis. In C. Seale (Ed.), *Social research methods*, pp.117-124. London: Routledge.

- Kumar, K. (1988). *Social character of learning*. New Delhi: Sage. (Chapter 1 – Study of educational texts)

Supplementary texts:

- Balasubrahmanyam, V. (1993). Through a Textbook, Darkly. *Economic and Political Weekly*, 28(17), 834-836.
- Sarangapani, P. M, (2003). Indigenising Curriculum: Questions Posed by Baiga vidya. *Comparative Education*, 39(2)(27) *Indigenous Education: New Possibilities, Ongoing Constraints*, pp. 199-209. Stable URL: <http://www.jstor.org/stable/3099880>
- [http://www.teindia.nic.in/e9-tm/Files/NCF_documents/Crafts at school KRISHNA KUMAR.pdf](http://www.teindia.nic.in/e9-tm/Files/NCF_documents/Crafts%20at%20school%20KRISHNA%20KUMAR.pdf)
- Illaiah, K. (1996). Childhood formations. In *Why I Am Not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy* (pp. 1-19). Calcutta: Samya.
- Linda Ade-Ridder. (1989). Textbook decisions: Making an informed choice. *Family Relations*, 38(2), pp. 231-240. Stable URL: <http://www.jstor.org/stable/583681>.
- Apple, M. and Kristen, L. (2005). *The subaltern speak: Curriculum, power and educational struggles*. Routledge. (Introduction)
- Freire, P. (1970). *Pedagogy of the oppressed* (Myra Bergman Ramos, Trans.). London: Continuum.
- Singh, A. K. (1995). The cultural construction of home and school knowledge in tribal India. *Prospects*, 25(4), 735-747.
- Smith, K. U. (1960). The scientific principles of textbook design and illustration. *Audio Visual Communication Review*, 8(1), 27-49. Stable URL: <http://www.jstor.org/stable/30216904>.
- Uberoi, Patricia. (2002). 'Baby' iconography: Constructing childhood in Indian calendar art. In S. Patel, J. Baghchi and K. Raj (Eds.), *Thinking social science in India*, pp. 264 – 281. New Delhi: Sage. (personal copy)
- DeCesare, M. (2007). A textbook approach to teaching: Structural uniformity among American high school sociology courses. *The American Sociologist*, 38(2), pp. 178-190.
- Gandhi, M. K. (1909). *Hind Swaraj*. Ahmedabad: Navjivan.

Resource material cross-cutting all modules:

NCFs (1989, 2000, 2005) and Curriculum Frameworks from some selected Indian States, Zakir Hussain Committee Report on Wardha Scheme of Education (1937), Learning without burden report (1993), Selected textbooks: N.C.E.R.T., and textbooks developed by different S.C.E.R.Ts, Eklavya, Private publishers.

13. Assessment Methodology:

The course will be assessed through one field assignment (30%), one assignment involving analysis and selection of a text based on a criteria (30%), and a semester end viva-voce/examination (40%).

14. No. of students to be admitted: Minimum 5

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: Discussion sessions

with people in the area of curriculum may be organized as per the needs of the course. For this purpose funds for honorarium and travel allowances will be needed. Along with this the course will require a formal agreement with one school in Delhi (preferably with a government school near AUD campus) to allow access to the students to visit once a week throughout the semester to interact with teachers and children and for observations. Funds for procuring school textbooks will also be needed.


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*Third*.....meeting held on.....*22nd July*.....13 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)

1. **Title of the Course:** Researching education: Education and School Ethnography [Qualitative Research]
2. **Name of the School/Centre proposing the course:** School of Education Studies (SES)
3. **Programme(s) which this course can be a part of:** Masters programme in education. It can be a part of any other MA programme in AUD where the students have an interest in research in education or schools and an initiation in reading sociological literature.
4. **Level at which the course can be offered:** Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level
5. **If it is a stand-alone course, how can it be scheduled?:**(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. **Proposed date of launch:** August 2013
7. **Course Team: (coordinator, team members etc.):** Gunjan Sharma (course coordinator).
8. **Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):**
 In semester 2 of the MA education programme, the students were introduced to educational research through a compulsory course. They learnt about various research traditions, methods and techniques employed in education – and began making sense of educational inquiry. This second level course in qualitative research, aims at further enhancing this understanding by engaging in a more focused manner with one particular research tradition. By doing so, it would initiate the students in the relevant discourse and in appreciating qualitative research. It would also introduce the students to the nature of ‘application’ and development of the method in educational contexts and how it shapes the inquiry in the domain – and how it is shaped by the nature of educational context. The course does not claim to give a thorough training in qualitative research methodology (or a tradition), but intends to introduce students to the nature of qualitative research and enhance the abilities with respect to fieldwork and data collection.
 The literature and resources needed for the transaction of the course mainly include research studies, papers and thesis, which are accessible to AUD or are available in other libraries in Delhi. The course will be transacted by the SES faculty and special lectures and workshops will be organized to enhance the course experience.
9. **If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:** Semester 3, Advanced Elective, 4 credits
10. **A brief description of the Course:** This advanced course on educational research intends to orient/prepare students to engage with qualitative research traditions in social sciences

(particularly in education and the disciplines from which it draws). It has two focal aims both of which are allied with enabling the students to make-sense of the nature of inquiry in the domain. First aim is to develop an ability to critically appreciate education as an area of study (and its goals) and how these interact with the related social science disciplines (with a focus on inquiry in and view(s) of social world, relation between individual identity/ subjectivity/ experience and social structures, conception of human agency and social change). Second is to initiate students in formulating questions, developing certain tools, collecting and interpreting data. To situate the above in a particular context and to explore one domain in some detail, the course will delve in one particular methodological theme, which may change/revolve every two years. This year the course will focus on school ethnography.

Ethnography has emerged from the discipline of anthropology and community-based sociological research. As a methodological tradition it is shaped by a view about the social world and social inquiry, situated in these two disciplines. While there are several school and education ethnographies, there have been debates of various kinds about the 'application' of the method to research in education. Equally significant (yet less highlighted) is the question that given its disciplinary origins how well traditional ethnography elicits 'school/educational reality'. Against this backdrop, this course will revolve around school/education ethnography – its application, contributions and critiques. To this end, the student will be introduced to certain seminal ethnographies in education, the debates in the field and the approaches to fieldwork. Through short field based assignments students will be introduced to the relevant tools and techniques. The course is not directed at doing school ethnography (in a short span of time) or at providing a rounded training to do school ethnography. Instead, it is focused on enabling students in developing abilities to understand the related discourse and to appreciate the complexity and depth in qualitative research (in education) with a focus on one specific theme. The course tries to seek a balance between being theory heavy and being focused on tools and techniques. This course draws heavily from the introductory course on educational research, where various research methods, tools and techniques, and debates were introduced.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.)

The course is open for all students who enroll in the third semester of the MA education programme. The course will borrow from the skill base developed in the second semester compulsory course 'Introduction to educational research' and would presume that the students have a basic introduction to research in education and various methods to be able to appreciate the course.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Course objectives:

- Develop an understanding of/critical appreciation for qualitative research methods in social sciences
- Initiate students in making-sense of how education inquiry is constituted
- Enable students to reflect on their own approach to research

Objectives of the theme:

- Introducing students to education ethnography through the relevant discourse
- Enhancing the abilities to read and appreciate ethnographic research

- Initiation into formulating questions and in learning to develop certain tools and techniques in qualitative research

Course transaction:

The course would be transacted through: weekly discussions and classroom lectures; reading in groups and analyzing research studies; an individual (or collective) project requiring field visits; students' presentations. The seminar slots in the timetable may be used to enhance this course, by organizing lectures/presentation by researchers, focusing on the methodological aspects of their works.

Course contents:

1. Ethnographies in school context: (3 weeks)

This module will introduce the students to certain seminal ethnographic researches done in educational/school context and in anthropology. By building on the work done in the introductory course in research, the discussions will situate 'ethnography' as a method of research in social sciences (with reference to other methods). They will also explore how the method has 'developed' in education. Interactions will focus on the principles of ethnographic approach, its origin, ethnographic categories and their application, concerns about anthropological 'training' (or abilities) of researchers, and the like. In this process, the group will begin to engage with the idea and concept of ethnography in education. Simultaneously, the group will work towards exploring and formulating questions.

Project Activity: Analysing the summer field attachment experience to draw out fresh/un-articulated questions. The process may not lead to well framed questions but may only be an initiation into thinking about ethnographic questions.

[Key words: Anthropology, culture, interpretation, subjectivity, objectivity, 'bais', naturalistic, phenomenological, theory, research, education, school culture]

2. Organization, 'culture' and community: (2 weeks)

This unit will revolve around reflecting on the various field-site focuses of education ethnographies. In this process, it intends to build an understanding of school ethnography as an inquiry that conceives school as a social/cultural institution. In that it would explore how and why various researchers trace the geographic-demographic context of the school, its linkages with other larger social units (management, sponsors, governments), and the economic, cultural, religious and ethnic interests and processes intertwined with it. Similarly, the group will be introduced to how and why researchers map school as a unit/system in itself [comprised of formal and informal statuses, roles, networks and norms]. In this context the methodological aspects would be discussed.

Project Activity: The students would work towards exploring a school's profile.

[Key words: Social institution, profile, demographic context, organization, functions, statuses, roles, networks of rights, obligations and communication, routines, rituals, belief systems, culture and counter-culture, language, ethnographic imagination]

3. Fieldwork and data collection: 'Being there' (3 weeks)

Around certain selected field based works, the group will engage in understanding some ways in which fieldwork has been presented by researchers. This will revolve around questions like: How does a researcher understand the field? How does s/he relate to the community and the institution? How does s/he collect data? What 'goals' does s/he bear in mind? What are the varied kinds of roles that the people from the community assume vis-à-vis the research? In this process, the variety of roles that ethnographers play in the field, the ethical dilemmas involved and the varied conceptions of the role of research would be discussed. Building on the work done in the second semester course on research, the various ways of collecting qualitative data will be further discussed.

Project Activity: The students will engage in observations/conversations/interviewing/focus group discussions at the field site (for a fixed number of hours) and will discuss these with the course teacher for further refinement. Given a short span of time, the purpose of the activity is not to simulate ethnographic data collection (or to give this impression to students) – the intention is to initiate the students in working with certain techniques of collecting qualitative data.

[Key concerns: Insiders' perspective, entering the field, participating and observing, description, principal-informants, narratives, ethics, critical ethnography, field-notes, interviewing, FGD, conversations, triangulation/corroboration, validity and reliability].

4. Ethnographic 'perspective' and interpretations: (4 weeks)

Building on the work done in the introductory course and non-school based field attachment, the discussions will focus on the nature of qualitative collected, its analyses and writing. The classroom sessions will critically examine the 'techniques' focused approach to school ethnography vis-à-vis that of interpreting school culture – and will discuss the features of a good ethnography. The concluding sessions will draw convergences with the learnings from unit one in the context of meaning and critical appraisal of ethnography in educational settings. These will be contextualized in the larger framework of qualitative research and/or sociological investigation.

Project activity: Students will discuss their experiences during the course and during the FA, and will work on completing their assignment.

Reference list: Relevant selections from the following to be made based on the nature of classroom discussions:

Unit 1.

Essential:

- Erickson, F. (1984). What Makes School Ethnography "Ethnographic"? *Anthropology and Education Quarterly*, Vol: 15, 51-66.
- Denzin, N, and Lincoln, Y. S. (2011). *Introduction: The discipline and practice of qualitative research*. In Denzin, N, and Lincoln, Y. S. (Eds.) *The SAGE handbook of qualitative research* (4th ed.) (pp. 1-18). London: SAGE Publications

20 page selection to be presented by the course teacher from the following:

- Sarangapani, P.M. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. New Delhi: Sage.

- Sharma, G. (2013). *Politics of institutional knowledge and exclusion*. Unpublished PhD thesis submitted to the Department of Education, University of Delhi.
- Thapan, M. (1991). *Life at school: An ethnographic study*. Delhi: OUP. (10 page selection)
- Srivastava, S. (1998). *Constructing post-colonial India: national character and the Doon school*. London: Routledge.
- Malinowski, B. (1922). *Argonauts of the Western Pacific*. London: George Routledge. (Selections: (Preface, Foreword, Acknowledgements, Table of contents) [Also on: <http://ia700301.us.archive.org/25/items/argonautsofthewe032976mbp/argonautsofthewe032976mbp.pdf>]
- Mead, M. (1928). *Coming of age in Samoa: A psychological study of primitive youth for western civilisation*. New York, Mentor.

Unit 2:

Essential:

- Thapan, M. (1991). *Life at school: An ethnographic study*, pp. 229 – 245. Delhi: OUP. [Chapter 1: School Organization the 'transcendental' and the 'local' orders and Chapter 4: Teacher Interaction: Formal and Informal]
- Willis, P. (1977). *Learning to labor: How working class kids get working class jobs*. pp. 1-7. New York: Columbia University Press.
- Ballentine, J. H. (1997). The school as an organization. In *The sociology of education: A systematic analysis* (pp. 128-146). NJ: Prentice-Hall.
- The Penguin dictionary of Sociology (1994). *Institutions* (pp. 126-127). London: Penguin.

Additional readings for the students who wish to read more:

- Parsons, T. (1968). The school class as a social system: Some of its functions in American society. *Harvard Educational Review*, Reprint Series, No. 1, 69-90.
- Khlief, B. B. (1971). The school as a small society. In Murray L. Wax, Stanley Diamond, and Fred O. Gearing (Eds.), *Anthropological Perspectives on Education* (pp. 145-155). New York: Basic Books. (to be procured)

Unit 3:

Essential:

- Denzin, N, and Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). London: SAGE Publications (Chapters 32 and 33) [Or Relevant sections from the suggested textbooks]
- Wolfinger, N. S. (2002). On writing fieldnotes: collection strategies and background expectancies. In *Qualitative Research* (pp. 85-95). Delhi: SAGE Publications
- Sarangapani, P.M. (1997). Social experience and child's construction of knowledge. (PhD thesis – Chapter 3)
- Sharma, G. (2013). Politics of institutional knowledge and exclusion. (PhD thesis – Chapter 3)
- Srinivas, M.N., A.M. Shah, E.A. Ramaswamy. (2002). *Fieldworker and the field: Problems and challenges in sociological investigation*, pp. 2 – 14. OUP.
- Geertz, C. (1983): "Thick description: Toward an interpretive theory of culture". In: *The interpretation of cultures: Selected essays*. New York: Basic Books, p. 3-30.

Additional readings for the students who wish to read more:

- Chapman, T.K. (2007). The power of context: teaching and learning in recently desegregated schools. *Anthropological and educational quarterly*, 3(38), 297-315.
- LeCompte, M. D. and Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of Educational Research*, 52(1), 31-60.
- Schmid, T. J. (1992). Classroom-based ethnography: A research pedagogy. *Teaching sociology*, 20(1), 28-35.
- Thapan, M. (1986). Lifting the veils: Fieldwork in a public school in south India. *Economic and Political Weekly*, 21(49), 2133-2139. Stable URL: <http://www.jstor.org/stable/4376416>

Unit 4:**Essential:**

- Fetterman, D. M. (Ed.) (1984). *Ethnography in educational evaluation*. Sage new delhi. 1984. [Chapter 2: Ethnography in educational research: The dynamics of diffusion, (pp. 21-36) (CIE library: 001.4).]
- Wilson, S. (1977). The use of ethnographic techniques in educational research. *Review of Educational Research*, 47(1), 245-265. (Electronic copy available)
- Martyn, H. (2000). The relevance of qualitative research. *Oxford Review of Education*, 26(3/4), The Relevance of Educational Research, 393-405. Stable URL: <http://www.jstor.org/stable/1050766>.
- Denzin, N, and Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). London: SAGE Publications (Two chapters from part IV).

Additional readings for the students who wish to read more:

- Wolcott, Harry F. (1971). Handle with care: Necessary precautions in the anthropology of schools. In Murray L. Wax, Stanley Diamond, and Fred O. Gearing (Eds.), *Anthropological Perspectives on Education* (pp. 145-155). New York: Basic Books. (To be procured)
- Hammersley, M. (2005). Ethnography: problems and prospects. Talk given in the Qualitative Research Methodology Seminar Series, January, 2005, organised by School of Nursing and Midwifery and the School of Education, University of Southampton, and sponsored by the ESRC National Centre for Research Methods.
- Eisenhart, M. (2001). Educational ethnography past, present, and future: Ideas to think with. *Educational Researcher*, 30(8), pp. 16-27. Stable URL: <http://www.jstor.org/stable/3594346>

Textbooks/Readers/Other References for students:

- Seale, C. (Ed.). (2004). *Social research methods: A reader*. New York: Routledge.
- Cohen, L., L. Manion and K. Morrison. (2007). *Research methods in education*. Oxon/New York: Routledge.
- William, W. and S.G. Jurs. (2009). *Research methods in education: An introduction* (9th ed.). Delhi: Dorling Kindersley. (Anthology of seminal cases).
- Denzin, N, and Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). London: SAGE Publications
- Srinivas, M.N., A.M. Shah, E.A. Ramaswamy. (2002). *Fieldworker and the field: Problems and challenges in sociological investigation*. OUP.

- MPhil, PhD thesis
- Journals: Anthropology and education quarterly, Harvard Educational Review, Curriculum Inquiry, Contemporary Education Dialogue.

References for course teachers:

- Geertz, C. (1983): "Thick description: Toward an interpretive theory of culture". In: *The interpretation of cultures: Selected essays*. New York: Basic Books, p. 3-30.
- Clifford, J. and Marcus, G. (1986). *Writing culture: The poetics and politics of ethnography*. London: University of California Press.
- Hadres, A.V. (2006). *The methodology of Paul Willis: A review of 'Learning to labour'*. dialnet.unirioja.es/servlet/fichero_articulo?codigo=2147420
- Hammersley, M. & Atkinson, P. (2007). *Ethnography: Principles in practice*. 3rd edition. Taylor & Francis.
- O'Reilly, Karen. 2005. *Ethnographic methods*. London: Routledge
- Ogbu, John U. (1974). Learning in Burgherside: The ethnography of education. In *Anthropologists in the city*. George M. Foster and V. Kemper, eds. Boston: Little, Brown. (to be procured)
- Rosaldo, R. (1989). *Culture and truth: The remaking of social analysis*. Boston: Beacon Press. [Book review: Rafael, V. (1991). The contemporary pacific, 3(2), 469-472]
- Splinder, G. (1988). *Doing the ethnography of schooling: Educational anthropology in action*. Waveland Pr Inc. (to be procured)
- Srinivas, M.N. (1976). *The remeberd village*. OUP
- Srivastava, S. (1998). *Constructing post-colonial India: national character and the Doon school*. London: Routledge.
- Willis, P. (2000). *Ethnographic imagination*. Cambridge: Polity. [Book review by Tania Murray Li. (2000). The Canadian Journal of Sociology, 27(4), 604-606]
- Willis, P. (2002). Manifesto for ethnography. *Cultural Studies ↔ Critical Methodologies*, 2(3), 394-402.
- Ogbu, J. H. (1981). School Ethnography: A Multilevel Approach. *Anthropology & Education Quarterly*, 12(1), Issues in School Ethnography, 3-29.
- Mills, C. W. (1959). *Sociological imagination* (Chapter 1: The promise)
- Yon, D. A. (2003). Highlights and overview of the history of educational ethnography. *Annual review of anthropology*, 32, 411-29.

13. Assessment Methodology:

Review of an ethnographic study (30%), Short field-based assignment (30%), End-term examination/viva-voce (40%)

14. No. of students to be admitted: Minimum 5 students.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: The course will require a formal agreement with one school in Delhi (preferably with a government school near AUD campus) to allow access to the students to visit once a week throughout the semester to interact with teachers and children and for observations.

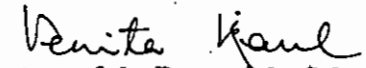

Signature of Course Coordinator(s)

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 Third meeting held on 22nd July, 2013 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)

1. Title of the Course: **Education and Development**
2. Name of the School/Centre proposing the course: **School of Educational Studies**
3. Programme(s) which this course can be a part of: **M.A. Education**
4. Level at which the course can be offered: **Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters (4 credit)**
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
NA
6. Proposed date of launch: **July, 2013**
7. Course Team: (coordinator, team members etc.) **Manasi Thapliyal Navani**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

The objective of the course is to work with, and examine mainstream ideas on development, issues of global poverty and education's role in it. The MA Education curriculum hopes to bridge the theory and practice divide in education. This course is an attempt to bring to the classroom the concrete reality of how education is tied to the developmental needs and action of the state. It aims to critically sensitise students to the policy environment and its construction within the "education for development discourse". There is a spectrum of literature available ranging from World Bank, UNICEF, UNESCO policy papers and conceptual literature on development and education. The course will also draw upon critical literature on sociology and political economy of development and education that helps in evolving a nuanced understanding of the policy discourse as well possible choices. The course can be taught in collaboration

with faculty from the School of Development Studies/ Human Ecology/Liberal Studies and could also be taken as an elective by students across Schools.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:

The course at present is being offered as a Semester III elective Advance Foundation Course for students of MA Education. It could in future be open as an elective for MA students of Development Studies, Environment and Development among others

10. A brief description of the Course:

- The course will critically engage with the concepts of 'progress', 'needs', 'development', 'poverty', 'quality', 'empowerment' and examine how education is tied to the developmental needs and action of the state.
- We will do so by examining, through critical perspectives, 'Education for All' and 'Millennium Development Goal' (MDG) agendas in both policy and practice which focus on the importance of investing in education, especially in the education of girls and women for promoting economic growth, poverty reduction and human development, and for transforming the long-term prospects of people and societies in a rapidly changing world. We will probe the nature of this anticipated 'change'.
- The course would engage with and question some policy responses and programmatic interventions expected to help achieve intended education outcomes and seen as having significant impact on economic, social and political development. In this context the course would also provide an overview of some of the emerging challenges that are expected to dominate the "education for development" post-2015 agenda.
- The course will encourage students to explore and assess the practices and role of decentralisation and community participation in education; examine and question how literacy has been related to empowerment and why marginalised groups suffer pervasive educational disadvantage. We will contrast and compare the Human Rights, Capability and Human Capital approaches to education in development with critical perspectives on how education links with the development agenda and its politics.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.)

NA

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Attached.

13. Assessment Methodology: _

- One Book Review (1200 words): **30 per cent** (to be submitted by week 6)
- Community project (empirical work in the form of a poster/picture essay/ report resulting from interviewing parents/ peers/ teachers / report based on secondary data analysis on any one analytical theme from the course): **30 per cent** (runs through the semester, with planning to be finalised by week 6, data collection phase to be scheduled mid-semester (week 9); submission of final draft and presentation by week 14)
- Class Presentations and reflections on select readings: **10 per cent**
- Term End Exam: **30 percent**

a. No. of students to be admitted: 25 maximum _____

- b. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Mours
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*Third*.....meeting held on.....*22nd July 2013*.....and has been approved in the present form.

Devita Kaul
Signature of the Dean of the School

Education and Development

Course Coordinator and Instructor: Manasi Thapliyal Navani

Credits: 4

Semester: III (Advance Foundation course)

Course Objectives and description:

The objective of the course is to work with, and examine mainstream ideas on development, issues of global poverty and education's role in it.

- Through the course we will engage with the concepts of 'progress', 'needs', 'development', 'poverty', 'quality', 'empowerment' and examine how education is tied to the developmental needs and action of the state. The question "What is Development" would be explored through various theoretical perspectives.
- We will contrast and compare the Human Rights, Capability and Human Capital approaches to education in development with critical perspectives on how education links with the development agenda and its politics.
- The course would engage with and question some policy responses and programmatic interventions expected to help achieve intended education outcomes and seen as having significant impact on economic, social and political development. Through this course students would be encouraged to compare the "education for development" discourse in the 1960s in India with that of the post 1990s.
- We will examine, through critical perspectives, 'Education for All' and 'Millennium Development Goal' (MDG) agendas in both policy and practice which focus on the importance of investing in education, especially in the education of girls and women for promoting economic growth, poverty reduction and human development, and for transforming the long-term prospects of people and societies in a rapidly changing world. We will probe the nature of this anticipated 'change'.
- The course will encourage students to explore and assess the practices and role of decentralisation and community participation in education; role of civil society in shaping the ground level discourses; examine and question how literacy has been related to empowerment.

Unit 1 (4 weeks)

- Alternative approaches to understanding Needs, Progress, Poverty and Development.
- Introduction to Development theories and ideology since 1945: Modernization theories, Dependency theory, neo-liberalism, the Washington Consensus, and Post-Washington Consensus.

Essential Readings

Webster, Andrews (2nd ed.) 'Modernisation Theory' (chapter 3, 41-64). In *Introduction to the Sociology of Development*. Palgrave.

Norgaard, Richard. 'The illusions of progress' (chapter 5, 49-60). In *Development betrayed*. London, NY: Routledge.

Haggard, S. (1990). 'The neoclassical and dependency perspectives' (chapter 1, 9-22). *Pathways from periphery: The politics of growth in the newly industrialised countries*. Cornell University Press.

McEwan, C. (2009). 'Development knowledge and power' (Chapter 5). In *Postcolonialism and Development*. London, NY: Routledge.

Supplementary texts

Bagchi, A.K. (1982). *The political economy of underdevelopment*, (Ch 1 and 2, pp.1-40). Cambridge University Press.

Ravallion, M. (1997). 'Good and bad growth: The human development reports'. *World Development*, Vol 25 (5), pp. 631-638.

McEwan, C. (2009). 'Discourses of Development and the power of representation' (Chapter 4). In *Postcolonialism and Development*. London, NY: Routledge.

Sachs, W. (Ed.) (2010). *The Development Dictionary: A guide to knowledge as power* (2nd edition). London, NY: Zed Books.

- Esteva, G. 'Development' (1-23)
- Rahnama, Majid 'Poverty' (174-194)
- Illich, Ivan 'Needs' (95-110)
- Sbert, Jose Maria 'Progress' (212-227)

Unit 2 (3 weeks)

- Education as a dimension of economic and human development.
- Human Capital approach and Rates of Return analysis in education. Returns to investment in different levels of education.
- Evolution of human development approach; Human Development Index
- Human development and Capability approaches to planning in Education.
- Education-Human Rights-Development Framework

Essential Readings

- Alkire, S. and Deneulin, S. 'The Human Development and Capability Approach' (22-48). In Deneulin, Séverine and Lila Shahani. 2009. *An Introduction to the Human Development and Capability Approach: Freedom and Agency*. Ottawa: International Development Research Centre.
- Shultz, T.W. (1977). 'Investment in Human Capital' (pp. 313-324). In Karabel, J. & A.H. Halsey (ed.) *Power and ideology in education*. OUP.
- Hanushek, Eric A and Ludger Wößmann. 2007. *Education, Quality and Economic Growth*, Chapter 1. Washington, DC; The World Bank.
- Prakash, M. S., & Esteva G. (1998, 2009). *Escaping Education: Living as Learning Within Grassroots Cultures*, part I, 'Education as a human right': the Trojan horse of recolonization (1-29). New York: Peter Lang.

Supplementary texts:

- Cammack, P. (2006) UN imperialism: unleashing entrepreneurship on the developing world, *Papers in the Politics of Global Competitiveness*, No. 2, December.

Alkire, Sabina (2010). *Human Development: Definitions, Critiques, and Related Concepts*. Background paper for the 2010 Human Development Report. OPHI Working paper No. 36.

Unit 3 (2-3 weeks)

- Education as a sector embedded within a complex system of local, national, regional and global actors, institutions and practices.
- Global development goals and initiatives: The social, political and economic context of Education for All;
- The emergence of the Millennium Development Goals (MDG), The Education-Related MDGs;

Essential texts

- Robertson, S., Novelli, M., Dale, R., Tikly, L., Dachi, H. & Alphonse, N. (2007). *Globalisation, Education and Development: Ideas, Actors and Dynamics*. DFID (Introduction)
<http://www.dvv-international.de/files/aaaglobal-education-dev-68.pdf>
- Rao, Nitya (2000, November 25). 'Quality with Quantity'. *Economic and Political Weekly*, 4181-4185.

UN (United Nations). 2012. "The Millennium Development Goals Report 2012". [\(selections\)](http://www.un.org/millenniumgoals/pdf)

UN (United Nations). 2000. "We Can End Poverty 2015: Millennium Development Goals." New York. www.un.org/millenniumgoals/. (selections)

Unit 4 (3 weeks)

- Understanding marginalisation and educational disadvantage in India
- Perspectives on poverty; multiple dimensions of poverty and inequality; Perspectives on role of education in poverty alleviation
- Gender-based inequalities and access to education; global trends in addressing these inequalities.
- Relationship between World-Bank IMF initiated Structural Adjustment Programme reforms and education in low-income countries. Politics of Development Aid.

Essential Readings

- Reimers, F. (1999). Educational chances of the poor at the end of twentieth century. *Prospects* 24(4):482-491.
- Yusuf Sayed, Ramya Subrahmanian, et. al. (2007). *Education Exclusion and Inclusion: Policy and Implementation in South Africa and India*, 67-98. DFID.
- Verger, A. (2008). The Politics of Education and the Uneven Education Liberalization Process within the WTO. *Education and Development Working paper 3*, <http://educationanddevelopment.files.wordpress.com/2008/05/working-paper-styletemplatechange.pdf>

UNESCO (United Nations Educational, Scientific and Cultural Organization). 2003. "EFA Global Monitoring Report- Gender and Education for All: The Leap to Equality 2003-04", <http://unesdoc.unesco.org>, (selections)

World Bank. 2011. *World Development Report 2012. Gender Equality and Development*, Washington, D.C. (selections and data sets)

Supplementary text:

Kabeer, N., Nambissan G., & Subhramaniam, R. (eds.). (2003). *Child labour and the Right to Education in South Asia – Needs Versus Rights?*. SAGE.

Abhijit V. Banerjee and Esther Duflo, (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs. (chapter 1)

Unit 5 (2 weeks)

- 'Empowerment' and 'quality' in the education and development discourse; Role of literacy in relation to empowerment;
- Practices and role of decentralisation and community participation in education in India;
- Progress towards Education for All Goals; unfinished agendas in terms of MDGs and EFA goals and post-2015 policy agenda for Education for development.

Essential Readings:

Govinda, R. & Diwan, R. (eds.). (2003). *Community participation and empowerment in primary education*. New Delhi: Sage.

Ramachandran, V & Jandhyala, K. (eds.) (2012). *Cartographies of empowerment: The Mahila Samakhya story*. New Delhi: Zubaan.

- Bhog, D. & Ghose, M. 'Mapping the multiple worlds of women's literacy: Experiences from Mahila Samakhya' (237-269)
- Gurumurthy, A. & Batliwala, S. 'Revisiting the idea called 'Empowerment': A reconnaissance of the Mahila Samakhya experience' (438-474)

Supplementary Text

Esteva, G. and Prakash, M. S., "Grassroots Resistance to Sustainable Development: Lessons from the Banks of the Narmada," *The Ecologist*, Vol. 22, No. 2, March/April 1992, pp. 45-51. (See also Lokayan Bulletin, Summer 1992).

Course Materials/ Reports that may be consulted for consulting and working with data sets, class projects and discussions.

Education Commission (1966). *Education and national development: Report of the Education Commission (1964-66)*. Ministry of Education, Government of India.

Prime Minister's Council. (2000). *A Policy Framework of Reforms in Education*, Prime Minister's Council on Trade and Industry, Government of India, New Delhi, [<http://www.nic.in/pmcouncils/reports/education>]

Govinda, R. (ed.). (2002). *India Education Report*. New Delhi: OUP.

UNDP- Human Development Report 1990. New York: Oxford University Press.

UNDP-Human Development Report 2010. "The Real Wealth of Nations: Pathways to Human Development." New York.

http://hdr.undp.org/en/media/HDR_2010_EN_Complete_reprint.pdf.

UNESCO (United Nations Educational, Scientific and Cultural Organization). 2012. "EFA Global Monitoring Reports", <http://unesdoc.unesco.org>.

UNESCO (United Nations Educational, Scientific and Cultural Organization). 2009. "Education for Sustainable Development 2009"; <http://www.unesco.org/education/justpublished/desd2009.pdf>.

World Bank. 2002, '*A Sourcebook for Poverty Reduction Strategies*', Volume 2. Washington D.C.

EFA Global Monitoring Report 2009 on "Overcoming inequality: Why governance matters" and GMR 2010

PROBE Reports 1999, 2011

Other Suggested Reads or books for review

Stiglitz, J. (2002). *Globalization and its discontents*. New Delhi: Penguin Books.

Nigam, Aditya (2011). *Desire named development*. New Delhi: Penguin

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

1. **Title of the Course: Comparative Studies in History of Education**
2. **Name of the School/Centre proposing the course: School of Education Studies (SES)**
3. **Programme(s) which this course can be a part of: Masters Programme in Education and open as an elective in other Master Programmes**
4. **Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level**
5. **If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester long course**
6. **Proposed date of launch: Monsoon 2013 Semester**
7. **Course Team: (coordinator, team members etc.): Manish Jain (coordinator), and Dr. Yogesh Snehi (SLS)**
8. **Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):**

This course will introduce students to the field of comparative history and comparative education to understand and analyse various educational issues in a comparative historical frame. It aims to familiarise students to different theoretical frameworks and methodological approaches to interpret and compare educational developments and processes with reference to the spatial, temporal and social

contexts. It would attempt to develop capacities and skills among students for comparative education research and historically understand and analyse education in different social and temporal settings.

Being an elective course in the third semester of the MA (Education) programme, this course hopes to develop student's interest in the field of comparative history and comparative education and contribute to development of this field in India. By focusing on both theoretical and methodological questions, it aims at enriching historical understanding and skills to contextualize and compare education.

It draws upon a wide body of historical research and theoretical literature including some primary historical sources collected so far by the course coordinator. The course coordinator's doctoral research was an interdisciplinary comparative historical research and he has specialized in comparative courses in MA (Political Science) at University of Delhi and has attended interdisciplinary comparative historical courses in education at University of British Columbia. He has also co-organized workshop in this area for research students and faculty members at an early stage of their career as part of the annual conference of Comparative Education Society of India (CESI) in 2012. Dr. Yogesh Snehi's doctoral research and publications also pertain to comparative study of education in colonial and postcolonial Himachal Pradesh and Haryana. Taking advantage of AUD being an interdisciplinary university, this course would draw upon other faculty members from other schools who have undertaken comparative research to introduce students to this field. Certain country specific libraries in Delhi may be other sources from where other research material for the course may be drawn.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Semester 3, Elective course; it may be considered as an elective course in other MA programmes.

10. A brief description of the Course:

Comparative Education, now often known as Comparative and International education is an established field of enquiry within the western academia with various

specialized programmes and journals devoted to this field. In contrast, it remains an underdeveloped field in India. This course introduces students to the fields of comparative history and comparative education to understand and analyse various educational issues in a comparative historical frame. It aims to familiarise students to different theoretical frameworks and methodological approaches to interpret and compare educational developments and processes with reference to the spatial, temporal and social contexts. This comparative frame is expected to develop greater insights about the intersections of colonialism and education. It will explore relationship among education, state formation, nationalism, and economic development. This comparative inquiry is also pursued with reference to questions of social inequality, social transformation, social justice, culture, identity and knowledge/power relations in society.

To engage with these questions, the course may use different entry points such as histories of emergence of mass schooling, contestations over 'curriculum' and 'textbooks', position, training and work of 'teachers', experiences of 'students' in the 'school', educational 'reforms' and the meaning of these categories at different historical junctures. This course is expected to develop skills and capacities for international and inter-regional comparisons.

11. Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.)

All the students of MA (Education) programme have attended a compulsory course, History of Education in Modern India. But the course does not assume any prior knowledge.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): See the enclosed copy of the course.
13. Assessment Methodology: First assignment (30 %), second assignment (30%) and a term paper (40%). These assessment situations can involve group and individual presentations and participation.

14. No. of students to be admitted: There is no upper-limit and it may include all students enrolled in the programme.
15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Course would require substantial collection of comparative education resources from different countries. At present AUD library has a very small collection of such resources and the course would largely depend on the material collected by the course coordinator. We would also need to collect such resources from NUEPA, JNU, NMML and certain country specific libraries in Delhi.

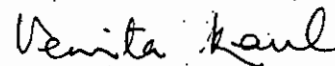

Signature of Course Coordinator(s)

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*Third*.....meeting held on...*20th July, 2013*...and has been approved in the present form.


Signature of the Dean of the School

MA programme in Education, SES, AUD

Comparative Studies in History of Education

(4 Credit Elective: Semester 3/Monsoon 2)

Comparative Education, now often known as Comparative and International education, is an established field of enquiry within the western academia with various specialized programmes and journals devoted to this field. In contrast, it remains an underdeveloped field in India. This course introduces students to the fields of comparative history and comparative education to understand and analyse various educational issues in a comparative historical frame. It aims to familiarise students to different theoretical frameworks and methodological approaches to interpret and compare educational developments and processes with reference to the spatial, temporal and social contexts. This comparative frame is expected to develop greater insights about the intersections of colonialism and education. It will further explore relationship among education, state formation, nationalism, and economic development. This comparative inquiry is also pursued with reference to questions of social inequality, social transformation, social justice, culture, identity and knowledge/power relations in society.

To engage with these questions, the course would use different entry points such as histories of emergence of mass schooling, contestations over 'curriculum' and 'textbooks', position, training and work of 'teachers', experiences of 'students' in the 'school', educational 'reforms' and the meaning of these categories at different historical junctures. This course is expected to develop skills and capacities for international and inter-regional comparisons. For this purpose, this course will make use of field-based case studies and methodological workshops, organize panel discussions and facilitate hands-on learning for students.

The course is organised in compulsory and optional units. The first three units are compulsory units. Unit 4 and 5 may be offered in alternate years. Each unit would pay greater attention to one or two theoretical perspective and conceptual categories. It is expected that over a period of time students begin to examine one perspective and category in the light of others.

Course Objectives:

1. Introduce students to the fields of comparative history and comparative education, different perspectives, methodology, and major concepts.
2. Develop skills for comparative historical educational research.

3. Locate continuities and changes in some historical debates about education and its role and relationship with colonialism, state, inequality and knowledge/power relations in society.

Transaction of the course

As developing theoretical and methodological abilities for comparative enquiries in education is the main focus of this course, students will be trained to read comparative case studies and undertake comparisons themselves. The course will transact through a combination of class lectures, individual and group exercises and workshops drawing upon a set of selected readings and historical sources (archival as well as oral). Students would be expected to respond to certain discussion questions (circulated beforehand) on the basis of their readings scheduled for each class. Readings would be examined with reference to their arguments, evidences, historical sources, methodology and theoretical perspective.

Unit 1: The Domain (7 Classes)

This introductory unit would begin with close reading of some comparative education case studies to understand what comparison means, how it is done and how it enriches our understanding by drawing upon insights from one context to a different context. These case studies would focus on different themes, geographies and periods of time and will give a sense of diversity of comparisons, methods and theoretical perspectives. These case studies will be revisited in the subsequent units to discuss how other studies have conceptualised and researched on a similar theme. This unit shall foreground perspectives on modernisation and their critique, and shall approach the concept of human capabilities to understand the theoretical basis of comparative case studies being discussed in this unit. We would return to this unit towards end of the course to think about an agenda for comparative education for 'developing' countries and India.

Essential Readings for Unit 1:

Dreze, Jean (1999). The Schooling Revolution in Himachal Pradesh.. In *Public Report on Basic Education in India*. New Delhi: OUP, pp: 115-127.

Snehi, Yogesh (2012). *Comparatives within a Region: Exploring Historical Correlates between Sexuality, Plan Outlays and Education*. Paper presented at the Annual International Conference of 'Comparative Education Society of India (CESI) 10-12 October, Jammu.

Steiner-Khamsi, Gita (2009). Comparison: Quo Vadis? In R. Cowen and A. M. Kazamias (eds.), *International Handbook of Comparative Education*, New York: Springer, pp: 1141–1158.

Sen, Amartya (2009). Lives, Freedoms and Capabilities. In idem, *The Idea of Justice*. Belknap Press: Cambridge, Massachusetts, 225-252.

Pandey, Triloki Nath. 2002. 'The Anthropologist-Informant Relationship: The Navajo and Zuni in America and the Tharu in India', in M.N. Srinivas, A.M. Shah and E.A. Ramaswamy (eds) *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, pp. 246-265.

Unterhalter, Elaine (2009). Social Justice, Development Theory and the Question of Education. In R. Cowen and A. M. Kazamias (eds.), *International Handbook of Comparative Education*, New York: Springer, pp: 781–800.

Unit 2: Colonialism and Education in Comparative Historical Frame

This unit focuses on concepts of colonialism and imperialism and postcolonial perspectives to examine relationship of colonialism and education in a comparative manner. Some of the questions that may be raised in this unit are the following. Were the meaning, experiences and processes of colonialism and colonial education similar across continents, regions, periods and social locations? If they were different, then, what was the difference and what accounted for this difference? How do we study colonial education processes in specific contexts and experiences on the ground? What insights can we draw from using a comparative approach to understand colonial education? Are terms like colonial and imperial dominance, a phenomenon of the past or do they have any relevance to contemporary discussions about education and development?

Essential Readings for Unit 2:

Crossley, Michael and Tikly, Leon (2004). Postcolonial Perspectives and Comparative and International Research in Education: A Critical Introduction. *Comparative Education*, Vol. 40, No. 2, Special Issue (28): Postcolonialism and Comparative Education, pp. 147-156.

Mangan, J. A. (1988). 'Introduction: Imperialism, History and Education', in J. A. Mangan (ed.) *'Benefits Bestowed?': Education and British Imperialism*. Manchester: Manchester University Press, pp: 1-22.

Brown, Godfrey N. (1964). 'British Educational Policy in West and Central Africa', *The Journal of Modern African Studies*, Vol. 2, No. 3, pp: 365-77.

White, Bob W. (1996). 'Talk About School: Education and the Colonial Project in French and British Africa, 1860-1960', *Comparative Education*, Vol. 32, No. 1, March, pp: 9-25.

Jain, Manish (2005). *Imagery of the White Man?: 'Citizen', 'Ward', and 'the State in Bourinot's Civics*. Paper presented at the Conference in the Honour of Prof. Jean Barman, Green College, University of British Columbia, 18 March.

Unit 3: 'National' Systems of Education: Emergence and Comparisons

'Nation-state' is often a default category for comparison in the field of comparative education. This unit would focus on the emergence of 'national' systems of education. It asks, what factors contributed to emergence of the national systems of education in Europe and North America. And how did development of schooling shape these processes? How do histories of state formation, industrialization and urbanization, the causal explanations provided in the context of the 'West', 'valid' in their own context and are 'provincial' otherwise? This 'national' system of education would also be examined with reference to inequality, debates and contestations.

Essential Readings for Unit 3:

Green, Andy (2000). Education and State Formation Revisited. In Roy Lowe (ed.) *History of Education: Major Themes, Vol. 2, Debates in the History of Education*, London: Routledge, pp: 303-321.

Larsen, Marianne A. (2011). Victorian Education Reform: Comparative and International Contexts, Chapter 3. In idem, *The Making and Shaping of the Victorian Teacher: A Comparative New Cultural History*. New York: Palgrave Macmillan, pp: 29-49.

Curtis, Bruce (1983). Preconditions of the Canadian State: Educational Reform and the Construction of a Public in Upper Canada, 1837-1846. *Studies in Political Economy*, No. 10, pp: 99-121.

Unit 4: Curriculum in History

How has curriculum been implicated in the processes of establishing class, racial, gendered, and colonial dominance? How have intersecting vectors of unequal power and resources shaped debates about curriculum? How do we write histories of curriculum in the context of

society, 'innovative' and 'progressive' educational ideas and practices, student's experiences and bodies, teacher's roles and textbooks? In what ways 'educational borrowing' has been shaping curriculum in the past and present. These questions will be discussed with a focus on Canada and British Columbia.

Essential Readings for Unit 4:

Thomson, Gerald E. (2000). 'A Fondness for Charts and Children: Scientific Progressivism in Vancouver Schools 1920-1950', *Historical Studies in Education*, vol. 12, no. 1& 2, pp: 111-128.

Comacchio, Cynthia (2001). 'Inventing the Extracurriculum: High School Culture in Interwar Ontario', *Ontario History*, vol. XCIII, no. 1, Spring, pp: 33-56.

Tomkins, George S. (1981). 'Foreign Influences on Curriculum and Curriculum Policy Making in Canada: Some Impressions in Historical and Contemporary Perspectives', *Curriculum Inquiry*, vol. 11, no. 2, Summer, pp: 157-166.

Tomkins, George S. (1986). *A Common Countenance: Stability and Change in the Canadian Curriculum*. Scarborough, ON: Prentice-Hall, Canada, pp: 155-176.

Gleason, Mona (2001). 'Disciplining the Student Body: Schooling and the Construction of Canadian Children's Bodies, 1930-1960', *History of Education Quarterly*, vol. 41, no. 2, Summer, pp: 189-215.

Francis, Daniel (1997). 'Your Majesty's Realm: The Myth of the Master Race', Chapter 3 in *National Dreams: Myth, Memory and Canadian History*. Vancouver: Arsenal Pulp Press, pp: 52-87.

Unit 5: Teachers and Teaching: Across Countries, Social groups and Time

This unit attempts to historically locate meaning of teacher and teaching. Who was the teacher? How did gender and race shape experience of being teacher? What were the anxieties about teachers in different historical period? What discourses govern the idea and roles of teacher? What were the efforts to 'professionalise' teaching, with what intentions and with what effects? This unit would also involve historical examination of the texts and institutions to train teachers.

Essential Readings for Unit 5:

Albisetti, James C. (2000). The Feminization of Teaching in the Nineteenth Century: A Comparative Perspective. In Roy Lowe (ed.) *History of Education: Major Themes, Vol. 2, Debates in the History of Education*, London: Routledge, pp: 489-503.

Marianne A. (2011). The Discourse of the Good Victorian Teacher: The Modern and Moral Teacher, Chapter 5. In idem, *The Making and Shaping of the Victorian Teacher: A Comparative New Cultural History*. New York: Palgrave Macmillan, pp: 53-73.

Molina, Iván (2006). Women and Teaching in Costa Rica in the Early Twentieth Century. In Regina Cortina and Sonsoles San Román (Eds.) *Women and Teaching: Global Perspectives on the Feminization of a Profession*, New York: Palgrave Macmillan, pp: 187-214.

Bergen, Barry H. (1988). Only a Schoolmaster: Gender, Class and the Effort to Professionalize Elementary Teaching in England 1870-1910. In Jenny Ozga (ed.) *Schoolwork: Approaches to the Labour Process of Teaching*. Milton Keynes: Open University Press, pp: 39-60.

Weiler, Kathleen (1999). Reflections on Writing a History of Women Teachers. In Kathleen Weiler and Sue Middleton (ed.) *Narrative Inquiries in the History of Women's Education*. Buckingham: Open University Press, pp: 43-59.

School of Human Ecology

***New elective courses to be added in the masters
programme in Environment and Development***

School of Human Ecology, AUD

Board of Studies Meeting (24 April 2013)

The Board of Studies meeting for the School of Human Ecology was held on 24 April 2013 at 3 pm at the Kashmere Gate campus of AUD. The meeting was attended by:

1. Prof. Chandan Mukherjee (Dean and Chair)
2. Prof. C.R. Babu
3. Prof. Mahesh Rangarajan
4. Prof. Krishna Achuta Rao
5. Prof. Rokan D'Souza
6. Dr Asmita Kabra
7. Dr Ghazala Shahabuddin
8. Dr Praveen Singh
9. Dr Rohit Negi
10. Dr Suresh Babu
11. Dr Oinam Hemlata Devi
12. Ms Kopal Chaube

Dr Arun Kumar Monditoka (on leave) and Dr Radhika Govinda (on lien from AUD) were unable to attend.

Agenda:

1. Discussion on the MA programme in Environment and Development
2. Discussion on the PhD program in Human Ecology
3. Faculty research and other engagements
4. Proposed new initiatives (MA Global Studies, MSc/MS in Human Ecology)

Discussion and Decisions

1. Prof. Chandan Mukherjee opened the meeting and welcomed the external members of the SHE board of studies (BOS).
2. Dr Asmita Kabra outlined the current structure of the MA program. The following new courses were introduced by the SHE faculty and were duly approved by the BOS members:
 - a. Applied Population Ecology (2 credits)
 - b. Ecological Statistics Part 1 (2 credits)
 - c. Ecological Statistics part 2 (2 credits)
 - d. Development Communications (2 credits)

The approved course outlines are attached at Annexure 1.

3. The revised syllabus for the following elective courses was presented by the SHE faculty and duly approved:
 - a. Agrarian Environments (changed from 4 to 2 credits)
 - b. Urban Development and Environment (changed from 4 to 2 credits)

The approved course outlines are attached at Annexure 2.

4. The members discussed the appropriate number of elective courses which MA Environment and Development students should be allowed to take from other MA programs. It was agreed that such options should be encouraged but that such choices should be limited to the 3rd semester. It was also decided that 'external' electives could amount to a maximum of 6 credits out of a total of 64 credits in the MA program.
5. The external members of the BOS stressed the need to expand the choice of electives even further, so that students have more choices within the 3 broad bundles (science based, social science based, and environmental management based) of electives. It was suggested that the number of guest and adjunct faculty invited to SHE from Delhi-based environmental research and practice-based organizations be expanded further so that an even wider variety of specialized skills can be taught to students.
6. The BOS emphasized the need for additional faculty to be recruited in the School urgently to strengthen the range of core competencies offered by in-house faculty of SHE. The areas of emphasis include the politics of resource use; energy, water and climate change; environmental and ecological economics; and the population-environment-resources axis.
7. Dr Ghazala Shahabuddin outlined the main thrust of the School's PhD program and the profile of students enrolled so far in doctoral studies at SHE. The PhD program was duly approved after a detailed discussion, and the need to focus on quality of research from the outset was emphasized. The members expressed a concern that the number of PhD students allocated for the school was too high and emphasized that for quality of research to be maintained, this number should be commensurate with faculty strength. Some best practices suggested by the members include encouraging PhD scholars to audit seminars and lectures, assist in teaching-learning at the School as Teaching Assistants, and publishing at least one peer reviewed article prior to thesis submission. It was strongly urged by the members that the university should make appropriate physical space available for PhD scholars to be located such that they can interact regularly among themselves and with the MA students.
8. Dr Asmita Kabra reported on the recent engagements of SHE faculty in research and publishing. It was suggested that apart from organizing seminars, workshops and guest lectures within the university, a few high-profile, well-advertised research events should be organized in centrally located public spaces like IIC and NMML to raise awareness among the general public about the School and its activities. Specific activities suggested by the members included a research event focusing on North-East India, an annual public lecture (alternately in Hindi and English) and events showcasing environmental issues and concerns of Delhi.
9. Dr Praveen Singh and Dr Rohit Negi provided an introduction to the proposed Global Studies program to be hosted by SHE and offered collaboratively with the Schools of Liberal Studies and

- Development Studies. While acknowledging the usefulness of such a program, the external members emphasized that it should have Asia as one of its focus areas and should retain a strong thrust on human ecology.
10. The SHE faculty put forward the suggestion that once additional faculty has been recruited, the School should expand its scope to offer an MS/MSc program. The need for rapid recruitment of new faculty to SHE was emphasized by the external members of the BOS so that such expansion can be undertaken with adequate human resources.

The meeting ended with a vote of thanks.

Applied Population Ecology

Credits: 2

Course Description

Population ecology is the study of how population sizes of one or more species change over time and space. Applications of population ecology are important in conservation and ecosystem management and include field population estimations, study of harvested species, modelling population growth, environmental monitoring and endangered species surveys. Population assessments can also help identify threats and evaluate the performance of conservation initiatives. Thus study of biological populations is crucial for most wildlife conservation or research programs.

A wide variety of estimators can be used to monitor populations, provided they are reliable and replicable. In absence of robust estimators it becomes difficult to infer whether the change (or lack of it) in the estimator is due to real population changes or some other factor, viz. variation in methodology, field personnel, experience, season etc. Empirical estimation of the probability of detection of the species of interest has undergone most of the recent development in the field of population ecology.

As part of this course, students will be taught to design studies to answer specific population-related questions, collecting the right data and analysing it to make appropriate inferences that are robust over uncertainties incurred by method. The coursework is expected to provide a widget box to the students for applying the right methods to answer specific questions. The course is expected to be mainly hands-on and computer-based.

Assessments:

Students will be given computer-based in-class assignments and a short project based on the concepts taught. The exact weightage of different assessments will be worked out later.

Module-wise Description

- 1 Sub-module 1 (4 hrs)
 - a. Asking the right questions for assessments and monitoring programs
 - b. Statistical distributions and sampling
 - c. Modelling basics and information theoretic approach
- 2 Sub-module 2 (4 hrs)
 - a. Conceptual framework for population ecology and management (presence/absence, relative abundance, absolute abundance)
 - b. What we see vs what is there—dealing with imperfect detections
 - c. Maximum Likelihood theory

Field and Analytic techniques (including basics, theory, assumptions, limitations, survey designs, implementation, applications, field exercise and lab exercise)

- 3 Sub-module 3 (4 hrs)

- a. Distance sampling (software DISTANCE)
 - i. Line transects
 - ii. Point counts
- 4 Sub-module 4 (4 hrs)
 - a. Mark-recapture (MARK & CAPTURE)
 - i. Single season estimators
 - ii. Multiple season estimators
 - iii. Multiple Observer counts
 - b. Species Richness (MARK & CAPTURE)
- 5 Sub-module 6 (4 hrs)
 - a. Occupancy probability (PRESENCE)
 - i. Single season
 - ii. Multiple seasons
 - iii. Species co-occurrence
 - iv. Multiple counts
 - v. Abundance indices from presence
 - vi. Multiple methods
- 6 Sub-module 7 (4 hrs)
 - a. Population Viability Analysis (RAMAS, Excel, R)

Development Communications

Credits: 2

Course Description

Effective communication is a valuable weapon in the arsenal of any social scientist. From education to advocacy, good communication can make the difference between a project or an idea being successful and being relegated to the sidelines. Good communication skills can assist students to present better their learnings and research in multiple fora and through various formats like presentations, papers, posters etc (including other courses during their MA). In professional life, good communication is sometimes the only tool at our disposal to create awareness and explain our motives to stakeholders. The course will help students to learn and apply these skills in their student life as well as in their chosen professions.

Learning Objectives:

- To learn how to communicate your own research findings more effectively
- To become familiar with different types of communication media and propaganda like posters, murals, presentations, films, photography etc.
- To improve communication and advocacy skills through effective use of colours, graphics and layouts

Themes and Topics

1. Exploring Communications and Advocacy

- Understanding the problem more clearly to find workable solutions
- Propaganda, influencing public opinion to my way of thinking
- Making a difference, and setting things right

2. Studying Visuals - Perceptions, Construction and Deconstruction

- What are the uses of the visual
- Where is it more desirable to use visual narratives as opposed to the written word
- When, where and how can visuals and words be used in conjunction

3. Understanding Visual grammar and contextualizing communication

- Is there such a thing as a 'Visual Language'? And if so, does it have a grammar?
- Does the visual exist in a particular context or does it transcend it?
- How can communication be made more effective by paring it down to the bare minimum?

4. Use of colour

- Basic colour theory

- Introduction to the use of colour in generic social terms
- Understanding the significance of colour in a given cultural milieu

5. Art as advocacy

- Introduction to understanding art
- A study of the murals and posters produced by Nazi Germany, Soviet Russia, Wartime America and England

6. The politics of image making – Narrative strategies

- “If it bleeds, it leads.” Exploring the Pavlovian response to images
- Multiple uses for a single image – terrorist vs. freedom fighter
- Modern iconography and what makes an image an icon
- How to create or curate images to make effective communication

Mode of Teaching

The proposed course is not based on extensive reading lists. It relies instead on practical application of communication theory. The students will work with their internship projects or essays as the base material on which to build their presentations.

Mode of Assessment

Assessment will be carried out in two stages with in-class performance assessment carrying 50% weight and final product assessment/viva-voce, which will carry 50% weight. A committee of 3-4 people will conduct the final assessment.

Ecological Statistics I

Credits: 2

Course Description

Ecological Statistics I is designed as a course in ecological research design and analysis for post-graduate students who plan to undertake quantitative field-based research. It is aimed at developing skills for robust research design and also collecting, handling, exploration and analysis of observational/experimental data in the area of applied ecology and ecosystem management.

Learning Objectives:

At the end of the course, the student should be able to:

- Design simple observational studies and field experiments in the ecological context, keeping in mind the needs and assumptions of different statistical frameworks (primarily parametric and non-parametric statistics)
- Develop and analyse empirical models in ecology and ecosystem management
- Independently carry out data exploration and statistical analysis using a basic spreadsheet programme such as Excel or available statistical software.

Assessments:

There will be 4 assignments in the form of in-class tests, in the course, all of which will be weighted equally (20% each). In addition, there will be one take-home project based on real data (possibly collected by the students themselves) towards the end of the course. The final project report will count towards 20% of the course grade.

Module Descriptions:

Module 1 (2 hrs): Basics of Data and Data Description

Descriptive and inferential statistics, concepts of populations and samples, sampling methods, classes of data -descriptive data and inferential data; summarisation, tabulation and graphing of data. Measures of central tendency-mean, median and mode; selecting the right measure.

Module 2 (2 hrs): Measures of Dispersion

Measures of dispersion-sample standard deviation; z-scores; computing mean and standard deviation for grouped data; mean and standard deviation of a population; difference between population mean and sample mean.

Module 3 (2 hrs): Basics of Probability

Basic rules of probability, defining events and relationships; contingency tables; joint and marginal probabilities; concept of statistical independence. Introduction to binomial probability distribution.

Module 3 & 4 (2 hrs): Random Variables & Normal Probability Distribution

Introduction to random variables; probability distributions; mean and standard deviation of a random variable; Normal probability distribution, standard normal curve, normally distributed populations and random variables, standardizing a random variable. Sampling distribution of the mean, statistical reasons behind sampling; standard deviation & standard error, deriving confidence intervals for a population mean; sample size considerations in estimating population mean.

Module 5 (2 hrs): Statistical Inference

Scientific method; hypothetico-deductive approach; frameworks for statistical analysis; Hypothesis testing for quantitative data; null and alternative hypotheses; principle of parsimony, two-tailed and one-tailed tests; test statistics and rejection values; Type I and Type II errors; significance testing and p-values.

Module 6 & 7 (4 hrs): Statistical tests for difference in population means, tests of independence

ANOVA and t-tests for difference of means. Chi-square tests of independence and goodness-of-fit. Setting up the test, transforming data, testing the assumptions, interpreting results.

Module 8 & 9 (4 hrs): Non-parametric Statistical Methods

Introduction to Non-Parametric Methods and their utility in ecology: Non-parametric methods for analysis of variance (Kruskal-Wallis and Mann-Whitney U-test), association (Spearman's rank correlation) and independence (Kolmogorov-Smirnov Test).

Module 10 (2 hrs) : Concepts in Study design

Framing research questions in the field, sampling, variability in nature; bias, scale; accuracy vs precision; sampling strategy, replication, independence, pseudoreplication, interspersed, randomization; correlation vs causation; sampling design for observational studies and field experiments. Analysing research studies from view of sampling and research design. Power analysis to determine sample size.

Module 11 (2 hrs): Simple Regression Models

Frequentist models, likelihood models; linear models, correlation, regression and ANOVA; simple bivariate regression; interpreting regression; sum of squares; degrees of freedom, points of influence.

Module 12 (2 hrs): Choosing the Right Statistic

Overview of the methods learnt. Case studies (based on student projects) to understand correct application to specific analytical situations.

Reading List/Reference List:

1. Gotelli & Ellison, A Primer of Ecological Statistics
2. Weiss, P. Elementary Statistics. Addison-Wesley Publishing Company.
3. Sokal & Rohlf. Biometry.

Ecological Statistics II

Credits: 2

Course Description

Ecological Statistics II is designed as a second course in statistics for post-graduate students who have already had a basic course in inferential statistics and who plan to undertake quantitative ecological research. It is aimed at developing skills for research design and modelling in the area of applied ecology and ecosystem management. It will cover research design and ecological modelling using an R-platform.

Learning Objectives:

At the end of the course, the student should be able to:

- Design observational studies and field experiments in the ecological context, keeping in mind the needs and assumptions of different statistical frameworks (primarily parametric and non-parametric statistics)
- Develop and analyse statistical (empirical) models in ecology and ecosystem management
- Independently carry out data exploration and statistical analysis on 'R' platform

Assessments:

Assessments or practical work will be given after each module, usually to complete in the classroom/computer lab. In addition, there will be one take-home project based on real data towards the end of the course. There will be 4 assignments in the course, all of which will be weighted equally (20% each) and the final project report will count towards 20% of the course grade.

Module Descriptions:

(Note: Modules will include hands-on computer-based practicals and assessments. Therefore total number of teaching hours indicated here will amount to 32)

Module 1 (4 hrs): Introduction to Generalized Linear Models

Module 2 (4 hrs): The Basics of the R environment: The R GUI, Elements, console, text editor, command line, good practices, simple operators, type of objects, numeric, factor, vectors, data frames

Module 3 (4 hrs): Mathematical and Logical Operations in R

Basic mathematical operators, logical operators, R notation, assigning values to objects, creating vectors, retrieving elements from a vector/ using subscripts, functions, arguments, using Help to understand functions

Module 4: (2 hrs) Elementary Procedures

Importing data in R; R packages, their function and utility; installing packages; specifying working directory; using text editor; saving R script

Module 5 (4 hrs): Handling Data in R

Using subscripts, vectors, matrices, Correcting/changing data, selecting objects with certain specifications.

Module 6 (2 hrs): Overview of data

Summary, str, names, head/tail, graphs, tapply

Module 7 (4 hrs): Exploratory analysis in R

Summary statistics; Visualisation and plots (scatterplot, boxplot, histogram, panels); Correlation between variables, t-tests

Module 8 (4 hrs): Introduction to Statistical Modeling in R environment

Classical anova, Regression, checking for violations, interpreting results; regression with continuous variables and with categorical variables

Reading List/Reference List:

Gotelli & Ellison, A Primer of Ecological Statistics

Crawley, M.J, The R Book

Bolker, B. Ecological Models and Data in R [freely downloadable]

Weiss, P. Elementary Statistics. Addison-Wesley Publishing Company.

Sokal & Rohlf. Biometry.

Ambedkar University, Delhi

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

1. **Title of the Programme:**
MA Environment and Development
2. **Name of the School/Centre proposing the Programme:**
School of Human Ecology
3. **Level of the Programme:**
Master's and PG Diploma
4. **Full time/Part time:**
Full time
5. **Duration of the Programme:**
MA: Two years; PG Diploma: One year
6. **Proposed date/session for launch:**
August 2009
7. **Particulars of the Programme Team (Coordinator, Members):**
The programme team includes 6 full-time faculty members
 - Dr Asmita Kabra: Associate Professor and Deputy Dean
 - Dr Ghazala Shahabuddin: Associate Professor
 - Dr Praveen Singh: Assistant Professor
 - Dr Rohit Negi: Assistant Professor
 - Dr Oinam Hemlata Devi: Assistant Professor
 - Dr Suresh Babu: Assistant Professor
8. **Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):**

The School of Human Ecology has a special link to the overall vision of Ambedkar University- which is to promote broad-based, multidisciplinary higher education that links in strong ways to social needs. The primary goal of the School of Human Ecology is a deep and multifaceted understanding of environmental concerns that includes perspectives from both the social and scientific perspectives. The School expects to graduate students with the skills and perspectives necessary to analyse and solve environmental problems based on social equity, academic rigour and social-ecological sustainability. In keeping with the dedication of Ambedkar University to innovative ways of teaching and generating knowledge, the School of Human Ecology promotes field-based teaching and field research around social-environmental concerns. The curriculum has a strong emphasis on developing and fostering links to the world of practice in the areas of environment and development, both through student participation in projects as well as through collaborative research.

Most of the required expertise is available within the School with different faculty specializing in the different knowledge areas that are necessary for Human Ecology, such as history, ecology, economics, geography, statistics and anthropology. The School has already asked the University for augmenting the teaching faculty to bring in additional expertise. In addition, a number of guest/adjunct faculty are associated with the program and bring to it their specialized skills for specific courses.

The source material is currently being pooled by the various appointed faculty. Also a basic library stock of textbooks and other teaching material has been built up to serve academic needs of the students. This stock has grown significantly in the past 2 years. Where books are not available within the AUD library, photocopies of chapters, papers and reports can be made available to the students.

The MA Programme is open to students with a Bachelor's degree in any subject from any accredited academic institution. It is expected that graduates from this programme will be equipped to work in development organizations, government agencies, academia, private corporations, non-governmental organizations, consultancy firms, civil society initiatives, as well as the media.

9. Programme Objectives:

The aim of the two-year MA programme in Environment and Development is to foster interdisciplinary learning in concerns at the intersection of human societies, non-human beings and the biophysical environment, with a perspective grounded in the experiences of the Global South. The programme is guided by the idea that ecological challenges such as atmospheric pollution, resource depletion, and the attendant threats to ecosystems and biodiversity, result from complex interactions of social and biophysical factors. Consequently, meaningful interventions in these debates must be informed by knowledge and skills on a wide range of themes that bring together insights from natural and social sciences.

10. Structure of the Programme:

- Total No. of credits: 64
- Total No. of courses: Variable (as elective papers can be for 2 or 4 credits)
- Compulsory Courses: 8 (Total Credits 32)
- Optional/Elective Courses: Between 6 to 11 (Total Credits 22)
- Internship: (2 Credits)
- Dissertation: (8 Credits)

	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core	1. Ecology, Ecosystems and Biodiversity (4) 2. Development and Social Change (4) 3. Environmental History (4)	5. Social & Political Ecology (4) 6. Environmental Policy, Law & Governance (4)		9. Environmental & Ecological Economics (4)	
Elective		7. Elective (4)		Electives (12 credits in all)	Electives (6 credits in all)
Research Skills	4. Research Methodology I (4)	8. Research Methodology II (4)			
Field-based Research Practicum			Internship (2)		Dissertation (8)

11. List of Courses

S. No.	Core Courses	No. of credits
1.	Ecology, Ecosystems and Biodiversity	4
2.	Development and Social Change	4
3.	Environmental History	4
4.	Research Methodology I	4
5.	Environmental Policy, Law and Governance	4
6.	Social and Political Ecology	4
7.	Research Methodology II	4
8.	Environmental and Ecological Economics	4

S. No.	Elective Courses	Credits
1	Environmental Impact Assessment	4
2	Biodiversity and Conservation in the Developing World	4
3	Advanced Topics in Ecology	4
4	Geographic Information Systems I	2
5	Geographic Information Systems II	2
6	Basic Principles of Restoration Ecology	2
7	Ecological Restoration in Practice	2

8	Displacement, Resettlement and Rehabilitation	2
9	Poverty and Development	2
10	Adaptation to Climate Change	2
11	Development and Public Health	2
12	Environment and Health	2
13	Africa: Environment and Development	2
14	Geopolitics, Resources and Political Ecology	2
15	Agrarian Environments (modified course)	2
16	Urban Development and Environment (modified course)	2
17	Seminar/workshop courses**	2/4**
18	Applied Population Ecology (new course)	2
19	Development Communications (new course)	2
20	Ecological Statistics Part 1 (new course)	2
21	Ecological Statistics Part 2 (new course)	2

**These are special courses that are run in workshop mode from time to time by in-house and/or guest faculty or visiting scholars. This is based on the recommendation of the Board of Studies in October 2011.

12. Please list the courses which are common with other programmes/schools

All elective courses at SHE (listed at no. 11 above) are open to students in other MA courses, subject to constraints of classroom space and other logistics.

Similarly, MA Environment and Development students may opt for electives offered by other MA programs at AUD, upto a maximum of 6 credits out of a total of 64 credits. External electives are restricted to the 3rd semester of the MAED programme, as per the recommendations of the Board of Studies.

13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Please see enclosed course outlines. A Handbook of Courses, containing outlines for each course, has also been prepared for the benefit of students.

14. Courses for which course details have been worked out: (attach list and details)

Details have been worked out for all courses that are listed above (enclosed)

15. Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:

Details are still to be worked out for the elective course titled Advanced Topics in Ecology (course 3 at no.11 listed above).

16. A note on the instructional (curriculum transaction) design for the Programme:

Teaching is conducted through class lectures, workshops, seminars and field projects. The programme emphasizes research and analytical skills, oral and written communication, and exposure to development practice. A strong component on research methodology is administered through courses in basic research skills, quantitative and qualitative techniques, social science research, ecological sampling and participatory rural appraisal.

Each 16-week, 4-credit course is usually structured around 12 topics (or modules) that are taught in 4 hours each week. 2-credit courses are taught in modules of 2-hours each week for 16 weeks. Study modules are a combination of lectures, student presentations and class discussion. The students are expected to read up 50-100 pages for each module. Guest faculties are frequently invited to teach to supplement the knowledge and expertise available within the School and provide exposure to the world of practice.

Faculty of School of Human Ecology are actively involved in mentoring and guiding students for internships, supervision of dissertations and, dealing with problems that students face during course work. The teaching schedule includes specified hours for student-teacher interaction outside of classroom hours including tutorials. Weakness in writing ability and communication among first-year students are dealt with by giving opportunities for re-submission of assignments/papers (subject to course deadlines). In addition, several field trips are organized that involve close interaction with and teaching of students in a non-classroom environment.

17. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme:

Ten credits out of 64 course credits are devoted to field-based learning including internship (2 credits) and dissertation (8 credits). In addition, some modules of core and elective courses are taught in the field and assessments are based on field work.

Taking its cue from AUD's belief in the principle of 'learning by doing', SHE's MA students are required to undertake an internship program of 4-6 weeks at the end of the second semester. It is worth 2 credits (in the third semester) of the total 64 credit MA program. The faculty is closely involved with the students and the partner organization both in designing the exact nature of each internship project as well as the internship assessment process. The learning of the internship is consolidated through the subject electives that students opt for during the third and fourth semesters.

Internships provides an opportunity to students to gain practical experience in a wide variety of organizations, including NGOs, research institutions, consultancy organizations, activist groups, corporate groups and government agencies. Some students also undertake internships with individuals/scholars of achievement in the area of environment and development or with SHE faculty members.

The dissertation project (worth 8 credits) is undertaken during the last 2 months of the fourth semester under the close guidance of a faculty supervisor. However, students are encouraged to

start working on their research project from the third semester onwards. In this, they are guided by the SHE faculty, which collectively conducts a semester long non-credited Dissertation Workshop course. The dissertation involves rigorous exploration of a research question connected to coursework and may involve field work. The aim is to develop the ability of students to independently formulate a research question, implement suitable methodology, analyze data, interpret their results and write up a research paper, which may be publishable. The grading of the dissertation project is carried out by a committee comprising the supervisor and an additional faculty from within the School. In addition, there can also be co-supervisors from other Schools of AUD.

In addition to internship and dissertation, short field projects are undertaken by students within and outside Delhi as a part of various core and elective courses. Course assessments are based on these short projects that utilize techniques taught as a part of research methodology courses.

18. Assessment Design:

Students are evaluated on the basis of participation in class discussions and quality of presentations in the class, written tests (mid-terms or finals), quizzes, take-home assignments, field projects and term papers. The pattern of assessment may differ from course to course. According to the university rules, in a 4-credit course, no single assessment can be of greater than 40% weight of the final grade. In a 2-credit course, no single assessment can be of weight greater than 50% of the final grade in the course.

19. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

In addition to classrooms equipped with projection facilities, the infrastructure in the Environment Laboratory of SHE needs to be enhanced significantly for ecological projects and research.

Linkages with field-based organizations have been established through the dissertation and internship programmes (as listed in no.18 above). Field stations need to be established at some of these field-based organizations to enhance their ability to host student projects, class field trips and collaborative research that are of benefit to both AUD as well as the concerned organization. SHE faculty is expected to closely coordinate with field-based organizations to develop field projects and learning modules that fit into the objectives of the internship, dissertation and class projects.

20. Additional Faculty Requirement:

a. Full time:

Full time faculty are required at all three levels: Professor, Associate Professor and Assistant Professor. We will prefer scholars with interdisciplinary approaches within a human ecology framework, with a strong focus on and proven track record of interdisciplinary, field-based

research, teaching and student mentoring. Some of the preferred disciplinary strengths which we seek include:

- Ecology and conservation biology (including quantitative ecology, invasion biology, wildlife biology, ecosystem dynamics etc.)
 - Environmental management (including GIS, remote sensing, environmental impact assessment, project management, environmental audit etc.)
 - Environmental law, policy and global environmental governance
 - Global studies (specialization in the study of the state, geopolitics, governance and institutions, political economy of development, social and political movements)
 - Urban studies (including urban geography, urban planning etc.)
 - Climate change and water resources (including hydrogeology, physical geography etc.)
 - Energy studies (including energy economics; risk, resilience and adaptation etc.)
- b. Visiting/Part time/Adjunct/Guest Faculty: Guest and/or adjunct faculty are required to teach the following courses: Geographic Information Systems; Environmental Policy, Law and Governance; Environmental Impact Assessment; Applied Population Ecology; Development Communications; Ecological Statistics.
From time to time, guest faculty are invited to offer elective courses in seminar or workshop mode in research areas that supplement in-house expertise.

21. Eligibility for admission:

Candidates with a Bachelor's degree in any subject from a recognized university with a minimum of 45% marks (or an equivalent grade) are eligible for admission. There is a relaxation of 5% marks for candidates belonging to SC, ST and Physically Handicapped (PH) categories.

22. Mode of selection (Entrance test, Interview, Cut off of marks etc.):

Selection of candidates for the MA programme is through a Written Test (75%) and Personal Interview. Candidates are examined on their general awareness of environmental and developmental issues, quantitative/analytical skills, reading and comprehension abilities, and on logic and reasoning skills.

23. No. of students to be admitted:

42 students

Signature of Deputy Dean

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its.....meeting held onand has been approved in the present form.

Signature of the Dean of the School

MA Environment and Development

Course Outlines

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Course Structure

Course	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core	1. Ecology, Ecosystems and Biodiversity (4) 2. Development and Social change (4) 3. Environmental History (4)	5. Social and Political Ecology (4) 6. Environmental Law, Policies and Governance (4)		8. Environmental and Ecological Economics (4)	
Elective		Electives (4)*		Electives (12)*	Electives (6)*
Research Skills	4. Research Methodology I (4)	7. Research Methodology II (4)			
Field-based Research Practicum			Internship (2)		Dissertation (8)

List of Courses

S. No.	List of Core Courses	Semester	No. of credits
1.	Ecology, Ecosystems and Biodiversity	1	4
2.	Development and Social Change	1	4
3.	Environmental History	1	4
4.	Research Methodology I	1	4
5.	Social and Political Ecology	2	4
6.	Environmental Law, Policy and Governance	2	4
7.	Research Methodology II	2	4
8.	Environmental and Ecological Economics	3	4
S. No.	List of Elective Courses	Semester	Credits
1.	Urban Development and Environment	2/3/4	2
2.	Environmental Impact Assessment	3/4	4
3.	Statistics and Data Exploration	2/3/4	4
4.	Biodiversity and Conservation in the Developing World	2/3/4	4
5.	Geographic Information Systems I	2/3	2
6.	Geographic Information Systems II	3/4	2
7.	Basic Principles of Restoration Ecology	2/3	2
8.	Ecological Restoration in Practice	3/4	2
9.	Adaptation to Climate Change	2/3/4	2
10.	Development and Health	2/3/4	2
11.	Environment and Health	2/3/4	2
12.	Poverty and Development	2/3/4	2
13.	Agrarian Environments	2/3/4	2
14.	Displacement, Resettlement and Rehabilitation	2/3/4	2
15.	Africa: Environment and Development	2/3/4	2
16.	Geopolitics, Resources and Political Ecology	2/3/4	2
17.	Applied Population Ecology	2/3/4	2
18.	Development Communications	2/3/4	2
19.	Ecological Statistics I	2/3	2
20.	Ecological Statistics II	3/4	2

CORE COURSES

Ecology, Ecosystems and Biodiversity

Credits: 4

Core/Elective: Core

Semester: 1st Semester

Content

This course is an introduction to the scientific principles that govern the natural world around us and their applications to contemporary ecological concerns. The course will cover basic ecological theory related to biogeography, biogeochemical cycles, energy flow, productivity, population growth and regulation, inter-species interactions, ecosystems and evolutionary ecology. Throughout these modules, the relevance and applications of the concepts to human society issues will be discussed in the form of case studies. A field component will introduce the students to basic methods for measuring ecological variables in real-life field situations and the applications thereof. The last module is an induction into thinking about human-nature interactions at local, landscape and global scales keeping in view contemporary debates on equilibrium, biodiversity and disturbance. The readings used will be both from the scientific and popular literature. The course will be taught in modules of 4 hours each week. The field skills module will be based mainly in the field.

Learning Objectives

The course will build a working knowledge of ecological concepts and terminology that are necessary for analysis of environmental problems in today's world. The students will also learn to apply theory to environmental/ecological problem solving. The field skills module will teach them to measure ecological variables that are relevant to natural resource management and human ecology.

Assessment

Course evaluation will be done through a combination of tests/quizzes, writing assignments, field projects and student presentations. The weightage of various assessments is as follows:

In-class Quiz: 30%

In-Class Test: 30%

Field Project: 20%

In-class writing assignment: 20%

Module 1: Introduction to Ecology, Ecosystems and Biodiversity

Description:

The first module will be an introduction to ecology, ecological thought and the human-nature interface. A slideshow and movie will be shown to the students depicting the many facets of ecology, ecosystems and biodiversity with special reference to India. The threats faced by nature will be illustrated. Students will be asked to reflect on the issues shown in the movie and on the readings for this module which are a set of writings on a variety of ecological issues in the country.

Required Reading:

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Gadgil, M. 2001. *Ecological Journeys, The Science and Politics of Conservation in India*. Chapters 13: Development for Destruction, Chapter 14: The Grass Used to be Greener. Pp. 101-120. Permanent Black, Delhi.

Dharmakumarsinhji, R.S. 1998. *Reminiscences of Indian wildlife*. Chapter 3: Falconry Flights. Pp. 23- 44. Oxford University Press, Delhi.

Johnsingh, A.J. T. 2006. *Field Days, A Naturalist's Journey through South and South Asia*. Chapter 24: Conservation Lessons learnt in Uttaranchal; Chapter 25: Twenty Years in Rajaji National Park. Pp. 185-215. Universities Press, Hyderabad.

Adams, D. & M. Carwardine, 1990. *Last Chance to See*. Pp. 143-178. Ballantine Books, New York.

Background Reading:

None

Organisation of Group Work and any other matter (such as how to study the reading package):

There will be a class discussion focussed on the questions a) What use are natural ecosystems to us? (b) What do you think are the most important threats faced by natural ecosystems? (c) How are ecological problems likely to affect human society? (d) Is all of human society equally affected by ecological degradation? Students should substantiate their arguments based on learnings from the slideshow, movie and class readings.

Module 2: The Physical Environment

Description:

The first part of the module deals with abiotic environmental factors - climate and soils. The role of environmental factors in determining distribution of plants and animals would also be covered. Students will be introduced to the concepts of individual, population, community and ecosystems. The second part of the module will deal with the concept of ecosystems, underlying principles of flow of energy and matter through ecosystems and the earth's biogeochemical cycles.

Required Reading:

Pianka, E.R. *Evolutionary Ecology*. 4th Edition. Chapters 3 Pp. 31-47 & Chapter 5 (Pp. 60-84)

Vitousek, P.M., H.A. Mooney, J. Lubchenco & J.M. Melilo. 1997. Human domination of the earth's ecosystems. *Science* 277: 494-499.

Background Reading:

Kormondey, E.J. *Concepts of Ecology* (4th Edn). Chapter 3: The Abiotic Environment; Chapter 5: Soils, nutrients and other factors; Chapter 6: Energy fixation by Autotrophs; Chapter 8: Gaseous and sedimentary nutrient cycles. Prentice-Hall, New Jersey, USA.

Organisation of Group Work and any other matter (such as how to study the reading package):

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Each student would prepare a brief summary highlighting the main theme and focus of the readings. Understanding of the concepts taught would be used to put in perspective contemporary environmental problems related to nutrient enrichment and global climate change during discussion.

Module 3: Population Ecology

Description:

Concepts of populations, population structure, different parameters associated with populations, growth curves and population age structure will be covered. Mechanisms of population regulation will also be covered. Applications of key concepts in population ecology to real-life challenges such as conservation of endangered species and harvest of forest products will be discussed through case studies.

Required Reading:

Kormondy, E.J. 1969. *Concepts of Ecology* (4th Edition). Chapter 10: Population growth and structure; Chapter 11: Population regulation. Prentice Hall, New Jersey.

Smirnov, E.N. & D. G. Miquelle. 1999. Population dynamics of the Amur tiger in Sikhote-Alin Zapovednik, Russia. Pp. 61-70 In Seidensticker, J., S. Christie & P. Jackson (Eds.) *Riding the Tiger, Tiger Conservation in Human-Dominated Landscapes*. Cambridge University Press, UK.

Dinerstein, E. 2003. *The Return of the Unicorns, The Natural History and Conservation of the Greater One-Horned Rhinoceros*. Chapter 5: The Biology of an Extinction-prone Species: Facing Demographic, Genetic and Environmental Threats. Columbia University Press, New York.

Background Reading:

Ricklefs, R.E. and Miller, G. 2000 *Ecology* 4th Edn.; Chapter 15: Population growth, Chapter 16 : Population regulation. W.H. Freeman & Co., USA.

Organisation of Group Work and any other matter (such as how to study the reading package):

Dinerstein (2003) and Smirnov & Miquelle (1999) will be discussed in class. A student would first present the major issues highlighted in each paper. Students should then try to relate the ecological concepts to the two case studies. The discussion will be on how population ecology can be applied to real-life conservation.

Module 4: Basics of Community Ecology I

Session Description:

The concept of species, and the idea of the ecological community. Community assembly, open and closed communities, study of community structure using concepts of species richness, abundance, evenness, and diversity at various scales. Various interspecific interactions such as predator-prey relations, competition, parasitism and mutualisms will be covered.

Required Reading:

Ricklefs, R.E. & G. Miller. 2000. *Ecology* (Fourth Edition). Chapter 26 (The Concept of the Community), pp. 521 - 532, and Chapter 27 (The Structure of the Community) pp. 545 - 551.

Gaston, K.J. 2001. Global patterns in biodiversity. *Nature* 405: 220-227.

Kareiva, P. & M. Marvier. 2003. Conserving biodiversity coldspots. *American Scientist* 91: 344-351

Background Reading:

None

Organisation of Group Work and any other matter (such as how to study the reading package):

There will be a class discussion on biodiversity hotspots and coldspots (based on lecture and student's reading of Kareiva and Marvier (2003))

Module 5: Basics of Community Ecology II**Description:**

Students will study the idea of the ecological niche and examine ways in which species interact and coexist, particularly in relation to competition theory. Students will be introduced to various equilibrium and non-equilibrium models that have been invoked to explain how diversity is maintained

Required Reading:

Ricklefs, R.E. & G. Miller. 2000. *Ecology* (Fourth Edition). Chapter 29 (Biodiversity) pp. 591 – 602, 608 – 612.

Karanth, Ullas, K. & Melvin E. Sunquist. 2000. Behavioural correlates of predation by tiger (*Panthera tigris*), leopard (*Panthera pardus*) and dhole (*Cuon alpinus*) in Nagarhole, India. *J. Zool., Lond.* 250, 255 – 265

Denslow, J.S. 1980. Gap partitioning among tropical rainforests trees. *Biotropica* 12: 47 – 55.

Background Reading:

None

Organisation of Group Work and any other matter (such as how to study the reading package):

The students will watch the episode, "Jungles," from the series, Planet Earth. This will be followed by a discussion on how species coexist, which will draw upon both the film and the readings prescribed (Karanth and Sunquist 2000 and Denslow 1980).

Module 6: Food Webs and Food Chains**Description:**

Food webs are a way to describe and understand the complexity in the ecological world by connecting trophic interactions among species in a community. This would be the central theme of this module and we would be exploring concepts regarding topological, energy and interaction food webs. The attributes of food webs that throw light on community persistence will be examined. The notion of 'keystone species', 'bottom-up' and 'top-down control species' will be discussed. Robert May's theoretical studies on the notion of stability and Robert Paine's experimental work on rocky intertidal communities will be discussed. We will also examine the role of mutualistic interactions - as a case of plant animal interactions, in structuring the community.

Required Reading:

Ricklefs, Robert E. and Miller, Gary L. 2000. Ecology. Freeman & Company. Chapter 27 (Structure of the Community); pages 551-563.

Pimm, S., Lawton, J. H. and Cohen, J. E. 1991. Food web patterns and their consequences. *Nature* 350, 669-674.

Pimm, S. L. & Lawton, J. H. (1978). On feeding on more than one trophic level. *Nature*, 275, 542-544.

Background Reading:

None

Organisation of Group Work and any other matter (such as how to study the reading package):

Module 7: Basics of Animal and Plant Evolution

Description:

Basic concepts of Evolutionary Biology will be discussed and revisited. The historical aspects and the development of evolutionary thought would be briefly discussed. Central to evolutionary biology as a science are the strong evidences that favor evolutionary theories. Sources of variation will be discussed in light of basic principles of population genetics. Mechanisms of natural selection and genetic drift with possible implications for conservation biology, processes associated with speciation and extinction, and the endeavor to rebuild the evolutionary history of the planet leading to the 'tree of life' would be the other central ideas of this module.

Required Reading:

History and Mechanisms of Evolution - In a collection titled "Evolution" from various sources. (provided as pdf)

Dobzhansky, T. 1973. Nothing in Biology Makes Sense Except in the Light of Evolution. *The American Biology Teacher*, 35:125-129.

Background Reading:

A Naturalist's Voyage Round the World by Charles Darwin (a full account of his travel around the globe by Darwin)

Schluter, Dolph (2001) Ecology and the origin of species. *Trends in Ecology and Evolution*, Vol.16 No.7, p 372-380

Dobzhansky, Theodosius (1964) Biology, Molecular and Organismic. *American Zoologist*, Vol. 4, No. 4, (Nov., 1964), pp. 443-452

Organisation of Group Work and any other matter (such as how to study the reading package):

Two movies on the theme "Life on Earth – The infinite variety" by David Attenborough and "Life on Earth – Building Bodies" by David Attenborough will be shown to the students, followed by a class discussion.

Module 8: Ecological Succession

Description:

Many of the spatial patterns in communities that we observe today reflect historical and ongoing ecological processes. The plant and animal communities observed today are likely to be very different from what existed a few decades ago and bears the imprint of ongoing ecological processes and human imprint. We will explore the successional patterns in plant communities and how these patterns manifest in variations in communities of animals and plants that depend on them. This session will also examine the notions of sere, climax community, primary and secondary succession and utility of these concepts in ecosystem management. Debates surrounding the non-equilibrium and equilibrium basis of succession will be introduced.

Required Reading:

Ricklefs, R.E. and Miller, G. 2000. Ecology (4th Edn). Chapter 28: Community Development. W.H. Freeman & Co., USA.
Shankar Raman, T.R. 2001. Effect of Slash and Burn Shifting Cultivation on Rainforest Birds in Mizoram, Northeast India. *Conservation Biology* 15(3): 685-698.

Background Reading:

Krebs, C.J. 2009. Ecology (6th Edition). The Experimental Analysis of Distribution and Abundance. Chapter 18: Community Structure in Time: Succession. Pearson Education Publishing, California, USA.

Organisation of Group Work and any other matter (such as how to study the reading package):

Raman (2001) will be discussed in class as an example of secondary succession. Relate the ecological processes described in this paper to the definitions and overarching rules of succession laid out in Krebs (2009) and Ricklefs & Miller (2000).

Modules 9 & 10: Field Skills in Ecology I, II

Description:

This is a primarily field-based module. Students will be introduced to various ecosystems in northern India. They will be taught how to use field guides to identify common animals and plants. Designing and implementation of ecological sampling techniques in the field is an important goal of this module. Students will learn how to sample plant and animal diversity, study community composition and structure, estimate population density, vegetation structure and other ecological parameters fundamental to ecological research and natural resource management.

Required Reading:

Karant, K.U. 2006. View from the Machan, How Science Can Save the Fragile Predator. Chapter 11: The Many Ways to Count a Cat. *Permanent Black, New Delhi*.
Sutherland, W.J. 1996. *Ecological Census Techniques, A Handbook*. Chapters 1: Pg.1-9; Chapter 2: Pg. 54-109; Chapter 3: Pg. 111-137.

Background Reading:

Rodgers, W.A. 1991. *Techniques for Wildlife Census in India, A Field Manual*. Chapter 1: 1-6, Chapter 2: Pg. 7-19 & 31-49. Wildlife Institute of India

Organisation of Group Work and any other matter (such as how to study the reading package):

Background readings should be read carefully in order to implement various sampling techniques that are taught during the first part of this module. There will be a class discussion on the field techniques used in the case studies under essential readings (Karanth 2006 and Hubbell & Foster 1986).

Module 11: Ecosystems of the World

Description:

This session will provide an introduction to continental drift and the biogeographic zones of the earth. This will lead to a study of the distribution of terrestrial and aquatic biomes across the world. Students will be introduced to the features that characterize and distinguish the earth's biomes. They will also study how plants and animals have evolved adaptations for life in these different ecosystems. Students will also be introduced to the classification of vegetation types in India as laid out in Champion & Seth (1968).

Required Reading:

Sankhala, K. Tiger, The Story of the Indian Tiger. Natraj Publishers, Dehradun. Chapter 4: Tiger land and its Inhabitants, pp. 80-93.
 Dinerstein, E. 2003. The Return of the Unicorns, The Natural History and Conservation of the Greater One-Horned Rhinoceros. Chapter 3: Vanishing Landscapes: The Floodplain Ecosystem of the Terai. Columbia University Press, New York.
 Terborgh, J.W. 1992. Diversity and the tropical rain forest. Chapter 1: The Biological Exuberance of the Tropics. Scientific American, New York.

Background Reading:

None

Organisation of Group Work and any other matter (such as how to study the reading package):

There will be a class discussion comparing and contrasting the three ecosystems: tropical dry forest, tropical rainforest, and floodplain grasslands. Each paper will be presented by a student. Discuss the questions: *What are the inherent differences in the adaptations of plants and animals in the three ecosystems? What are the dominant formative forces (biotic and abiotic) in these ecosystems? Compare basic characteristics of the three ecosystems in terms of community structure and function.*

Module 12: Humans and the Natural World

Description:

The first part of this module aims at examining the competing notions of equilibrium and disequilibrium in relation to ecosystems, communities and populations within the ecological literature. In this context, the role of disturbances such as fragmentation, grazing and fire in maintaining biodiversity and ecological functioning will be studied. The second part of this module connects equilibrium theory to the role of humans within ecosystems and the varying viewpoints from which this has been explored, thus connecting it to the literature of political ecology and anthropology.

Required Reading:

- Terborgh, J. 1992. Maintenance of diversity in tropical forests. *Biotropica* 24:283-292.
- Condit, R., S.P. Hubbell, and R.B. Foster. 1992. Short-term dynamics of a neotropical forest: change within limits. *Bioscience* 42: 822-828.
- Saberwal, V., M. Rangarajan & A. Kothari. 2000. Humans and Protected Areas. Pp 44-70 in *Parks, People and Wildlife, Towards Coexistence*. Orient Longman, New Delhi.
- Connell, J. 1978. Diversity in tropical rainforests and coral reefs. *Science* 199: 1302-1310.
- Taghioff, D. & A. Menon. 2010. Can a Tiger Change its Stripes? The politics of Conservation as Translated in Mudumalai. *Economic & Political Weekly*, July 10, 2010. (Read Pp. 69-71).
- Savyasaachi. 1994. The Tiger and the Honey-bee. *Seminar* 423: 30-35.
- Karant, K.U. 2006. Sacred Groves for the Twenty-first Century. Pp. 121-139 In *A View from the Machan: How Science can Save the Fragile Predator*. Permanent Black, Delhi

Background Reading:

None

Organisation of Group Work and any other matter (such as how to study the reading package):

This is a module primarily based on class discussions which will revolve around two principal questions : (a) Is it possible to reconcile the opposite viewpoints on equilibrium vs. disequilibrium in the ecological literature? (b) to what extent and under what circumstances can humans and nature co-exist? Students will present the papers and engender discussion in class with help from the tutor.

Development and Social Change

Course	: Development and Social Change
Type	: Core
Credits	: Four
Semester	: Monsoon 2012

Content

This course aims to provide students with a rounded understanding of key theories that inform thinking about development, knowledge of the historical experience of development, and an understanding of some of the most significant policy debates about international development today. In doing so, it aims to integrate the concepts and perspectives of a range of social science disciplines to demonstrate how they can usefully be combined to further understanding of problems of development and social change.

The course will aim to place different analytical perspectives on development within a historical context and seek answers to some key questions about the world we live in: Why are some countries or regions so rich, and others so poor? What is 'development', and how can it be measured? What is 'underdevelopment'? Are poverty and inequality signs of underdevelopment? Who will bring about social change and help eradicate poverty - the state, or the market, or both? How has the end of the Cold War affected development thinking? What are the challenges of development in the 21st century? How have different scholars thought about these issues, and how have their theories changed over time?

Course Outline

S. No.	Module name	Tutor
	Conceptualizing Development	
1	What is development – Issues of Definition and measurement	Asmita Kabra
2	Colonial, capitalism and development	Kopal Chaube
	The Development Project	
3	Industrialization and Nationalist growth	Asmita Kabra
4	International Relations and the Development project	Asmita Kabra
	The Globalization Project	
5	Global economic governance : From Bretton Woods to the International Debt Crisis	Asmita Kabra
6	Structural adjustment and the Washington Consensus	Asmita Kabra
	Rethinking Development in the 21st Century	
7	Challenging the idea of development	Budhaditya Das
8	Poverty and Development – Old wine in a new bottle?	Asmita Kabra
9	Displacement and development	Asmita Kabra
10	Environment and development	Asmita Kabra
11	Gender and development	Rohit Negi
12	Development in the new world order	Rohit Negi

Required Readings

1. Philip McMichael (2007) *Development and Social Change* Pine Forge Press.

2. H-J. Chang (ed) *Rethinking Development Economics* London: Anthem Press.

Additional Books and Resources

1. Norberg-Hodge, Helena (2009) *Ancient Futures: Learning from Ladakh*. California, Sierra Club Books.
2. Diamond, Jared (2005), "Guns, Germs and Steel: A short history of everybody for the last 13,000 years", London, Vintage Books.

Course Organization and Teaching

In this course you attend two weekly lectures (a lecture is a two hour session taken by the course faculty), and participate in tutorials as well as present a student seminar once a semester. Lectures will be interactive, and will allow for some questions and discussion following the lecture. Outline notes for each lecture will be posted to students by email after the lecture has been given.

Assessment

There will be 3 assessments during the course.

Assessment No.	Weight	Description
1	25%	Test
2	35%	Mid-term Test
3	40%	Term paper and presentation

Module Descriptions

Module 1: What is development – Issues of Definition and Measurement

Content/Learning Objectives/Description

This module will introduce students to changing ideas around the concept of development. It will trace the evolution of the idea of development from economic growth to basic needs, and then to the capability approach. It will expose students to varied measures of development like income, human development index, human poverty index etc. It will also emphasize the changing notions of development among international organizations like the UN and the World Bank, in particular tracing the evolution of currently popular ideas like the UN's Millennium Development Goals and the World Bank's Poverty Reduction Strategy Papers).

Required Readings

Porter, PW and ES Sheppard (198), "A World of Difference: Society, nature, development", New York: The Guilford Press. Chapter 2

Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Ch.1

Slideshow on wealth and health of nations from Gapminder World (www.gapminder.org)

Module 2: Colonial, capitalism and development

Content/Learning Objectives/Description

This module aims to explain the origins and forms of colonialism, and the effect of colonial rule on the organization of space, labour etc. in the colonized countries. It will trace the impact colonial rule had in determining post-colonial development aspirations in the newly independent countries of the third world.

Required Readings

Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Ch.2

Porter, PW and ES Sheppard (198), "A World of Difference: Society, nature, development", New York: The Guilford Press. Chapter 14

Additional Resources

Daniel Chirot (2000) *Why Societies Change*, Pine Forge Press

Guns, Germs and Steel. PBS documentary film, or the book by the same name

Module 3: Industrialization and Nationalist growth**Content/Learning Objectives/Description**

In this module, students will be introduced to post-colonial ideas of modernization and industrialization in newly independent developing countries in the post-war period. They will be introduced to a variety of models of economic growth based on ideas like primitive accumulation, rural-urban linkages and migration (eg. the Lewis and Harris-Todaro models) and various economic theories of state-led development (like balanced growth and import substituting industrialization). The evolution of the post-war 'development project' will be traced, with emphasis on the continuities and variations in the model across different parts of the world.

Required Readings

Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Ch.3

Toye, John. 2003. *Changing Perspectives in Development Economics*. Chapter 1 (p.21-40) in Ha Joon Chang (ed.) "Rethinking Development Economics". London, Anthem Press.

Additional Readings/Resources

Film: Commanding Heights (episode 1)

Ha Joon Chang. 2003. The markets, the state and institutions in economic development. Chapter 2 in Chang (ed.) "Rethinking Development Economics". London, Anthem Press.

Module 4: International Relations and the Development project**Content/Learning Objectives/Description**

This module will focus on the international aspects of the Development Project and set them out in the context of the Cold War. It will trace the importance of ideas like Food Aid and the international division of

labour brought about by the development project as it played out in different parts of the world. The role of Bretton Woods institutions and their role in establishing the hegemony of the US will be outlined.

Required Readings

Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Ch.4

Rodrik, Dani. *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton, New York and London, 2011. Chapter 3.

Additional Readings/Resources

Film: *Commanding Heights* (episode 2 and 3)

Module 5: From Bretton Woods to the International Debt Crisis - Global Governance

Content/Learning Objectives/Description

This module will focus on the decade of the 1970s and the changes in the world order brought about by internal dissatisfaction with import substituting industrialization and the oil-shock induced Third World Debt Crisis. The changing role of Bretton Woods institutions and the conditions that led to the collapse of the Bretton Woods system will be traced. It will highlight the importance of reforms of the IMF and the World Bank in the light of the experienced reality of globalization. The module will end with a discussion of the long term effects of the debt crisis on different parts of the developing world, with special reference to the Fund-Bank promoted Structural Adjustment Programs in developing countries.

Required Readings

Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Chapter 5

Jong-Il You. 2002. *The Bretton Woods Institutions: Evolution, Reform and Change*. Chapter 8 in Deepak Nayyar (ed.) "Governing Globalization". New Delhi, Oxford University Press.

Additional Readings

Anne O. Krueger, "Government Failures in Development." *Journal of Economic Perspectives*, Vol. 4, No. 3, Summer 1990, pp. 9-23.

Film: *Commanding Heights* (episode 4)

Module 6: Structural adjustment and the Washington Consensus

Content/Learning Objectives/Description

This module will trace the rise of neo-liberalism in the post-debt crisis world. The strategies of liberalization, globalization and privatization and their underlying rationale will be discussed at length, with focus on political economy, governance and institutional aspects. This module will also familiarize students with global institutions like the IMF, World Bank, GATT and the WTO in the context of the rise of neo-liberalism. It will then take students through the recent literature questioning the Washington Consensus, and familiarize

them with the debates of reforming global institutions like the IMF and the World Bank in the light of the global financial crisis of 2008.

Required Readings

Nayyar, Deepak. 2003. Globalization and Development. Chapter 3 in Chang (ed.) "Rethinking Development Economics". London, Anthem Press.

Rodrik, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's *Economic Growth in the 1990s: Learning from a Decade of Reform*". *Journal of Economic Literature*, Vol. XLIV (December 2006), pp. 973–987.

Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Chapter 6

Module 7: Challenging the Idea of Development

Content/Learning Objectives/Description

This module will unpack and unravel the concept of 'development', an exercise undertaken by feminists, activists and academics using diverse theoretical lenses in the 1990s, when the failures of development policy became increasingly apparent in the Third World. The module will discuss how development and certain concepts associated with it, such as sustainability, participation, empowerment and poverty reduction, came to acquire prominent positions in academic literature and national and international policymaking and the implications of this. After introducing the post-development school and its theoretical contributions, the module will end with a discussion of the criticisms levelled against post-development and the insights that can be gleaned from these.

Required Readings

Ferguson, James. 2006. The Anti-Politics Machine. In Aradhana Sharma and Akhil Gupta (Eds.). *The Anthropology of the State: A Reader*, London: Blackwell Publishing, pp. 270—286.

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press. Chapters 5 & 6.

Scoones, Ian. 2010. Sustainability. In Andrea Cornwall and Deborah Eade (Eds.). *Deconstructing Development Discourse: Buzzwords and Fuzzwords*. Practical Action Publishing Ltd and Oxfam GB.

Additional Readings

Cornwall, Andrea & Karen Brock. 2005. What do buzzwords do for development policy? A critical look at 'participation', 'empowerment' and poverty reduction', *Third World Quarterly*, 26:7, 1043—1060.

Sachs, Wolfgang. 2010. Introduction. In Wolfgang Sachs (Edited). *The Development Dictionary: a guide to knowledge as power*. Second Edition. London & New York: Zed Books. Pp. xv-xx.

Esteve, Gustavo. 2010. 'Development'. In Wolfgang Sachs (Edited). *The Development Dictionary: a guide to knowledge as power*. Second Edition. London & New York: Zed Books. Pp. 1—23.

Corbridge, Stuart. 1998. 'Beneath the pavement only soil': The poverty of post-development, *The Journal of Development Studies*, 34:6, pp. 138—148.

Module 8: Poverty and Development – Old wine in a new bottle?

Content/Learning Objectives/Description

In this module, we will focus on the formation of “global development policy” (“global” meaning the policy paradigm advocated by organizations which claim to “think for the world” and command real resources, including the multilateral organizations but also the US Treasury. The new trends in donor priorities (Millennium Development Goals and Poverty Reduction Strategy Papers in particular) will be discussed. We will try to answer the question of whether these priorities mark a real break from the earlier ‘growth-first’ paradigm or are they really just a re-formulation of the well-known goals of the Washington Consensus.

Required Readings

Abramsen, Rita. 2004. Poverty Reduction or Adjustment by Another Name?. Review of African Political Economy, Vol. 31, No. 99, ICTs 'Virtual Colonisation' & Political Economy (Mar., 2004), pp. 184-187.

Saith, Ashwani. Goals set for the Poor, Goalposts set by the Rich. I I A S Newsletter. Autumn 2007.

Vandemoortele, Jan. 2010. *The MDG Story: Intention Denied*. Development and Change, no. doi: 10.1111/j.1467-7660.2010.01678.x

Module 9: Displacement and Development

Content/Learning Objectives/Description

The module will introduce students to ideas of uneven development, dispossession and displacement in the context of development projects. It will familiarize students with the relationship between land acquisition, displacement and compensation, and outline alternative theoretical frameworks to study displacement. The students will be expected to become familiar with at least one case study of displacement to motivate a discussion on the legal, policy and implementation issues in displacement.

Required Readings

Cernea, Michael. 2000. *Risks, Safeguards and Reconstruction: A Model for Population Displacement and Resettlement* in Cernea, M. and C. McDowell (eds.) *Risks and Reconstruction: Experiences of Resettlers and Refugees*. Washington D.C., The World Bank.

Penz, Peter, Jay Drydyk, and Pablo S. Bose. *Displacement by Development: Ethics, Rights and Responsibilities*. Cambridge: Cambridge University Press, 2011. Chapter 1.

Dwivedi, Ranjit. 2002. *Models and methods in development-induced displacement (Review Article)*. *Development and Change* 33(4); 709-732 (2002)

Additional Readings

Hakim, Roxanne P. "From Corn to Cotton: Changing indicators of food security amongst resettled Vasavas." In *Risks and Reconstruction: Experience of resettlers and refugees*, by M. and C. McDowell Cernea, 229-252. Washington D.C.: The World Bank, 2000.

McLean, J. and S. Straede. "Conservation, relocation, and the paradigms of Park and people management: A case study of the Padampur villages and the Royal Chitwan National Park, Nepal." *Society and Natural Resources* 16, 2003: 509-526.

Kabra, Asmita. "Conservation-induced Displacement: A comparative study of two Indian Protected Areas." *Conservation and Society* 7(4), 2009: 249-267.

Module 10: Environment and Development

Content/Learning Objectives/Description

This module will expose students to the dilemmas of environmental degradation in the era of modern development. It will familiarize them with some current concerns about the environment, including deforestation, biodiversity loss, climate change and pollution and introduce the concept of sustainable development.

Required Readings

Philip McMichael (2007) *Development and Social Change* Pine Forge Press. Chapter 8

Carson, R. 1962. *Silent Spring*. Crest Books, New York. (excerpts)

Jalais, Annu (2008). "The Cosmopolitan Tiger", *Nature and Culture* 3(1), Spring 2008: 25-40

Additional Readings

Seminar Magazine Issue no.613 ("Nature without Borders"; web link: <http://www.india-seminar.com/semsearch.htm>)

Savyasaachi. 1994. The Tiger and the Honey-bee. *Seminar* 423: 30-35.

Gore, Al. 2006. *An Inconvenient Truth*. (Movie-60 minutes)

Module 11: Gender and development

Content/Learning Objectives/Description

Development thought has long grappled with the question of gender: how is the division of societies around gender reflected in women's access to resource? How can they be included within the fold of development practices? And what may be the causes for their relative marginalization? In this module the shifting place of gender in development will be studied through case studies of particular policies, programmes and processes of social change.

Required Readings

Lourdes Beneria and Gita Sen (1981), 'Accumulation, Reproduction, and Women's Role in Economic Development': Boserup Revisited', *Signs* 7(2): 279-298.

Carolyn Hsu (2005), 'A taste of modernity: Working in a western restaurant in market socialist China', *Ethnography* 6(4): 543-565.

Kate Crehan (2003). *The Fractured Community: Landscapes of Power and Gender in Rural Zambia*. Berkeley: University of California Press. Ch. 3 and 5.

Module 12: Development in the new world order

Content/Learning Objectives/Description

As would have been discussed during the preceding weeks, the global economy has undergone tremendous changes during the last thirty-odd years. Several places have multiplied their incomes and joined the club of the so-called developed nations even though the world still remains deeply uneven. The neat and useful division of the world into the developed North and the developing South has been thrown into disarray with the rise of East Asian, South East Asian, and to a more limited extent the Indian economy. How then can we understand the emergent patterns of global economy, of imperialism, aid and international trade?

Required Readings

James Ferguson (2006), 'Decomposing Modernity', in *Global Shadows: Africa in the Neoliberal World Order*.

James Ferguson (2005), 'Seeing like an Oil Company: Space, Security and Global Capital in Neoliberal Africa', *American Anthropologist* 107(3): 277-382.

Brian Larkin (2004), 'Degraded Images, Distorted Sounds: Nigerian Video and the Infrastructure of Piracy', *Public Culture* 16(2): 289-314.

Adriana Petryna (2007), 'Clinical Trials Offshored: On Private Sector Science and Public Health', *Biosocieties* 2007 (2): 21-40

Social and Political Ecology

Credits: 4

Core/Elective: Core

Course Description

Nature is conventionally considered outside of human thought and activity, despite the fact that it is a highly contested category with multiple competing stakes. This course builds on the premise that society and nature are intertwined in historically contingent and context specific ways. It uses tools from the sub-disciplines of cultural ecology and political ecology to understand how inequality, power, and identity are social-environmental concerns. It will build students' capacity to disentangle various interests in environmental debates and issues, and to situate specific cases within wider historical, political and conceptual contexts.

Learning Objectives

- To build a social science perspective on the environment.
- To introduce the intellectual history and key debates in cultural ecology and political ecology.
- To develop capacities for critical thinking, reading and writing.

Part I: Orientation and Overview of Debates

Nature as a Social Construction

A. Jalais (2008), 'Unmasking the cosmopolitan tiger', *Nature and Culture* 3(1): 25-40.

L. Mehta (2003), 'Contexts and Constructions of Water Scarcity', *Economic and Political Weekly* 38(48): 5066-5072.

Hybridity

P. Robbins (2001), 'Tracking Invasive Land Covers in India, or Why Our Landscapes Have Never Been Modern', *Annals of the Association of American Geographers* 91 (4): 637-659.

S. Whatmore (1998), 'Wild(er)ness: Reconfiguring the Geographies of Wildlife', *Transactions of the Institute of British Geographers* 23(4): 435-454.

Politics of the Environment

R. Hardin (2011), 'Concessionary Politics: Property, Patronage, and Political Rivalry in Central African Forest Management', *Current Anthropology* 52(S3): 113-125.

A. Chhatre and V. Saberwal (2005), 'Political Incentives for Biodiversity Conservation', *Conservation Biology* 19(2): 310-317.

Interrogating Environmental Narratives

J. Fairhead and M. Leach (1995), 'False Forest History Complicit Social Analysis: Rethinking Some West African Environmental Narratives', *World Development* 23(6): 1023-1035.

C. Kull (2000), 'Deforestation, Erosion and Fire: Degradation Myths in the Environmental History of Madagascar', *Environment and History* 6: 423-450.

Part II: Community ['Tribe']- Nature Relations and Critique

Excerpts from Julian Steward, 'Theory of Culture Change: The Methodology of Multilinear Evolution'

E. Evans Pritchard, 'The Cattle Complex'

Marvin Harris, 'The Cultural Ecology of India's Sacred Cow'

E.B. Ross (1978), 'Food Taboos, Diet and Hunting Strategy: The Adaptation to Animals in Amazon Cultural Ecology', *Current Anthropology* 19(1): 1-36.

Anna Tsing (1999), 'Becoming a tribal elder and Other Green Development Fantasies'

Part III: Reassembling Nature/Society (or Political Ecology)

State, Market, and Capitalism

J. Scott (1998), 'Seeing like a State', ch 1 and 8.

M. Watts (1984), 'Hazards and Crisis', *Antipode* 15(1): 24-34.

T. Bassett (1988), 'The Political Ecology of the Peasant Herder Conflict in the Northern Ivory Coast', *Annals of The Association of American Geographers*.

J. Ribot (1993), 'Forestry Policy and Charcoal Production in Senegal', *Energy Policy*, May 1993.

P. Robbins (2000), 'The Practical Politics of Knowing: State Environmental Knowledge and Local Political Economy', *Economic Geography* 76(2): 126-144.

J. O'Connor (1994), 'Is Sustainable Capitalism Possible?'

J. Whitehead (2003), 'Space, Place and Primitive Accumulation in Narmada Valley and Beyond', *EPW* 38(40): 4224-4230.

R. Negi and M. Auerbach eds. (2009), 'The Contemporary Significance of Primitive Accumulation', *Human Geography*.

M. Arsel (2012), 'Between "Marx and Markets?" The State, The "Left Turn" and Nature in Ecuador', *Journal of Economic and Social Geography*, 103(2): 150-163.

B. Mansfield (2004), 'Neoliberalism in the Oceans: "rationalization", property rights, and the commons question', *Geoforum*, 35: 313-326.

D. Davis (2006), 'Neoliberalism, environmentalism, an agricultural restructuring in Morocco', *The Geographical Journal*, 172(2): 88-105.

Urban Agriculture sub-thematic

M. Saito-Jensen and I. Nathan (2011), 'Exploring the Potentials of Community-Based Natural Resource Management for Benefiting Local Communities: Policies and Practice in Four Communities in Andhra Pradesh', *Society and Natural Resources* 24: 1142-1156

O. Erenstein, J. Hellin and P. Chandna (2007), *Livelihoods, Poverty and Targeting in the Indo-Gangetic Plains: A Spatial Mapping Approach*. CIMMYT

Patt IV: Technoscience, the Non-Human and Nature

'Soylent Green (1974): Dir. Richard Fleischer

'K. Fortun (2004), 'From Bhopal to the Informing of Environmentalism: Risk Communication in Historical Perspective', *Osiris* 19: 283-296.

A. Petryna (2004), 'Biological Citizenship': the Science and Politics of Chernobyl-Exposed Populations', *Osiris* 19: 250-265.

Ek Doctor Ki Maut' (1990): Dir. Tapan Sinha

B. Latour, 'The Pasteurization of France', ch 1 and 2.

Itty Abraham (1996), 'Science and Power in the Postcolonial State', *Alternatives: Global, Local, Political* 21(3): 321-339

Timothy Mitchell, 'Can the Mosquito Speak?', from *Rule of Experts*

Luise White (1995), 'Tsetse Visions: Narratives of Blood and Bugs in Colonial Northern Rhodesia 1931-9', *The Journal of African History* 36(2): 219-245

Steven Shapin (1995), 'Here and Everywhere: Sociology of Scientific Knowledge', *Annual Review of Sociology* 21: 289-321

Jesse Ribot (2010), 'Vulnerability does not fall from the sky: toward multi-scale pro-poor climate policy'

Course Assessment

- Weekly Memos: 30% (Weekly)
- Tutorial: 30% (mid-Sept)
- End-sem exam : 40% (end-November)

Environmental History

Credits: 4

Core/Elective: Core

Course Description

It will discuss the environmental thoughts and ideas that emerged from other parts of the world, and also those that were developed in India. The discussion on India's environmental history will broadly focus on four themes- forests, water, conservation and environmental movements. Though environmental history of the subcontinent is largely focused on the colonial encounter, the course will look at the history of environmental change over a longer historical frame.

Learning Objectives

The course introduces the students to the early influences in the field of environmental history in India, and also the various changes that have emerged in the last twenty years to make this field into a rich area of scholarship. The course will help the students get a nuanced and historically contextualized understanding of the roots of some of the current environmental concerns.

Broad Topics

- Four Ideal Types in the Environment Debate
- Environments and Histories
- Colonialism and India's Environment
- Conservation and Crisis in India's Environment
- Colonization of Forests and Shifting Frontiers
- Canals, Irrigation and Environmental Change
- Floodplains and their (mis)management
- Colonial state, pastures and herders
- The Changing face of Agrarian Environments
- Environmental movements and Third World Environmentalism.

Indicative Reading List

- Grove, Damodaran & Sangwan, *Nature And The Orient: The Environmental History Of South And Southeast Asia*, OUP, 2000.
- MacKenzie, J., *The Empire of Nature: Hunting, Conservation and British Imperialism*, Manchester Univ Press, 1997.
- Ravirajan, S., *Modernizing Nature*, Orient Longman, 2008.
- Rangarajan, M., *Fencing The Forest*, OUP, 1991.
- Skaria, A., *Hybrid Histories: Forests, Frontiers And Wildness In Western India*, OUP, 2001.
- Rangan, H., *Of Myths And Movements*, OUP, 2001.
- Sivaramakrishnan & Cederlof, *Ecological Nationalisms*, Orient Longman, 2006.
- Guha, S., *Environment & Ethnicity In India: 1200-1991*, CUP, 1999.
- Worsters, D., *Rivers Of Empire: Water, Aridity, And The Growth Of The American West*, OUP, 1991.

- Richards, J.F., *The Unending Frontier: An Environmental History of the Early Modern World*, Univ of California Press, 2006.
- Williams, Michael, *Deforesting the Earth: From Prehistory to Global Crisis*, University of Chicago Press, 2006.
- Pratap, Ajay, *The Hoe and the Axe: An Echnohistory of Shifting Cultivation in Eastern India*, OUP, 2001.
- Mosse, D., *Rule of Water: Statecraft, Ecology and Collective Action in South India*, OUP, 2003.
- Worster, D., *Nature's Economy: A History of Ecological Ideas*, 2nd Ed., CUP, 1994.
- Grove, R., *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1800*, CUP, 1995.
- Grove, R., *Ecology, Climate and Empire: Colonialism and Global Environmental History*, CUP, 1997.
- Saberwal, V., *Pastoral Politics: Shepards, Bureaucrats and Conservation in the Western Himalaya*, OUP, 1998.
- Sivaramakrishnan and Agrawal, *Regional Modernities: The Cultural Politics Of Development In India*, OUP, 2003.
- Lewis, M., *Inventing Global Ecology: Tracking the Biodiversity Ideal in India, 1945-97*, Orient Longman, 2003.
- Saberwal & Rangarajan, *Battles over Nature: Science and the Politics of Conservation*, Permanent Black, 2009.
- D'Souza, R., *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*, New Delhi: Oxford University Press, 2006.
- Kumar, D., V. Damodaran & Rohan D'Souza (eds.), *The British Empire and the Natural World: Environmental Encounters in South Asia*, OUP, 2010.

Assessment Design

Two tutorials (30% each): Submission and Presentation

End Semester Exam (40%)

Research Methodology I

Credits: 4

Core/Elective: Core

Description

This course consists of two sections. The first section on Basic Research Skills will help the students consolidate their basic academic and research skills through formal activity-centered, hands-on training. There are no prescribed readings for the course. Worksheets and some reading material will be distributed during the classroom interaction.

The second section provides an introduction to research methodology consisting of the formulation of a research problem, research questions, and objectives for a research design to understand the general definitions, process and types of research.

This course will have continuous assessment in the form of classroom and take-home assignments to be done individually, in pairs and in groups. The repertoire of skills included will hold the students in good stead for the remainder of the Master's programme and will also constitute the foundation for qualitative and quantitative research methods training that they are required to undertake.

Objectives:

- To train the students the basic elements of research.
- To know the basic tenets of research as a creative and strategic process
- To train students to think logically and scientifically in a multi-disciplinary framework.

Section I: Basic Research Skills --- (HD& KC)

1. Making the library your best friend!

- Tuesday, July 31, 11.30-13.30 (1hr)
- Students are requested to gather at the Library for this session
 1. How to access, borrow and return library resources with the help of the librarian?
 2. How to identify books/ book chapters/ journal publications/ newspaper articles relevant to the topic of study?
 3. What purpose do reference books serve?
 4. How can wandering in the library become purposeful?
 5. How to choose the best search words and read call numbers?
 6. How to use Delnet to order books from other libraries?

II. Web Quests

- Tuesday, July 31, 11.30-13.30 (1hr)
- Students are requested to gather in the Computer Lab for this session
 1. How to use Google for identifying references and reading material online on the topic of study?
 2. How to use JSTOR for identifying, reading and downloading journal publications?
 3. How to use free online libraries and reference sites?

4. How to access, read and download from regional, national and international newspapers, news services and magazines online?
5. How to use the Internet to access dictionaries and encyclopedias?

- Taking stock: discussing worksheets
 - Friday, August 3, 09.30-11.30 (2hrs)
 - Students are requested to gather in Room no. (305) for this session.

III. Making the reading experience worthwhile (2hrs x 4)

- Tuesday, August 7, 11.30-13.30 (hr)
- Tuesday, August 21, 11.30-13.30 (hr) , Friday, August 24, 09.30-11.30 (hr) & Tuesday, August 28, 11.30-13.30 (hr)
- Students are requested to gather in Room (305) for this session
 1. How to do readings quickly but efficiently?
 2. How to classify readings and know in which order to read?
 3. Why to read the introduction? What does one get to know from it?
 4. Why to read the conclusion?
 5. How to identify important points, main ideas, and themes from the reading?
 6. What to do with difficult terms and/or concepts?
 7. How to make sense of the topic?
 8. How to take notes in order to make inferences and imply to the main idea?
 9. How to relate one reading with other readings or with the real world context?
 10. How to retain the important points from a reading? (keywords, notes, timelines, flowcharts, concept/mind maps)
 11. How to summarise and discuss of what is in the text?
 12. How to draw on the readings in class interactions?

IV. *Bibliographia* or the science of listing books (2+2 hrs)

- Tuesday, August 14, 11.30-13.30 (hr) & Friday, August 17, 09.30-11.30 (hr)
- Students are requested to gather in the Computer Room for this session
 1. How to write references/ citations in short and in full?
 2. How to prepare a bibliography using citation and style guides (APA, MLA, Chicago Manual of Style)?
- Taking stock: discussing worksheets/modules 3 and 4 (2hrs)
- Friday, August 31, 09.30-11.30 (hr) (2hrs)
- Students are requested to gather in Room no. (305) for this session.

V. Into the breach: avoiding plagiarism (4hrs)

- Tuesday, September 4, 11.30-13.30 (hr) & Friday, September 7, 09.30-11.30 (hr).
- Students are requested to gather in Room (305) for this session.
 1. What is plagiarism?
 2. How not to 'cut and paste'? How to paraphrase and/ or summarize effectively?
 3. How to quote verbatim text from another author?
 4. How to cite ethically?
 5. How to avoid self-plagiarism?

VI. Writing to communicate (6hrs)

- Tuesday, September 11, 11.30-13.30 (hr), Friday, September 14, 09.30-11.30(hr) & Tuesday, September 18, 11.30-13.30 (hr),
- Students are requested to gather in Room (305) for these sessions
 1. How to identify a topic/theme/research question to explore in writing?
 2. How to organize one's thoughts before writing?
 3. How to prepare a skeletal outline?
 4. What all must be included in the introduction, body paragraphs and conclusion of a piece of writing?
 5. How to write an answer in an exam?
 6. How to write a book review?
 7. How to write a literature review?
 8. How to write a term paper?
- Taking stock: discussing the previous worksheets (2hrs)
 - Friday, September 21, 09.30-11.30(hr)
 - Students are requested to gather in Room for this session

VII. Presenting to convince (2hrs)

- Tuesday, September 15, 11.30-13.30 (hr)
- Students are requested to gather in the Computer Room for this session
 1. How are oral presentations different from written assignments?
 2. How to prepare 5-10 minute oral presentations on a specific topic/ theme/ research question?
 3. How to use slides and power point for making presentations?
- Taking stock: discussing previous worksheets, teaching and course evaluation (2hrs)
 - Friday, September 28, 09.30-11.30(hr)
 - All students are requested to gather in Room (305) for this session

Section II—Introduction to Research (HD& KC)

VIII Formulation of a research problem (6hrs)

- Friday, October 5, 09.30-11.30(hr); Tuesday, October 9, 11.30-13.30 (hr) & Friday, October 12, 09.30-11.30(hr)
- All students are requested to gather in Room (305) for this session
 - Start putting down ideas and interest areas
 - Think, Discuss, relate and select issues
 - Narrow and clarify the problem
 - Analyse the topic to deal with your interest in a researchable manner
 - Questioning oneself

IX. Framing Research Questions and objectives (6hrs)

- Tuesday, October 16, 11.30-13.30 (hr), Friday, October 19, 09.30-11.30(hr) & Tuesday, October 23, 11.30-13.30 (hr)
- All students are requested to gather in Room (305) for this session

- Deep thought
- Analysis of the Characteristics of research questions
- Process of Selecting the questions
- Understand and relate the variables

X Understanding Methods and Research as a process (2hrs)

- Friday, October 26, 09.30-11.30(hr) & Tuesday, October 30, 11.30-13.30 (hr)
- All students are requested to gather in Room (305) for this session.
 - Which: Quantitative, Qualitative or participatory?
 - For what?
 - When to use?
 - How to use?

Weightage: equal weightages to all the modules

Assessment: There will be a continuous assessment of the classroom activities (for both sections I & II) and end-term examination. The Classroom activities are the learning process which should be flexible enough to provide the students time and scope for improvement. The students have to perform well in both the examinations.

Environmental Law, Policies and Governance

Credits: 4

Core/Elective: Elective

Course Description

This course reviews environmental policies that are currently being debated. It explores the role of various stakeholders in shaping environmental governance. It analyses regulatory and policy instruments and explores how blends of the two are increasingly employed in major areas of environmental policy. The course will provide an introduction to policy, law and governance; and approaches to making policies in India. It will emphasize rights-based approaches and the role of law in environment-development debates. It will also explore the importance of institutions in local governance as well as institutions at the provincial, national and international level.

Learning Objectives

The students will get an in-depth understanding of law and policy-making, and also its implementation on ground.

Broad Topics:

- Indian Constitution & Environment
- Statutory laws
- International environmental law
- Environmental Law & its role in infrastructural Project
- Law & Decentralised Natural Resource Management
- Traditional and non-formal form of institutions and Forest Policies
- Locating NGOs in the decentralization debate
- PRIs, User Groups and the politics of decentralization
- Local knowledge and customary law
- Local knowledge and participation
- Decentralisation of NRM in India: Policies and Programmes
- Environmental Policies/Issues in the North East

Indicative Reading List

- Singh, Satyajit, 'Introduction' in Singh & Sharma (eds.), *Decentralisation: Institutions and Politics in Rural India*, OUP, 2007, New Delhi.
- Menon, Ajit, et. al, *Community-Based Natural Resource Management in South Asia: Issues and Cases from South Asia*, New Delhi/ London/California/Singapore, SAGE, 2007 (Introduction).
- Lélé, Sharachandra, 'Decentralising Governance of Natural Resources in India: A review', CISED, Bangalore, 2004.
- Lélé, Sharachandra, 'Beyond State-community Polarizations and Bogus "Joint"ness: Crafting Institutional Solutions for Resource Management', in Max Spoor (ed.), *Globalisation, Poverty and Conflict*, Kluwer Academic Publishers, 2004.

- Shakleton, S, B. Campbell, E. Wollenberg & D. Edmunds, 'Devolution and Community Based Natural Resource Management: Creating Space for Local People to Participate and Benefit?', *ODI Natural Resource Perspectives*. No. 76, March 2002.
- Larson, Anne M. & Jesse C. Ribot, 'Democratic Decentralisation through a Natural Resource Lens: An Introduction', *European Journal of Development Research*, Vol.16, No.1, Spring 2004.
- Agrawal, A & J. Ribot, 'Accountability in Decentralisation: A Framework with South Asian and West African Cases', *The Journal of Developing Areas*, 33 (4), 1999.
- James Manor, 'User Committees: A Potentially Damaging Second Wave of Decentralisation?', *EJDR*, 16(1), 2004.
- Mosse, David, 'The Making and Marketing-of Participatory Development',
- Baumann, P., 'Panchayati Raj and watershed management in India: Constraints and opportunities', Working Paper no: 114, Overseas Development Institute, London, 1998.
- Chhotray, Vasudha, 'The Negation of Politics in Participatory Development Projects, Kumool, Andhra Pradesh', *Development and Change*, 32 (2), 2004.
- Johnson, Nancy et.al., 'User Participation in Watershed Management and Research', *CAPRI Working Paper No. 19*, September 2001.
- Bavinc, M., 'A History of Nets and Proscriptions in Artisanal Fishing: Restrictions on Technical Innovation along the Coromandal Coast', *South Indian Studies*, 3.
- D'Cruz & Avinash V. Raikar, 'Democratic Management of Common Property in Goa: From 'Gaonkarias' and 'Comunidades' to Gram Sabhas', EPW, February 4, 2006.
- Ananthpur, K., 'Dynamics of Local Governance in Karnataka', EPW, February 24, 2007.
- Videh Upadhiyay, 'Beyond the Buzz: Panchayats, Water User Groups and Law in India', CSLG Working Paper Series-05,
- Mollinga, Peter P., 'The Inevitability of Reform: Towards Alternative Approaches for Canal Irrigation Development in India' in L. K. Joshi and R. Hooja (Eds.), 2000, *Participatory Irrigation Management: Paradigm for the 21st Century*, vol. 1, Rawat Publications, Jaipur (67-98).
- Mollinga, Peter P., 'Power in Motion: A Critical Assessment of Canal Irrigation Reform in India' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
- Parthasarathy, R., 'Comparing Gujarat with Andhra Pradesh: Reforms in Irrigation Management and People's Participation' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
- Jairath, Jasveen, 'Contradictions of a Supply Side Approach: PIM in Andhra Pradesh', in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
- Pangare, Ganesh, 'Scaling-up PIM in India: Lessons-Learnt from the AP Model and Future Strategies' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
- Venkateswarlu, D., 'Politics of Irrigation Management Reforms in AP', in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.

- Reddy, D.N., 'Designer Participation: Politics of Irrigation Management in AP' in Hooja, R., G. Pangare and K. V. Raju (Eds.), *Users in Water Management: The Andhra Model and Its Replicability in India*, Rawat Publications, Jaipur, 2002.
- Raju, K.V. et. al, 'Policy Trends in Participatory Irrigation Management in India', in Joshi & Hooja (eds.), *Participatory Irrigation Management: Paradigm for the 21st Century*, 2000 (172-213).
- Niranjana Pant, 'Some Issues in Participatory Irrigation Management', *EPW*, January 5, 2008.
- V Ratna Reddy and P.P. Reddy, 'How Participatory Is Participatory Irrigation Management? Water Users' Associations in Andhra Pradesh', *EPW*, December 31, 2005.
- Mamata Swain and Deepak Kumar Das, 'Participatory Irrigation Management in India: Implementations and Gaps', *Journal of Developments in Sustainable Agriculture*, 3, 2008
- Sen, Arnab & Esther Lalhietpui, 'Scheduled Tribes (Recognition of Forest Rights) Bill: A View from Anthropology and Call for Dialogue', *EPW*, September 30, 2006.
- Upadhyay, Sanjay, *From Joint Management to Community Ownership of Forest in India— The Legal Challenge*, ENVIRO-LEGAL DEFENCE FIRM, New Delhi, 2002.
- Upadhyay, Sanjay, 'Tribal Self-Rule Law and Common Property Resources in Scheduled Areas of India- A New Paradigm Shift or another Ineffective Sop?', Tenth Biennial Conference of the International Association for the Study of Common Property (IASCP) "The Commons in an Age of Global Transition Challenges, Risks and Opportunities" Hosted by the Instituto de Investigaciones Sociales, Universidad Nacional Autónoma de México Oaxaca, México, 9 – 13 August 2004.
- Edmunds, David & Eva Wollenberg, *Local Forest Management: The Impact of Devolution Policies*, Earthscan, London, 2003 (Chapter 3).
- Springate-Baginsky, Oliver & Piers Blaikie (eds.), *Forests, People and Power: The Political Ecology of Reform in South Asia*, Earthscan, London, 2007 (Chapter 1, 7, 8, 9 & 11).

Assessment

Two short essays (Take home): 15% each
 One Tutorial: 30%
 End-sem exam: 40%

Research Methodology II

Credits: 4

Core/Elective: Core

Course Description

The module on Qualitative Methods deals with the fundamentals of field research, the planning and logistics of various types of field research and the research process. Specific data collection methods and techniques will include observation, interview, questionnaire, case study, life history, documentary, ethnography, RRA/PRA/PLA. Hands-on training in qualitative data analysis, writing up research reports and proposals will be the backbone of the course. Students are required to undertake field studies based on one area or population for understanding the applicability of methods and techniques.

The module on Quantitative Methods has the standard structure of a course on basic statistics (a first course) covering descriptive statistics, probability, bivariate analysis and inference. The distinctiveness of the course is in its orientation. The relative emphasis is on *finding out* with (or making sense of) data rather than on formal model testing and estimation. As an approach to statistics it aims to learn from data by visualizing them and, hence, it relies mainly on graphical methods to assist thinking with data. It is less formal than the theory and practice of statistical inference (hypothesis testing), more playful perhaps, and more focused on conceptualising with data foreshadowed by theory on the subject of enquiry. The objective is to provide practical guidance to use data description as a tool for discovery, i.e. getting ideas from the data (hypotheses seeking). The mathematical threshold is kept fairly modest – familiarity with high school mathematics is the minimum requirement.

Learning Objectives:

- To understand the methods and techniques of various research interest in a holistic approach.
- Will give the students a very comprehensive understanding of it so that they can incorporate it in other theoretical aspects of understanding an issue.

Indicative Reading list:

- Bailey Kanneth, D. (1978). *Methods of Social Research*. New York: Free Press.
- Goode, William J, and Hatt, Paul K.(1981). *Methods in social research*. London: McGraw-Hill Book Company.
- Kothari, C.R. (2007). *Research Methodology*: New Delhi: New Age International Publishers.
- Peltó, Perti J. &Peltó, Gretel H. (1978). *Anthropological Research: the structure of inquiry*. New York: Cambridge University Press.
- Srivastava, V.K. (2005). *Methodology and Fieldwork*. New Delhi: Oxford University Press.

Assessment Design:

This course will have continuous assessment in the form of classroom, take-home assignments, and field work to be done individually, in pairs and in groups along with end-term examination.

Quantitative Research**Course Description:**

Quantitative Methods is a basic first course in inferential statistics. Understanding the complexities of the modern world and solving real-life problems related to environment and development, requires an understanding of how quantitative data is collected and analysed to answer particular questions. The aim of this course is to teach students the basics of applying parametric statistics in real-life that will build a foundation for learning more advanced statistics. Throughout the course, real data sets dealing with environment and development will be used.

Learning Objectives:

At the end of the course, students should be able to independently develop and test simple hypotheses based on real-life primary or secondary data relevant to environment/development. Software that can be used for preliminary data graphing and analysis will be introduced to the students such as Microsoft Excel and R.

Topics Covered:

The content of the course includes studying the types of data available, sampling, understanding degree of variability in data, probability distributions and hypothesis testing (inferring population mean, difference between two or more groups, testing independence and association between two variables). The most widely used statistical tests will be taught, namely t-tests, Analysis of Variance (ANOVA), chi-square tests, correlation and bivariate regression, including the procedures and assumptions.

Indicative Reading List

- Neil A. Weiss. 1993. Elementary Statistics. Addison-Wesley Publishing Company.
- Edmondson, A. & D. Druve. 1996. Advanced Biology Statistics. Oxford University Press.

Assessments:

Assessments will be a combination of in-class tests and a final project in which students will be asked to develop and test a hypothesis related to a real-life environment/development issue.

Environmental and Ecological Economics

Credits: 4

Core/Elective: Core

Course description:

This course will be aimed at familiarizing students with the existing methodology and techniques used in Environmental Economics and Ecological Economics. Environmental Economics focus on market solutions for environmental problems, mainly through crafting techniques for valuation. The Ecological Economics, on the other hand, attempt to displace the centrality of the market in sorting out environmental issues. They tend to concentrate on ethical and non-market based solutions. The course focuses on interdisciplinary approaches between economics and physical and biological sciences to develop a conceptual framework for human ecology.

Learning Objectives

Students learn how ecology and environment was conceptualised in various paradigms of economics and how ideas derived from biological and physical sciences were integrated into them. This approach helps to form an interdisciplinary framework to understand ecological and environmental impact of economic activities. In doing so it develops a strong critique of the market based paradigm and develops a case for institutional and non market based solutions to environmental problems. The course also familiarises students with market based solution to environmental problems like pollution, including welfare implication of externalities in provision of public goods. Techniques of valuation and integrating natural resources to national income accounting for developing macroeconomic approaches to environmental problems are also taught. Finally, students are familiarised with techniques of modelling a village economy that integrate ecology and economy to conceptualise options that are described by objective functions.

Topics

- Development and Ecological Thought in Different Paradigms of Economics
- Environmental and Ecological Economics
- Interdisciplinary in ecological economics
- Use of entropy concept and laws of thermodynamics in ecological economics
- Sustainable development: the role of science, ethics and institutions
- Market failure
- Environmental policy instruments
- Theory of non-market valuation and methods of valuing environmental costs and benefits
- Valuation techniques of ecological resources and biodiversity
- Macroeconomics and income accounting
- Natural resource accounting
- Linear and non linear models of natural resource use
- Ecological - economic modeling of a village economy

Indicative Reading List

- Arrow, K.J. and Fisher, A.C. (1974): *Preservation, Uncertainty and irreversibility*. Oxford Journal of Econ. 88: 312-319
- Barbier, E.B. (1989): *Economics, Natural Resource Scarcity and Development: Conventional and Alternative Views*. Earthscan, London

- Baumol, W.J. and Oates, W.E. (1979): *Economics Environmental Policy and the Quality of Life*. Prentice Hall, Englewood cliffs, NJ.
- Boulding. K.E. (1966): *The economics of the coming spaceship earth*. In Fl. Jarret (editor). *Environmental Quality in Growing Economy*, John Hopkins University press. Baltimore, MD, pp.3-14.
- Boulding. K.E. (1978): *Ecodynamics*. Sage Publications, Beverly Hills, CA.
- Ciriacy-Wantrup. S.V. (1952): *Resource Conservation*; Berkeley, University of California press.
- Clark. C.W. (1976): *Mathematical Bio-economics*; Wiley, New York.
- Conrad. J.M. and Clark. C.W. (1987): *Natural Resource Economics, Notes and Problems*; Cambridge University Press Cambridge, UK.
- Costanza., R. (1989): *What is ecological economics?* *Ecol. Econm.*, 1: 1-7.
- Costanza. R. and Daly, H. (1991): *Natural capital and sustainable development*; *Conserv. Biol.*
- Cropper. M.L. and Oates. W.E. (1990): *Environmental economics: a survey Discussion Paper OE 90-12. Resources for the Future*. Washington, DC.
- Daly. H. (1991): *Sustainable Development: from Concept and Theory Towards operational Principles*. In *Steady-State Economics (2nd Edition)*. Island Press, Washington, DC.
- Daly. H.E. (1990): *Carrying Capacity as a Tool of Development Policy: the Ecuadoran Amazon and the Paraguayan chaos*; *Ecological Economics* 2(3), 187-195.
- Daly. H. (1984): *The Steady State Economy: Alternative to Growth Maina*. Paper Conf. Other Economic Summit; CSE, June 1984, London.
- Daly. H. (1977): *Steady-State Economics*; Freeman, San Francisco, CA.
- Daly. H. (1978b): *Thermodynamic and Economic Concepts as Related to Resource-use Policies: Comments*; *Land Econ.*, 62:317-322.
- Daly.H. (1987a): *The Economic Growth Debate: What Some Economists May Have Learned but many Have Not*. *Journal of Environment Econ. Manage.*, 14:323-336.
- Dasgupta. P. and Heal. D. (1979): *Economic Theory and Exhaustible Resources*; Cambridge University Press, London.
- Dasgupta. P.S. (1982): *The Control of Resources*; Blackwell, Oxford
- Georgescu-Roegen. N. (1975): *Energy and Economic Myths*, *South. Econ. J.* 41: 347-381.
- Georgescu-Roegen. N. (1971): *The Entropy Law and the Economic Process*; Harvard University Press, Cambridge, MA.
- Georgescu-Roegen. N. (1979): *Comments on the papers by Daly and Stiglitz* In : V.K. Smith (Edited), *Scarcity and Growth Reconsidered*; Johns Hopkins University Press, Baltimore/London.
- Herfindahl. O. and Kneese. A.V. (1974): *Natural Theory of Natural Resources*. Charles E. Merrill, Columbus, O.H.
- Klaassen. G.A. and Opschoor (1990): *Economic of Subtainability or the Subtainability of Economics :different Paradigms*; *Ecological Economics*.
- Kneese. A.V., Ayres. R.U. and D'Arge. R. (1970): *Economics and the Environment: A materials Balance Approach*. Resources for the Future, Washington, DC.
- Maler. K.G. (1974): *Environmental Economics: A theoretical Inquiry*. Johns Hopkins University Press, Baltimore, MD.
- Maler. K.G. (1991): "Natural accounts and environmental resources", *Environmental and Resource Economics*, vol.1, No.1, pp.1-15.
- Marshall. A. (1920): *Principles of Economics (8th Edition)*. Selected Excerpts, MacMillan, London.
- Norgaard. R.B. (1986): *Thermodynamic and Economic Concepts as Related to resource-use policies: synthesis*. *Land Econ.*, 62: 325-327.
- Odum. E.P. (1971): *Fundamentals of Ecology*, Philadelphia: Saunders
- Pearce. D. and Turner, R. (1990): *Economics of Natural Resources and the Environment*; Harvester Wheatsheaf, New York.

- Pearce David (1993): *Economic Value and the natural world*; MIT Press.
- Pearce. D. (1976): *Environmental Economics*; Longman, London.
- Pearce. D. (1986): *Foundations of an ecological economics. Paper for International Science Council Conference on Economics and Ecology. May 1986. Stockholm.*
- Pearce. D. (1989): *Sustainable development: an economic perspective*, Gatekeeper Ser. LEEC 89-01, London Environmental Economics Centre, London.
- Pearce. D. Barbier, E.B. and Markandya. A. (1988): *Sustainable development and cost benefit analysis. LEEC 88-03, London Environmental Economics Centre, London.*
- Perrings. C. (1989): *Environmental bonds and environmental research in innovative activities*; *Ecological Economics* 1(1).95-110.

Assessment design:

The students will be assessed through term papers, presentations on topics from field work, tests and exams.

ELECTIVES

Urban Development and Environment

Credits: 2

Course Description

We recently witnessed a unique moment of world historical importance—for the first time in human history, the number of people living in cities passed those in villages globally. The implications of this shift are many: urban areas present different forms and challenges related to living, production, and social organization than do rural spaces. Urbanization also has significant ecological imbrications. Among others, residential buildings, industries, offices, and transportation networks predominate urban space and each in turn, impacts the environment. This course will approach cities with a perspective that considers the intertwined social and ecological processes that constitute urban development.

Learning Objectives:

- To understand key moments in the history of urbanization
- To examine urban environmental issues, particularly in the Global South.
- To critically analyze programmes, policies and politics related to urban service provision.
- To sharpen field research, writing and presentation skills

Modules

Number	Title and keywords
1	<i>Cities in History</i> ; Public Health, Suburbanization, Colonial urbanism
2	<i>Urban Land and Natural Resources</i> ; Land cover change, peri-urban developments, urban agriculture
3	<i>Urban Informality</i> ; informal economy, politics of unauthorized settlements, street vending and space
4	<i>Urban Ecology</i> ; creation of patches, disturbance, urban fauna
5	<i>Planning Instruments and Debates</i> ; land use, planning, zoning and bylaws, infrastructure
6	<i>Urban Poverty (Slums) and State Policy</i> ; Relocation/renovation, legal views, gentrification

Indicative Reading List

- Peter Hall (1988), *Cities of Tomorrow*, ch 2,4,6,7.
- Matthew Gandy (2003), *Concrete and Clay*, Part I

- S. Kaviraj (1997), 'Filtch and the Public Sphere: Concepts and Practices about Space in Calcutta', *Public Culture*, 10(1): 83-113.
- V. Narain (2009), 'Growing city, shrinking hinterland: land acquisition, transition and conflict in peri-urban Gurgaon, India', *Environment and Urbanization* 21(2): 501-512.
- Allen et al (2006), 'The peri-urban water poor: citizens or consumers?' *Environment and Urbanization*, 18: 333-351.
- R. Negi (2010) 'Neoliberalism, Environmentalism and Urban Politics in Delhi', in *New Economic Policy in India. A Critical Analysis*, New York: Routledge.
- A. Sharan (2006), 'In the city, out of place: environment and modernity, Delhi 1860s to 1960s', *EPW*.
- K. Gill (2009), *Of Poverty and Plastic: Scavenging and Scrap-trading Entrepreneurs in India's Urban Informal Economy*, OUP.
- S. Dickey (2008), 'Permeable Homes: Domestic Service, Household Space, and the Vulnerability of Class Boundaries in Urban India', *American Ethnologist* 27(2): 462-489.
- Kevin Gaston (ed), *Urban Ecology*, Cambridge University Press. (ch1, 3, 6, 11)
- Alice Hovorka (2008), 'Transspecies Urban Theory: Chickens in an African City', *Cultural Geographies* 15: 95-117.
- Harini Nagendra and D Gopal (2011), 'Tree Diversity, Distribution, History and Change in Urban Parks: Studies in Bangalore, India', *Urban Ecosystems* 14: 211-223.
- Franz Rebele (1994), 'Urban Ecology and Special Features of Urban Ecosystems', *Global Ecology and Biogeography Letters*, Vol 4(6): 173-187.
- E. Preteceille (1976), 'Urban Planning: The Contradictions of Capitalist Urbanization', *Antipode* 8(1)

Assessment

Weekly Memo

Field Project

Final Exam

Environmental Impact Assessment

Credits: 4

Course Description

The course will begin with ethics in practice and action, in assessment of environmental impact. Students will be taught various types of assessment technique, stages of assessment, data gathering, data and information analysis and inference, environmental cost benefit analysis and investment decisions, ecological risk analysis, issues of time and geographical space. The course includes ongoing debates on assessment methods and assessment of alternatives. The course gives an overview of environmental impact assessment across nations and discusses its role in law and governance of environment in India. The course will discuss the importance of domain knowledge and legal principles, access to information, public participation, institutions and access to justice along with case studies of landmark cases and analysis of the role of environmental impact assessment. The course will discuss stakeholder perspective and its implication. Students will be taught to prepare environmental impact assessment reports on assigned projects.

Learning Objectives

The aim of this course is to give students the conceptual basis and the necessary tools for understanding environmental impact in qualitative and quantitative terms and putting them to practice in environmental impact assessment. The emphasis is on understanding concepts and principles underlying the theory, and applying them to formulating parameters and indicators relating to the environment for decision making in development projects. Students will learn law, governance, institutions and stakeholder issues related to EIA in India to be able to connect it with the trends of development and its impact on the ecological and social context. They will learn to use environmental impact assessment as a tool for assessing trajectories of alternate development. Students will be taught to prepare environmental impact assessment reports through practical knowledge on allocated projects.

Broad Topics

- Introduction and Perspectives on Environmental Impact Assessment
- Science and Art of Assessments
- Overview of EIA Governance across Nations
- Environment and the Law in India
- Stakeholder Perspectives and Implications

Indicative Readings (to be announced)

Assessment

- Each Student will submit 2000 Word Article (10 percent wt)
- Developing Methodology for Assigned Situation and Assessment Schedules- Group Discussion and Presentation (20 percent wt)
- Project Assignment: Preparing assessment report on assigned project (30 percent wt)
- End semester Exam (40 percent wt)

Statistics and Data Exploration: A Second Course in Applied Statistics

Credits: 2

Course Description

This course aims to train students in application of statistical methods for data analysis. It will primarily focus on empirical investigation of relationships by means of regression analysis and other related methods.

- This is a second level course in Statistics. Students are expected to have done a first level course in Statistics covering Descriptive Statistics, Probability, Basics of Estimation, Tests of Significance based on Normal Distribution, and Simple Regression.

The course deals with data analysis in both exploratory and confirmatory framework though the relative emphasis will be on the former. Classical courses on Statistics sought to train students and practitioners in the art of 'testing ideas with data' based upon the theory of probability and statistical inference. This is the confirmatory framework. The exploratory framework, on the other hand, constitutes a different paradigm of learning from data in a theory guided process i.e 'getting ideas from data' given the knowledge of the subject matter. Confirmatory analysis is about summarising data for testing of hypotheses, while exploratory analysis is about visualising data for discovery of hypotheses.

The pedagogic approach is that of 'learning by doing', and to enable students to 'think with data' in order to argue with evidence.

Learning Objectives

The course seeks to equip students with quantitative skills for analysis of both primary and secondary data. The emphasis is on understanding concepts and principles underlying the methods, and how to apply them to real world data. The course also equips students with the necessary computer skills for using a software called R¹.

It particularly prepares students (a) to get more mileage out of their data through hypothesis searching, and (b) to enable them to have a fruitful dialogue with statisticians whenever the need arises to go beyond exploration and test their ideas more formally. Upon completion of the course, students should be versatile with the techniques of univariate, bivariate and multivariate analysis by means of regression, including handling of categorical data, in investigation of relationships.

Description/Topics

Classroom sessions : 10 (2 hrs each)

Workshop sessions : 10 (2 hrs each)

The instruction will alternate between classroom sessions where theory and methods are discussed with illustrations, and workshop sessions which are used for hands-on real-world data analysis using Excel and R.

¹ R is a free open source software which has become popular standard in both the academic and business worlds for data analysis. Students can easily acquire the software from the internet. There is a vast resource freely available on the internet put up by the R users community of researchers and practitioners.

Data sets will be selected based on the composition of the batch in respect of subject of interest. In general, it will cover a broad range of socio-economic data.

1. Visualising and summarising univariate data: distribution and the shape of data
Picking up the threads from a first level course, elaboration of the conceptual ideas around the theme of 'the rule and the exceptions' – the centre and the tails, from classical to the modern graphical techniques – histogram to box & whisker plot, mean-based based and order-based numerical summaries.
2. Comparing Distributions: transformation and shape of distribution
3. Exploring categorical data: heterogeneity in variability, analysis of variance
4. The idea of regression: from fundamental meaning to curve fitting
5. The classical simple linear regression model
6. Woes of Regression: Influential points and other diagnostic analysis
7. Exploring non-linearity: Lowess regression
8. Changing the scatter: transformation, non-linearity and heteroscedasticity
9. From simple to multiple regression: interpreting co-efficients
10. Diagnostic Analysis: a revisit
11. Assessing uncertainty: confidence intervals and tests of significance (from Normal distribution based theory)
12. Assessing Uncertainty: the non-parametric approach and the bootstrapping approach
13. Exploring change over time: analysing trend and summarising growth
14. Broadening the scope of Regression: Quantile regression
15. Categorical response data: Probit and Logit regression models

Indicative Readings

- Hamilton, L.C. (1992), Regression with Graphics: A Second Course in Applied Statistics, Brooks/Cole.
- Mukherjee, C.M. et. al. (1998), Econometrics and Data Analysis for Developing Countries, Routledge.
- Lecture notes

Supplementary Readings

To be announced time to time depending on the progress of the classroom discussions and specific interests of the students.

Assessment

Overall grade will be based on four assignments – weightage 10%, 20%, 30%, and 40% respectively. The first two assignments will take place in the workshop - students will be given a data set and an online question paper. The third and the fourth ones will be take-home assignments. This will be based on analysis of a data set to make an argument given a question or a set of questions.

Biodiversity Conservation in the Developing World

Credits: 4

Course Description

Many of the international and national policies relating to biodiversity conservation in developing economies are made and implemented without adequate knowledge of the structure and functioning of natural ecosystems and without a sufficient understanding of socio-political and historical variables. The aim of this course is to help students of environment and development effectively integrate ecological concerns with sustainable development policy as is articulated by donor agencies, scientific organizations, governments and civil society. The course will begin with giving a scientific understanding of the processes underlying the loss of biodiversity and ecosystem degradation as well as its consequences for ecosystem function. Species extinction will be analysed from the biological point of view and its consequences for human society will be discussed. The essentials of conservation planning and design as currently practiced based on ecological principles will then be studied.

The course will then turn to exploring inter- and intra-country conflicts over ecosystem use and biodiversity conservation strategies (both existing and emerging). Prevalent and emerging paradigms in biodiversity conservation such as community-based conservation, ecodevelopment and strict nature protection will be introduced and discussed critically with the aid of landmark case studies. Over-arching themes such as science-policy linkages and human-wildlife conflict will also be covered. The overall aim of this course is to use contrasting perspectives from a variety of disciplines, including ecology, history, political science, economics and sociology, to develop a holistic view of the causes and solutions of today's biodiversity crisis with the essential ingredients of scientific rigour and social equity.

A basic course in ecology/environmental science at Master's/undergraduate level (such as EEB) is a prerequisite for this course.

Course Objectives:

The students will learn to critically integrate knowledge from different disciplinary areas to understand real-life biodiversity conservation in terms of design and implementation.

Module 1: Causes of Biodiversity Loss

The causes of biodiversity loss will be studied in detail, specifically, habitat loss, land-use change, habitat fragmentation, climate change, pollution and overkill (hunting). The historical and political dimensions of biodiversity loss will be explored using both biologists' and social scientist's perspectives.

Essential Reading

Diamond, J. 2005. Twilight at Easter. Pp. 79-119. In *Collapse: How societies choose to fail or succeed*. Viking Penguin.

Gold, A.G. 2003. Foreign trees: Lives and landscapes in Rajasthan. In Paul Greenough and Anna Lowenhaupt Tsing (eds.) *Nature in the Global South: Environmental Projects in South and Southeast Asia*. Durham and London: Duke University Press: pp. 170-200.

Background Reading

Wilson, E.O. 1988. *The Diversity of Life*. Chapter 11:215-242.

Terborgh, J. 1999. Preserving Biodiversity for Posterity. Pp. 102-120 In. J. Terborgh. Requiem for Nature. Island Press, Washington, DC

Organisation of Group Work and any other matter (such as how to study the reading package):
Students will discuss varying points of view on the primary causes of biodiversity loss, through juxtaposing arguments from Diamond(2005) and Gold (2003).

Module 2: Understanding Extinction

What are the biological and human-caused processes leading to extinction? What makes a species particularly prone to extinction? Such understandings can help avoid circumstances that lead to species extinctions. Concepts of environmental and demographic stochasticity, extinction vulnerability and extinction vortex will be discussed using two well-documented cases: passenger pigeon in N. America and the Kea of New Zealand.

Essential Reading

Bucher, E.H. 1992. The Causes of Extinction of the Passenger Pigeon. Pp. 1-36 In. Current Ornithology Vol. 9: 1-36. Plenum Press, New York & London.

Schaller, G. 1993. The Last Panda. University of Chicago Press, London.

Adams, D. & M. Carwardine, 1990. Last Chance to See. Pp. 105-142. Ballantine Books, New York.

Background Reading

R. Primack. 2008. Chapter 5. A Primer of Conservation Biology (4th Edition). Sinauer Associates, Massachusetts, USA.

Organisation of Group Work and any other matter (such as how to study the reading package):
Two case studies will be discussed: passenger pigeon in North America and Kea in New Zealand, with respect to the concepts learnt.

Module 3: Ecological and Social Consequences of Biodiversity Loss

How does species extinction and ecosystem degradation influence human enterprise and well-being? Are there any consequences for ecosystem functioning? This module introduces students to the concept of ecosystem services and the role of species diversity in maintaining these services. Recent scientific research is used to explain the effects of species losses on ecosystem structure, function, diversity and dynamics. Documented case studies of cascading effects on ecosystems due to extinctions will also be studied. Finally the students will be introduced to the economic valuation of ecosystem services to understand the losses caused by biological extinction to human societies.

Essential Reading

Tilman, D., J. Knops, D. Wedin, P. Reich, M. Ritchie, E. Siemann. 1996. Productivity and sustainability influenced by biodiversity in grassland ecosystems. *Nature* 379: 718-720.

Tilman, D. & J.A. Downing. 1994. Biodiversity and stability in grasslands. *Nature* 367: 363-365.

Background Reading

Baskin, Y. 1994. Ecosystem function of biodiversity. *Bioscience* 44(10): 657-660.

Chapin, F.S. et al. 2000. Consequences of changing biodiversity. *Nature* 405: 234-242.

Organisation of Group Work and any other matter (such as how to study the reading package):
Focus on the concepts of ecosystem stability and resilience, the scientific evidence thereof and the applications to human society, given rapid biodiversity loss.

Module 4: Conservation Goals, Planning and Design

How has biodiversity conservation traditionally been conceived and implemented globally? The concept of protected areas (PAs) is introduced. What goes into designing and planning a Protected Area network? The concepts of biodiversity hotspots, flagship species, indicator species, umbrella species and other relevant concepts are explored.

Considerations in the shape, size and continuity of Protected Areas are discussed. Case studies from developing countries are used to understand how these considerations have been taken into account historically.

Essential Reading

Myers, N., R.A. Mittermeier, C.G. Mittermeier, G.A.B. da Fonseca, J. Kent. 2000. Biodiversity hotspots for conservation priorities. *Nature* 403: 853-858.

Kareiva, P. & M. Marvier. 2003. Conserving biodiversity coldspots. *Scientific American*, July-August, Pp. 345-351.

Caro, T.M. & G.O'Doherty. 1999. On the use of surrogate species in conservation biology. *Conservation Biology* 13(4): 805-814.

Background Reading

Borges, R. 2003. The anatomy of ignorance or ecology in a fragmented landscape: Do we know what really counts? Chapter 2: 56-85 In Saberwal, V.K. and M. Rangarajan (eds.) 2003. *Battles over Nature: Science and Politics of Wildlife Conservation*. Permanent Black, New Delhi.

Janzen, D.H. 1986. The Eternal External Threat. Pp. 286-303 In. M. Soule (ed.) *Conservation Biology: The Science of Scarcity and Diversity*, Sinauer Press, Massachusetts.

Organisation of Group Work and any other matter (such as how to study the reading package):

Study the readings with a view to understanding how biological principles can be applied to conservation, both theoretically and in real-life.

Module 5: Strictly Protected Areas: History and Management

The concept of strictly protected areas (SPA) is discussed. SPAs are an important manifestation of the exclusionary mode of conservation as practised globally. Due to the way they are designed and implemented, they have led to widespread alienation of local residents due to displacement, curtailment of access to natural resources and human-wildlife conflict. At the same time, their long-term effectiveness in protecting biodiversity has come under question. Poor application of science, financial shortages, poor governance and administration, and lack of specific management objectives have led to a situation where in many cases ecosystem degradation is as high inside PAs as outside. In this module we explore the history, management and effectiveness of PAs with an emphasis on the importance of ecosystem management for preserving biodiversity.

Essential Reading:

Guha, R. 2003. The authoritarian biologist and the arrogance of anti-humanism: Wildlife conservation in the Third World. Chapter 5: 139-157. In Saberwal, V.K. and M. Rangarajan (eds.) 2003. *Battles over Nature: Science and Politics of Wildlife Conservation*. Permanent Black, New Delhi

Greenough, Paul. 2003. Pathogens, Pugmarks and Political 'Emergency': The 1970s South Asian Debate on Nature. In P. Greenough and A.L. Tsing (eds.) *Nature in the Global South: Environmental Projects in South and Southeast Asia*. Durham and London: Duke University Press: pp. 201-230

Background Reading:

Bruner, A.G., Gullison, R.E., Rice, R.E. & da Fonseca, G.A.B. 2001. Effectiveness of Parks in Protecting Tropical Biodiversity. *Science* 291: 125-128.

Liu, J., M. Linderman, Z. Ouyang, L. An, J. Yang, H. Zhang. 2001. Ecological Degradation in Protected Areas: The Case of Wolong Nature Reserve for Giant Pandas. *Science* 292: 98-101

Organisation of Group Work and any other matter (such as how to study the reading package):

There will be a class discussion on the reasons for poor conservation outcome of the PA network in most developing countries.

Module 6: Human-Wildlife Conflicts

This module explores the many dimensions of human-wildlife conflict- that is responsible for considerable damage to human lives and livelihoods in developing countries. Wild animals damage crops, kill livestock and injure and kill humans, many of whom already belong to marginalised sections of society. The behavioural, historical, ecological and political factors that determine extent and intensity of conflict are discussed. Mitigative strategies including insurance schemes, compensatory schemes, creation of corridors and village relocation are also discussed through case studies.

Essential Reading:

Hussain, S. 2000. Protecting the Snow Leopard and Enhancing Farmers' Livelihoods: A Pilot Insurance Scheme in Baltistan. *Mountain Research and Development* 20(3): 226-231.

Hazzah, L. & S. Dolrenry. 1007. Coexisting with Predators. *Seminar*, September 2007.

Background Reading:

Madhusudan, M.D. & C. Mishra. 2003. Why Big, Fierce Animals are Threatened: Conserving Large Mammals in Densely Populated Landscapes. Pp. 31-55 In: V.K. Saberwal & M. Rangarajan (eds.) *Battles Over Nature: Science and the Politics of Conservation*. New Delhi: Permanent Black.

Organisation of Group Work and any other matter (such as how to study the reading package):

There will be a class discussion on the best possible means of reducing damage due to human-wildlife conflict and also mitigating the damage to human livelihoods caused by it. The reasons for the success of the compensatory and insurance schemes for damage caused by snow leopard in two case studies (Baltistan and Mongolia) will be explored.

Module 7: The Integrated Conservation & Development (ICDP) Model

The Integrated Conservation & Development (ICDP) Model came about as a reaction to the dominant exclusionary mode of conservation practices in most developing countries. It aims to reduce the adverse impact of PA on people's livelihoods while at the same time, reducing the anthropogenic impact on nature. To what extent can this win-win situation be realised? Is ICDP basically an inherently flawed model or are there conditions and circumstances under which ICDP can be successful in a developing economy? These are some of the questions being explored in this module.

Essential Reading:

Uniyal, V.K. & Zacharias, J. 2001. Periyar Tiger Reserve - building bridges with local communities for biodiversity conservation. *Parks*. Vol (11) 2: 14-23.

Gubbi, S. & D.C. MacMillan. 2008. Can non-timber forest products solve livelihood problems? A case study from Periyar Tiger Reserve, India. *Oryx* 42(2): 222-228.

Gubbi, S., M. Linkie & N. Leader-Williams. 2009. Evaluating the legacy of an integrated conservation and development project around a tiger reserve in India. *Environmental Conservation* 35(4): 331-339.

Baviskar, A. 2003. States, communities and conservation: The practice of ecodevelopment in the Great Himalayan National Park. Chapter 7 in Saberwal, V.K. and M. Rangarajan (eds.) 2003. *Battles over Nature: Science and the Politics of Wildlife Conservation*. Permanent Black, New Delhi.

Background Reading:

Van Schaik, C. & H.D. Rijksen. 2002. Integrated Conservation and Development Projects: Problems and Potential. Pp. 15-27 In J. Terborgh, C. van Schaik, L. Davenport & M. Rao, eds. *Making Parks Work: Strategies for Preserving Tropical Nature*, pp. 156-171. USA, Island Press.

Wilshusen, P.R., S.R. Brechin, C.L. Fortwangler & P.C. West. 2002. Reinventing a square wheel: Critique of a Resurgent 'Protection Paradigm' in International Biodiversity Conservation. *Society & Natural Resources* 15: 17-40

Organisation of Group Work and any other matter (such as how to study the reading package):

There will be a class discussion based on the ecodevelopment project in Periyar Tiger Reserve, Kerala-the projections, possibilities and causes for apparent failure.

Module 8: Financial Instruments for Conservation

Session Description:

Several ways to induce conservation behaviour based on financial benefits have been experimented with during the last few decades such as debt-for-nature swaps, direct payments, payments for environmental services, timber certification and conservation easements. Payment for Environmental Services (PES) has recently emerged as an important financial tool for encouraging biodiversity conservation, particularly in developing countries. Local residents are paid for abstaining from specific landuses seen as detrimental to biodiversity. In essence they are paid for maintaining certain ecosystem services. In this module, PES is examined from the ecological, political and historical perspectives and evaluated for its effectiveness as a conservation tool in developing countries.

Essential Reading:

Pagiola, S., A. Arcenas & G. Platais. 2005. Can payments for Environmental Services Help Reduce Poverty? An Exploration of the Issues and the Evidence to Date from Latin America. *World Development* 33(2): 237-253.
 Pagiola, S. 2008. Payments for Environmental Services in Costa Rica. *Ecological Economics* 65 : 712-724.
 Sanchez-Azofeifa, G.A., A. Pfaff, J.A. Robalino & J.P. Boomhower. 2007. Costa Rica's Payment for Environmental Services Program: Intention, Implementation and Impact. *Conservation Biology* 21(5): 1165-1173.

Background Reading:

Wunder, S. 2006. Are direct payments for environmental services spelling doom for sustainable forest management in the tropics? *Ecology and Society* 11(2): 23
 Ferraro, P.J. & A. Kiss. Direct payments to conserve biodiversity. *Science* 298: 1718-1719

Organisation of Group Work and any other matter (such as how to study the reading package):

During the class discussion, PES programmes in four different countries will be compared in terms of the problems, pitfalls and effectiveness.

Module 9: Community-Based Conservation

The view that wild areas largely managed by local residents, lately named community conserved areas or CCAs, can be effective in saving species and ecosystems from extinction, is rapidly gaining ground. The

reasoning is that once people are conferred charge of ecosystem resources from which they can legitimately benefit, they will have far stronger stakes in conservation than they currently have. Today, instances of community conservation can be witnessed globally, ranging from the extractive reserves in Brazil forests under Joint Forest Management in India. The literature from the ecological, sociological and developmental perspectives will be studied to understand the usefulness, management and effectiveness of CCAs.

Essential Reading:

Chhatre, A. & V.K. Saberwal. 2006. Local Practices: The Sacred and the Profane. Pgs 116 to 146. In : *Democratizing Nature- Politics, Conservation and Development in India*. Oxford University Press, India.
Nagendra, H. 2007. Drivers of reforestation in human-dominated forests. *Proceedings of the National Academy of Sciences* 104(39): 15218-15223

Background Reading:

Shahabuddin, G. 2010. Crafting the Commons: India's Joint Forest Management Experience Pgs 141-165 In *Conservation at the Crossroads, Science, Society and the Future of India's Wildlife*. Permanent Black, Delhi.
Garcia, C.A. & J.P. Pascal. 2005. Sacred forests of Kodagu: Ecological value and social role. Pages 199-232 in G. Cederlof & K. Sivaramakrishna (Eds.) *Ecological Nationalisms, nature, livelihoods and identities in South Asia*. New Delhi: Permanent Black.
Barret, C.B., K Brandon, C Gibson and H. Gjertsen (2001). Conserving tropical biodiversity amid weak institutions *BioScience* 51: 497-502

Organisation of Group Work and any other matter (such as how to study the reading package):

There will be a class discussion to compare and contrast various case studies to understand the underlying reasons for success/failure of CCAs.

Module 10: Ecotourism as a Conservation Tool

This module explores the use and abuse of the concept of ecotourism as also its definition and perceived utility as a tool for biodiversity conservation. Ecotourism is perceived to be a form of tourism that is beneficial to the economy of the local population, least detrimental to the local environment and sensitive to local cultures. The students will study how the ecotourism concept has been applied globally in various contexts. The effectiveness of ecotourism as a conservation strategy will be explored using the lens of ecological impact, social equity and sustainability.

Essential Reading:

Adams, W.M. & M. Infield. 2003. Who is on the Gorilla's Payroll? Claims on Tourist Revenue from a Ugandan National Park. *World Development* 31(1): 177-190.

Background Reading:

Brockington, D., R. Duffy and J. Igoe. 2008. The Spread of Tourist Habitat. Pp. 131-148 In *Nature Unbound: Conservation, Capitalism and the Future of Protected Areas*. Earthscan, USA & UK.
Kiss, A. 2004. Is Ecotourism a good use of biodiversity conservation funds? *Trends in Ecology & Evolution* 19(5): 232-237.

Organisation of Group Work and any other matter (such as how to study the reading package):

Based on the readings, there will be a class discussion on the advantages and pitfalls of using ecotourism as a conservation tool in the developing country context.

Module 11: Linking Science and Policy for Conservation

How is scientific knowledge created and how is it applied to policy-making globally and internationally? The case study of using non-timber forest product marketing for conservation is studied in detail using landmark studies on Amazonian NTFP markets.

Essential Readings

- Sheil, D. & S. Wunder. 2002. The value of tropical forest to local communities: Complications, caveats and cautions. *Conservation Ecology* 6(2). Online URL: <http://www.consecol.org/vol6/iss2/art9>.
- Godoy, R.A. & K.S. Bawa. 1993. The economic value of sustainable harvest of plants and animals from the tropical forest: Assumptions, hypotheses and methods. *Economic Botany* 47: 215-219.
- Peters, C.M., A.H. Gentry and R.O. Mendelsohn. 1989. Valuation of an Amazonian rainforest. *Nature* 339: 655-656.
- Godoy et al. 2000. Valuation of consumption and sale of forest goods from a Central American rainforest. *Nature* 406:62-63.

Background Readings

None

Organisation of Group Work and any other matter (such as how to study the reading package):

The case studies around Amazonian conservation will be discussed focusing on the problems and pitfalls of using snapshot studies for conservation policy-making.

Module 12: Case Study in Biodiversity Conservation

This module is designed as a discussion on an important book that documents conservation history of Amboseli National Park, Kenya. The protagonist is a Kenyan-born English scientist who took up the challenge of conserving Amboseli in a situation of rapidly increasing demands from governments and people on its savannah ecosystem. He demonstrates that a participatory approach that include local demands on natural resources and traditional ecosystem knowledge blended with rigorous scientific study, can be effective in biodiversity conservation.

Essential Reading:

Western, D. 2002. *In the Dust of Kilimanjaro*. Shearwater Books, USA.

Background Reading:

None.

Organisation of Group Work and any other matter (such as how to study the reading package):

There will be a class discussion on the book and its lessons for biodiversity conservation. The two questions around which the discussion will take place: (a) What has been the role of science and scientists in international conservation? How can scientists play a positive role in planning and implementing conservation strategies? And (b) Can people and wildlife co-exist? If so, what are the circumstances under which coexistence is possible?

Assessment:

The successful completion of this course (running 2 hours a week for 16 weeks) will depend on intensive reading, and participation in class discussions. Upto 50 pages of reading will be assigned each week. The distribution of weightage of marks in this course will be as follows:

Participation in class discussions: 20%;

Mid-term Exam: 40%

Final Exam/Term Paper: 40 %

Geographic Information System 1&2

Credits: 2+2

Course description

Course entails basic concept of Geographic Information systems & Remote sensing techniques and their application in various fields. In this students acquire a base of geographic knowledge and data collection methods used in subsequent GIS application. Introductory raster GIS operations are discussed and reinforced in computer lab work. Subjects include the acquisition and compilation of data from maps, field surveys and satellite images. An introduction to the linkage between a map and a database. Students learn to create and manipulate attribute tables, to create and manipulate graphic objects and to link attribute tables to graphic objects (using QGIS). Students are introduced to: layer structures to organize data and maintain data integrity, projection, thematic mapping concepts, selection sets and SQL queries, summary statistics and geocoding.

Introduction in vector GIS, with an emphasis on GIS as a spatial data base for information management. Basic relational database management concepts are introduced and reinforced. Using GIS software (QGIS), students create spatial databases, edit and manipulate data, query databases. Students explore topics including data organization, file structures, topology, and the linkage between graphic and non-graphic elements of a spatial database. The analytical capabilities of vector GIS, including thematic, Buffer, Area calculation are introduced.

Introduction to GPS and their application with a field work experience will be provided to students. They will be introduced to: the differences between and the capabilities of raster and vector data structures, the structure and organization of raster data, issues associated with display palettes and image resolution, data capture and manipulation, data transformation and processing, and data analysis and output.

Image processing techniques and classification techniques will be key focus in the second Section. Image georectification, unsupervised, supervised classification of the satellite image will be taught to the students.

Learning objectives

To understand functional basis of a GIS, appreciate the potential uses of GIS in natural resource management. Creation of quality spatial data involved in using GIS. Develops a strategy to implement an effective GIS. Implement the technology to store and manage large sets of spatial data, effective tool to identify spatial relationships and pattern recognized methodology to assist in decision-making mechanism for the production of high quality maps using the latest technology in natural resource management.

Broad topics:

- Introduction to GIS & Remote sensing concepts
- Digitization, Creation of Vector layers,
- Various elements of GIS,
- Editing of Vector layers,
- Creation of Database.
- Introduction & Use of GPS,
- Plotting of GPS data on map
- Conversion of GPS data in to shape file format
- Making map using GPS
- Creating layouts from vector layers.
- Final map representation with all map elements

Broad topics: Sem II

- Principles of Remote sensing
- Image processing techniques,
- Thematic extraction from Satellite image,
- Area calculation/ Estimation
- Change detection
- Conversion of Raster in to GIS
- Integration of GIS & Remote sensing.

Indicative Reading list:

- Principles of Geographical Information Systems by P.A. Burrough, & McDonnell,
- Geographic Information Systems and Science. Second edition. By P. A. Longley, M. F. Goodchild, D. J. Maguire and D. W. Rhind: John Wiley, Chichester, 2005.
- Managing Natural Resources with GIS by Laura Lang, Environmental Systems Research Institute.
- Remote Sensing and Image Interpretation by Thomas M. Lillesand, Ralph W. Kiefer.
- GIS: A Visual Approach by Bruce Ellsworth Davis, Bruce Davis

Assessment design:

Assessment will be carried out in three phase, two take home assignments and one practical assessment in the lab. Assignment will be carrying 50 percent and lab practical will be 50 percent of the total marks.

Basic Principles of Restoration Ecology

Credits: 2

Course description

The course will focus on ecological theory and how to extend the theory to restoration practice; debates concerning restoration practice. The course is aimed at providing a broad understanding of Restoration Ecology as a science and as a practice. The course has been developed as a 4-credit package (being offered in two parts, 2-credits each) that provides a strong foundation of ecological principles that can be employed to solve problems of degradation across a range of ecosystems.

Learning objectives

As a science, restoration ecology is about objective interventions that attempt to return an ecosystem to its historic trajectory. As a practice, it is an intentional activity that accelerates the recovery of an ecosystem with respect to its health, integrity and sustainability. The founding ecological principles constitute the initial components of the course. Subsequently, the course deals with problems, intensity and nature of perturbations in ecosystems and with a problem solving-applied ecology approach. The methodology involved in selecting referencing ecosystems and setting of target conditions is discussed. Case studies are taken up on terrestrial, wetland and marine ecosystems and discussed at length and with a view to finding system-based solutions. The learning objectives are:

- Understand fundamental ecological principles that guide restoration
- Determine how to set references, target conditions and follow-through on goals for ecological restoration

Broad topics:

- Introduction to Restoration Ecology
- Ecological Basis of Restoration
 - Disturbance and recovery in ecosystems
 - Reference Ecosystems
 - Assembly Rules in Ecosystems
- Terrestrial Restoration
- Wetland Restoration
- Marine and Coastal Restoration
- Restoration planning
- Implementation, Assessment and Monitoring of Restoration Programmes

Indicative Readings list:

- Society for Ecological Restoration International Science & Policy Working Group. 2004. *The SER International Primer on Ecological Restoration*. www.ser.org & Tucson: Society for Ecological Restoration International.
- Jelte van Andel and James Aronson (Eds). 2005. *Restoration Ecology: The New Frontier*. Blackwell Publishing.

- Bradshaw, A. D. 1987. Restoration: An acid test for ecology. In *Restoration ecology: A synthetic approach to ecological research*, ed. W. R. Jordan, M. E. Gilpin, and J. D. Aber, 23–30. Cambridge, UK: Cambridge University Press.
- Chapin III, F. S., P. A. Matson, and H. A. Mooney, editors. 2002. *Principles of terrestrial ecosystem ecology*. New York: Springer-Verlag.
- Hooper, D. U., and P. M. Vitousek. 1998. Effects of plant composition and diversity on nutrient cycling. *Ecological Monographs* 68:121–149.
- Palmer, M. A., R. F. Ambrose, and N. L. Poff. 1997. Ecological theory and community restoration ecology. *Restoration Ecology* 5:291–300.
- Michener, W. K. 1997. Quantitatively evaluating restoration experiments: Research design, statistical analysis, and data management considerations. *Restoration Ecology* 5:324–337.
- Chambers, J. C. 1997. Restoring alpine ecosystems in the western United States: Environmental constraints, disturbance characteristics, and restoration success. In *Restoration ecology and sustainable development*, ed. K. M. Urbanska, N. R. Webb, and P. Edwards, 161–187. Cambridge, UK: Cambridge University Press.
- Connell, J. H., and R. O. Slatyer. 1977. Mechanisms of succession in natural communities and their role in community stability and organization. *American Naturalist* 3:1119–1144.
- Suding, K. N., K. L. Gross, and G. R. Houseman. 2004. Alternative states and positive feedbacks in restoration ecology. *Trends in Ecology & Evolution* 19:46–53.
- Roberts, L., R. Stone, and A. Sugden. 2009. The rise of restoration ecology. *Science* 325:355.

Assessment design:

There would be three assessments. First would be a Short Quiz (20 Questions of 2 Marks Each), followed by a case study based report on restoration planning or in-class seminar based assessment. There would also be an end semester exam. The credit distribution of the assessments would be:

Quiz: 30%, Seminar/Report: 30%, End Semester Exam: 40%

Ecological Restoration in Practice

Credits: 2

Course description:

This course would be a continuation of RE (I) to advanced topics. The course would deal with the implementation of restoration programmes. The course will try to develop an understanding and appreciation of the broad scope of societal and ecological issues associated with ecological restoration. The issues covered would include the role of economics and society in restoration decision making; and restoration planning and implementation strategies. The hands-on approach would be central to this course as it would involve several case studies and field visits, with each student developing a restoration project through curriculum.

Learning objectives:

The emphasis of this course would be on challenges in implementing restoration programmes, with hands-on approach. Field visits and Case studies would be central to this course with an emphasis on individual attention and encouragement to develop site-specific restoration plans.

- Understand Restoration planning with extensive case studies
- Understand economic and social issues associated with ecological restoration
- Evaluate ethics and reasons for restoring ecosystems

Broad topics:

- Restoration education and community involvement
- Economics of restoring ecosystems and sustainability
- Ethics and ecological restoration
- Case Studies on Restoration Experiences

Indicative Reading list:

- Botkin, D. B. 1990. *Discordant harmonies. A new ecology for the twenty-first century*. Oxford, UK: Oxford University Press.
- Wallington, T. J., R. J. Hobbs, and S. A. Moore. 2005. Implications of current ecological thinking for biodiversity conservation: A review of the salient issues. *Ecology and Society* 10:15. <http://www.ecologyandsociety.org/vol10/iss1/art15/>
- Clewell, A. F., and J. Aronson. 2007. *Ecological Restoration: Principles, Values, and Structure of an Emerging Profession*. Island Press, Washington, DC.
- Doyle, M., and C. A. Drew (eds). 2008. *Large-Scale Ecosystem Restoration*. Island Press, Washington, DC.
- Davis, M. A., and L. B. Slobodkin. 2004. The science and values of restoration ecology. *Restoration Ecology* 12:1-3.
- Denevan, W. M. 1992. The pristine myth: the landscape of the Americas in 1492. *Annals of the Association of American Geographers* 82:369-385.
- Hilderbrand, R. h., A. C. Watts, and A. M. Randle. 2005. The myths of restoration ecology. *Ecology and Society* 10:19. [online] URL: <http://www.ecologyandsociety.org/vol10/iss1/art19/>

- Palmer, M. A., and S. Filoso. 2009. Restoration of ecosystem services for environmental markets. *Science*: 325-575-576.
- Winterhalder, K., A. F. Clewell, and J. Aronson. 2004b. Values and science in ecological restoration—A response to Davis and Slobodkin. *Restoration Ecology* 12:4-7.
- Young, T. P., D. A. Petersen, and J. J. Clary. 2005. The ecology of restoration: Historical links, emerging issues and unexplored realms. *Ecology Letters* 8:662-673.

Assessment design:

There would be three assessments. First would be an Essay Submission based on the first 3 modules. Second would be a Short Quiz and End Semester Report based on a case study. The credit distribution of the assessments would be:

Essay: 30%

Short Quiz: 30%

Case Study Report: 40%

Adaptation to Climate Change

Credits: 2

Course Description

In recent years considerable scholarship has emerged on adaptation to climate change, and this course of action has also acquired widespread acceptability in the global stage. This course will introduce the students to early attempts to develop a coherent theory on adaptation, unpack the ideological baggage of the term, trace its history in the UNFCCC, and explore the calculus between adaptation to climate risks and mitigative action to reduce emission. Discussion will then veer around the related ideas of coping, vulnerability, capacity and resilience which have now become closely associated with adaptation. Next we examine the challenge to mesh adaptation policy with development challenges, especially in the developing world. We then discuss the various limits/barriers (ecological, technological, economic, ethics, cultural, etc) for adaptive action and how these influence adaptive action and policies. The course closes with a discussion on governance at different scales of decision-making.

Learning Objectives

The Course intends to develop an understanding in the students to deal with the definitional and practical challenges of adapting to climate change. It will also familiarize them with the politics in the production and dissemination of climate knowledge, and in the international negotiations. They are also familiarized with how adaptation responses in framed by IPCC and its limitations, and how there are alternative ways to adaptation and sustainable development.

Broad Topics

- What is Adaptation?
- Adaptation and its limits
- The challenge of adaptation: development imperatives
- Thresholds, tipping points and implication for adaptation
- Values in adaptation and how they count
- Making adaptation happen for the common good

Indicative Reading List

- Smithers, J. & B. Smit, 'Human Adaptation to climate variability and change' in Schipper & Burton eds., *The Earthscan Reader on Adaptation to Climate Change*, 2009.
- Smit, B. et al, 'An anatomy of adaptation to climate change and variability' in Schipper & Burton eds.
- Klein, R.J.T. et al., 'Inter-relationship between adaptation and mitigation', in M.L. Parry et al., *Climate Change 2007: Contribution of Working Group II to the 4th Assessment of the IPCC*, 2007
- Schipper, Lisa, 'Conceptual History of Adaptation in the UNFCCC process' in Schipper & Burton eds.
- Handmer, J., 'Adaptive Capacity: What does it mean in the context of natural hazards?' in Schipper & Burton eds.
- Davies, S., 'Are coping strategies a cop-out?' in Schipper & Burton eds.

- Ribot, J. et al., 'Climate variation, vulnerability and sustainable development in the semi-arid tropics' in Schipper & Burton eds.
- Kelly, M & N. Adger, 'Theory and practice in assessing vulnerability to climate change and facilitating adaptation' in Schipper & Burton eds.
- Adger, N., 'Adaptation to climate change in the developing world' in Schipper & Burton eds.
- Haq, S. & H. Reid, 'Mainstreaming adaptation in development' in Schipper & Burton eds.
- O'Brien, K & R. Leichenko, 'Double Exposure: Assessing the impacts of climate change within the context of economic globalisation' in Schipper & Burton eds.
- Hulme, M., *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity*, 2009 (Chapter 8)
- Peterson, G., 'Ecological limits of adaptation to climate change' Adger, Lorenzoni & O'Brien eds., *Adapting to Climate Change: Thresholds, Values, Governance*, 2009.
- Reeder, T. et al., 'Protecting London from tidal flooding: Limits to engineering adaptation' Adger, Lorenzoni & O'Brien eds.
- Dessai, S et al., 'Climate prediction: a limit to adaptation?' Adger, Lorenzoni & O'Brien eds.
- Patt, A., 'Learning to crawl: How to use seasonal climate forecasts to build adaptive capacity' Adger, Lorenzoni & O'Brien eds.
- Dugmore, A. et al., 'Norse Greenland settlement and limits to adaptation' Adger, Lorenzoni & O'Brien eds.
- O'Brien, K., 'Do values subjectively define the limits to climate change adaptation' Adger, Lorenzoni & O'Brien eds.
- Eakin, H et al., 'Hidden costs and disparate uncertainties: Trade-offs in approaches to climate policy' Adger, Lorenzoni & O'Brien eds.
- Ensor, J & R. Berger, 'Community-based adaptation and culture in theory and practice' Adger, Lorenzoni & O'Brien eds.
- Hulme, M., *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity* (Chapter 4)
- Jennings, T., 'Exploring the invisibility of local knowledge indecision-making: the Boscastle Harbour flood disaster' Adger, Lorenzoni & O'Brien eds.
- Heyd, T & N. Brooks, 'Exploring cultural dimensions of adaptation to climate change' Adger, Lorenzoni & O'Brien eds.
- Hulme, M., *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity* (Chapter 9)
- Moser, S., 'Whether our levers are long enough and the fulcrum strong? Exploring the soft underbelly of adaptation decisions and actions' in Adger, Lorenzoni & O'Brien eds.
- Finan, T & D. Nelson, 'Decentralised planning and climate adaptation: towards transparent governance' Adger, Lorenzoni & O'Brien eds.
- Agrawal, A & N. Perrin, 'Climate adaptation, local institutions and rural livelihoods' Adger, Lorenzoni & O'Brien eds.
- Klein, R & A. Mohner, 'Governance limits to effective global financial support for adaptation' Adger, Lorenzoni & O'Brien eds.
- Drieschova, A. et al., 'Climate change, international cooperation and adaptation in transboundary water management' Adger, Lorenzoni & O'Brien eds.

Assessment Design

Weekly Memos:	30%
Seminar paper:	30%
End-semester exam:	40%

Development and Health (Public Health)

Credits: 2

Course Description

Focus on health is the key principle of understanding development and well-being of individuals. It concerns with physical, mental, and socio-environmental well-being of individuals providing an in-depth understanding of knowledge of diseases and illnesses, prevention and promotion of health and related issues. It will enable students gaining a wide range of knowledge of health in different ways and settings. This course will cover the general concept of health, development, environment and health, health promotion and services. This will further provide a scope for understanding and analysing the real life issues which will be beneficial at the individual, communities or global level.

Objectives: The course will enable the students

- To understand the framework and connections between Development and Health
- To familiarise the rationale of health through past administrative processes and experiences
- To study, analyse, and understand various parameters of health for the well-being of any population

Nature of teachings: This course will be 6 units, a 2 credit elective course of 24 hours teachings. It will consist of lectures, debates, group discussions, and film screening along with one field exposé.

Module descriptions:

Module 1: Introduction to Development and Health:

- What do we mean by development? Various definitions, MDGs and its relation to health, reports of health related development activities
- Basic concepts of Health, WHO definition of health, changing perspectives of health, determinants of health, health indicators.

Module 2: Post-Colonial Development and Health

- Colonial medicines and health (selected cases), Health Care Units, demographic consequences, magnitudes of health and transitions, risk of infectious diseases (HIV/AIDS, TB and malaria) and medical pluralism.
- The India experiences

Module 3: Culture, Health and Lifestyle (case studies)

- Interpretation of Culture: Case studies of different societies (Social structure and circumstances, cultural competence in health care, behaviour patterns and policy implications on health and lifestyle).

Module 4: Health and Economic Development

- Policies and implications of assistance for economic development with special reference to health, Roles of major agencies (WB/WHO/UN/UNDP), importance of reducing barriers (why/how/who)

Module 5: Food Security and Health

- Security to food: Food and its importance, meaning of nutrition, nutritional assessments and nutritional problems, dietary habits and lifestyle (causes and impacts); Are the poor secure of food quality and services; public good to development.

Module 6: Health Promotion and services:

- Health care systems, health programmes and policies, Health Budget in developed and developing countries, changing health through public policy and community health care, Preventive measures and facilities, Health Planning and projects.

References:

Books:

1. Park, K. (2002) Preventive and Social medicine, New Delhi: B Jain Publishers.
2. Ember, C.R. & Ember, M. (2004). Encyclopaedia of medical anthropology. New York: Springer.
3. Blaxter, M. (2004). Health and lifestyles. New York, Routledge.
4. Behnassi, M., Draggan, S., & Yaya, S. (2011). Global Food Insecurity: Rethinking agriculture and rural development paradigm and policy. New York: Springer.

Articles:

1. Schaffler, H.H., & Rodriguez, T. (1994). Availability and Utilization of Health Promotion Programs and Satisfaction with Health. *Medical Care*, 32(12): 1182-1196.
2. Raphael, D., Renwick, R., Brown, I., & Rootman, J. (1996) Quality of life indicators and health: current status and emerging conceptions. *Social Indicators Research*, 39(1) : 65-88.
3. Hare, R.M. (1986). Health. *Journal of Medical Ethics*, 12(4):174-181.
4. Back, D. (1991). Paying for Health. *Journal of Medical Ethics*, 17(3): 117-123.

Assessment Design: The students will be assessed on the basis of classroom performances such as test, open book examination and one take home assignment.

Environment and Health

Credits: 2

Course Description

This course will introduce students to the issues of environment and its implications on Health. It will cover some areas of human activities and its effects which are detrimental to environment particularly human health. It will touch upon issues like air and water pollution, hazardous waste (home and occupational), occupational health, and health studies in the changing world. Case studies will use to simplify the whole actions and reactions of man and environment. This will also throw a base for discussion mode in the area concerned.

Objectives: The main objective of the study is to understand the critical issues of health hazards and its analysis in order to gain a light for future studies and procedures.

- To study common global environmental issues
- To understand the reasons and efforts made for various issues in developing risks minimisation strategies
- To acknowledge the efforts of people in resolving some issues (case studies)
- To find out the possible measures of tackling certain health hazards

Rationale: Growing environmental issues promote infectious chemical and biological agents escalating human health to a crucial situation. Understanding and dealing such issues become a challenging task for world community. So, it is necessary to analyse and review various environmental issues on time from a multidisciplinary approach.

Course Contents: This will have 6 modules for 24 hours teachings.

Module 1: Introduction to Environmental Problems: This module will introduce the nature of relationships and issues pertaining to development, environment, and health. It will focus on the impact of development on environment and health particularly pollution (air, water and media) related concerns and issues. The issues will be discussed properly based on the developmental debates of Environment and health.

Module 2: Air pollution: This module will discuss the major causes of air pollution taking care of history and policy aspects. What are the chemical pollution of environment resulted from development? It will also include a class discussion on greenhouse gases, climate change examining the issues pertaining to the movie "Inconvenient truth". Health impacts of global warming and ozone depletion will also be discussed.

Module 3: Solid and Hazardous waste: This module will consist of land and water waste in the environment. It discusses the grim reality of different waste and waste products such as industrial, municipal, or developmental waste. Case studies will be discussed to understand the notion of legality, management of waste and promotion of health.

Module 4: Toxic chemicals and Water Pollution:

It will discuss the potential health risks to humans caused by the toxic chemicals in the environment as well as humans. It will highlight the passage and effects of toxic chemicals to human and environment using various case studies. Some of the cases of water pollution and crisis will allow us in understanding the sources of contaminants and its resultant effect on Human and Environment Health. Some of the legal judiciary measures to control such effects of toxic chemicals will be discussed.

Module 5: Occupational Health: This module will look critically at the workspaces of various occupations especially focussing on the health hazards of industrial workers by understanding different types of hazards and its effects. Case studies will provide a scope to understand the ground reality of the issues. Discussion will also happen on the measures of health protection of such workers keeping the already existing norms and efforts of government agencies.

Module 6: Changing Human Health: Discussions on health in the world health issues and policy will help in understanding the changing nature of environment and health. The term global change connected with various phenomena such as global warming, resource depletion, widespread pollution etc. led to emergence or re-emergence of various diseases where, we will be discussing the mechanisms that individual members or a population started adopting to address some of the health problems.

Required Readings:

- Sinha, R.K. (2006). Development and Environment: The 20th century debate that continues till 21st Century in Development, Environment, Human Health, and Sustainability, pp-3-27. Jaipur: Pointer Publications.
- Johnson, B.J. (1999). Impact of Hazardous Waste on Human Health. New York: Lewis Publishers.
- Colborn, T., Dumanoski, D., & Meyers, J.P. (1997). Our Stolen Future: How we are threatening our fertility, intelligence, and survival. New York: Plume.
- Last, J. M. (1998). Human Health in a changing world In Public Health and Human Ecology, pp.395-425. New Delhi: Prentice Hall International Inc.
- Lodha, R.M. (Ed.). (1993). Environmental Ruin: The crisis of Survival. New Delhi : Indus Publishing Company
- Park, K. (2002). Occupational Health In Preventive and Social medicine, pp.542-556. New Delhi: B Jain Publishers.
- Carson, R. (1982). Silent Spring.

Required Viewing:

1. An Inconvenient Truth (Al Gore movie)
2. Erin Brockovich, &
3. A civil Action

Assessment Design: The students will be assessed on the basis of class test, one take home assignment, and end-term examination.

Poverty and Development

Credits: 2

Course description

The aim of this course is to examine the key issues, debates and approaches within the international poverty agenda. This course will help the student to obtain an introduction to the competing perspectives on poverty and vulnerability. It will take the students through debates on how poverty can be understood, measured and explained. It will then take a critical look at the current international poverty agenda and associated strategies and mechanisms for reducing poverty and of potential ways forward.

Learning objectives

On completion of this course, successful students will

- Have a critical understanding of the different analytical approaches to understanding, measuring and analyzing poverty and vulnerability
- Be able to apply analytical approaches to understanding, explaining and measuring poverty and poverty reduction
- Have a critical understanding of how the international poverty agenda emerged and its future direction and prospects
- Have a critical understanding of the key strategies and mechanisms for poverty reduction

Broad topics

- Defining and Contesting Poverty: a critical and historical overview
- Measuring Poverty: key approaches
- Critical debates on poverty measurement in India
- Poverty, Vulnerability and Social Protection
- The International Poverty Agenda: HDI, MDGs and PRSP
- Poverty and the environment/poverty and food security/poverty and health

Reading list:

- Banerjee, A. V.; R. Bénabou and D. Mookherjee (eds) (2006). *Understanding Poverty*, London: Oxford University Press.
- Sen, A. (1979). 'Issues in the Measurement of Poverty', *Scandinavian Journal of Economics*, 81(2): 285-307.
- Maxwell, S. (1999). 'The Meaning and Measurement of Poverty', ODI Poverty Briefing No.3: February. <http://www.odi.org.uk/publications/poverty.html>
- Sen, A. (1999). *Development as Freedom*, Oxford: Oxford University Press.
- Stewart, F., R. Saith and B. Harriss-White (eds) (2007) *Defining Poverty in the Developing World*. Blackwell.

- Hulme, D. (2010) *Global Poverty*. Routledge.
- Haughton, J and Shahidur R. Khandker. 2009. *Handbook on Poverty and Inequality*. The International Bank for Reconstruction and Development/The World Bank
- World Bank (2000) *World Development Report 2000/1* (World Bank)
<http://www.worldbank.org/poverty/wdrpoverty/report/index.htm>
- UNDP. Human Poverty Reports. www.undp.org/poverty
- CPRC. The International Chronic Poverty Reports I & II. www.chronicpoverty.org
Also see the CPRC & BWPI Working Paper series.
- Sen, Amartya. *Poor, relatively speaking*. Oxford Economic Papers, New Series, Vol. 35, No. 2 (Jul, 1983), pp. 153-169.
- Sen, Amartya. 1985. A Sociological Approach to the Measurement of Poverty: A Reply to Professor Peter Townsend. Oxford Economic Papers, New Series, Vol. 37, No. 4 (Dec., 1985), pp. 669-676
- Deaton, Angus. 2006. *Measuring Poverty*. in Abhijit Banerjee, Roland Benabou and Dilip Mookerjee ed. *Understanding Poverty*, New Delhi, Oxford University Press. 2006.
- Saith, Ashwani. 2005. Poverty Lines versus the Poor: Method versus Meaning. *Economic and Political Weekly* October 22, 2005.
- Sen, Pronab. 2005. Of Calories and Things: Reflections on Nutritional Norms, Poverty Lines and Consumption Behaviour in India. *Economic and Political Weekly* October 22, 2005.
- Guruswamy, M. and R.J. Abraham. 2006. Redefining Poverty: A new poverty line for a new India. *Economic and Political Weekly* June 24, 2006.
- Patnaik, Utsa. 2006. *The Republic of Hunger*. New Delhi, Three Essays Collective.
- Sumner, Andrew. 2006. In Search of the Post-Washington (Dis)Consensus: The 'Missing' Content of PRSPs. *Third World Quarterly*, Vol. 27, No. 8 (2006), pp. 1401-1412.
- Adams, W.M. and Jon Hutton. 2007. People, Parks and Poverty: Political Ecology and Biodiversity Conservation. *Conservation and Society* Volume 5 No.2, 2007 pages 147-183.
- William. M. Adams, *et al*. 2004. Biodiversity Conservation and the Eradication of Poverty. *Science* 306, 1146 (2004).
- Jodha, N.S. 1990. Rural Common Property Resources: Contributions and Crisis. *Economic and Political Weekly*, Vol. 25, No. 26 (Jun. 30, 1990), pp. A65-A78
- Cernea, Michael M. 2000. *Risks, Safeguards and Reconstruction: A Model for Population Displacement and Resettlement*. *Economic and Political Weekly*, Vol 35, No. 41 (Oct. 7-13, 2000), pp. 3659-3678.
- de Wet, Chris. 2001. *Economic Development and Population Displacement: Can Everybody Win?* *Economic and Political Weekly*, Vol 36, No. 50 (Dec. 15-21, 2001), pp. 4637-4646.
- Parasuraman, S. 1996. *Development Projects, Displacement and Outcomes for Displaced: Two Case Studies*. *Economic and Political Weekly*, Vol. 31, No. 24 (Jun. 15, 1996), pp. 1529-1532.
- Robbins, Paul. 2000. The Rotten Institution: Corruption in Natural Resource Management. *Political Geography* 19 (2000) 423-443.
- Shah, Alpa. 2009. Morality, Corruption and the State: Insights from Jharkhand, Eastern India. *Journal of Development Studies*, 45: 3, 295 — 313.
- Kochar, Anjini. 2008. The Effectiveness of India's Anti-Poverty Programmes. *Journal of Development Studies*, 44: 9, 1289 — 1308.

- Abramsen, Rita. 2004. Poverty Reduction or Adjustment by Another Name?. Review of African Political Economy, Vol. 31, No. 99, ICT's 'Virtual Colonisation' & Political Economy (Mar., 2004), pp. 184-187.
- Shaffer, Paul. 2008. *New Thinking on Poverty: Implications for Globalisation and Poverty Reduction Strategies*. DESA Working Paper No. 65. New York, United Nations Department of Economic and Social Affairs (downloadable from <http://www.un.org/esa/desa/papers>)
- Vandemoortele, Jan. 2010. *The MDG Story: Intention Denied*. Development and Change, no. doi: 10.1111/j.1467-7660.2010.01678.x

Assessment design:

Assessment No.	Weight	Description
1	35%	Take-home assignment – essay
2	35%	Take-home assignment – book review
3	30%	Seminar presentation made by the student

Agrarian Environments

Credits: 2

Course description

This course aims to provide a theoretical and practical understanding of agrarian change and rural livelihoods to students interested in the broad areas of biodiversity conservation, poverty and social justice. It uses a diversity of theoretical and disciplinary perspectives and extensive case studies to help conservationists improve their understanding of local communities and their livelihoods. The course focuses on marginal landscapes and relatively under-researched forms of agriculture, like dryland farming and swidden agriculture. This is based on the understanding that the actual forms of farming and other subsistence livelihoods practiced in biodiverse areas of the global south cannot be understood simply through a study of mainstream agriculture, which is largely commercial, irrigated and market oriented.

Learning objectives

By the end of the course, students should be in a position to apply both theory and methodology to critically analyze agrarian change and rural livelihood issues for biodiversity rich areas of the global South. The course will provoke students to question forced binaries between urban-rural, local-global, traditional -Western, indigenous-scientific, farm-nonfarm, field-forest, and community-state. It is in this spirit that the course is titled agrarian environments, in order to understand better the contestations, negotiations and opportunities inherent in the blurring of forced binaries.

Course Structure

Module Number	Module Title
1.	Agriculture and rural livelihoods
2.	State, markets and power in agriculture
3.	Dryland agriculture: risk, vulnerability and coping strategies
4.	Agriculture, environmental change and population growth
5.	Understanding Conservation and rural livelihoods
6.	Debates on Conservation and rural livelihoods: Shifting cultivation, or land sharing versus sparing

Teaching and Assessment

There will be 3 assessments during the course:

Assessment No.	Weight	Description
1	25%	First Test
2	35%	Mid-term Test
3	40%	Term paper and presentation

Module-wise Details

• Modules 1: Agriculture and rural livelihoods

This module will introduce students to concepts like agrarian transformation, primitive accumulation, agrarian surplus, agriculture-industry linkages and rural-urban migration in a labour surplus economy. It will examine the changing role of agriculture in the context of overall rural livelihoods and poverty alleviation. It will examine the traditional debates between the 'industrializers' and the 'agrarianists' on the relative role of the two sectors in economic development in the global South. It will use new literature in the field, especially case studies from Africa, to argue for a revised understanding of rural-urban linkages with a focus on synergies and the growing importance of the rural non-farm sector.

Readings

1. Bernstein H. (2008). 'Agrarian questions from transition to globalization'. In A. H. Akram-Lodhi and C. Kay (eds.) *Peasants and Globalization: Political economy, rural transformation and the agrarian question*. London: Routledge, 239-261.
2. Kay, C. (2009). 'Development strategies and rural development: exploring synergies, eradicating poverty', *Journal of Peasant Studies*, 36 (1): 103-137.
3. Mundle, Sudipto (1985) 'The Agrarian Barrier to Industrial Growth', *Journal of Development Studies*, 22, No. 1, October.
4. Ray, Sunil (1994) "Farm - Non-Farm Interaction in a Labour Surplus Economy", *Economic and Political Weekly* Vol. 29 No. 53, December
5. Li, Tania (2009). "Exit from Agriculture: A Step Forward or a Step Backward for the Rural Poor?". *Journal of Peasant Studies* 36(3): 629-636
6. Rigg, Jonathan (2006). 'Land, Farming, Livelihoods, and Poverty: Rethinking the Links in the Rural South' *World Development*, 34 (1): 180-202.

Additional Readings

1. Bryceson Deborah Fahy, 2004, 'Agrarian Vista or Vortex: African Rural Livelihood Policies', *Review of African Political Economy* No. 102:617-629
2. Diao, X., P. Hazell, D. Resnick and J. Thurlow. 2006. *The Role of Agriculture in Development: Implications for Sub-Saharan Africa* (Chapter 2). Discussion Paper No. 29, Development Strategy and Governance Division, International Food Policy Research Institute, Washington D.C.
3. Bahigwa, Godfrey, Ntengua Mdoe and Frank Ellis (2005) 'Livelihoods research findings and agriculture-led growth'. *IDS Bulletin* Vol 36 No 2 June 2005 © Institute of Development Studies
4. Karshenas, Massoud (2001) 'Agriculture and Economic Development in Sub-Saharan Africa and Asia.' *Cambridge Journal of Economics*, 25 (3). pp. 315-342
5. Kohli, Atul (1988). *The State and Poverty in India*. Appendix 2 "Does agriculture income really trickle down in India?" Cambridge University Press
6. Lipton, M. (2006). 'Can Small Farmers Survive, Prosper, or be the Key Channel to Cut Mass Poverty?' *electronic Journal of Agricultural and Development Economics*, Vol 3, No. 1, pp. 58-85.
7. Scoones, I. (2009), 'Livelihoods perspectives and rural development', *Journal of Peasant Studies*, 36(1): 171-96.

Module 2: State, markets and power in agriculture

This module will begin by introducing students to different theories that attempt to explain traditional and emerging agrarian institutions, with special emphasis on the role of the state, rural markets, transactions costs, information asymmetry and the nature of rural markets as understood in New Institutional Economics. The

module then familiarizes students with theories that underscore the centrality of power and historical factors that condition rural labour, credit and land markets. It uses case studies from Africa and Asia to illustrate these theories.

Readings

1. Bardhan, Pranab (1989) "The Economic Theory of Agrarian Institutions" Chapter 1: *Alternative Approaches to the Theory of Institutions in Economic Development*, New York, Oxford University Press.
2. Byres, Terence J., (2003). 'Agriculture and Development: the Dominant Orthodoxy and an Alternative View', in H-J. Chang (ed) *Rethinking Development Economics* London: Anthem Press. Chapter 11.
3. Cramer C., C. Oya and J. Sender (2008). 'Lifting the blinkers: a new view of power, diversity and poverty in Mozambican rural labour markets'. *Journal of Modern African Studies*, 46, 3: 361-39
4. Ray, Debraj (2005) *Development Economics*, Chapter 11, 12 and 14. New Delhi, Oxford University Press.
5. Scott, James (1998). *Compulsory Villagization in Tanzania: Aesthetics and Miniaturization*, pp. 223-261 in James C. Scott, "Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed". Yale University Press, New Haven and London.

Additional Readings

1. Ibhawah. B. and Dibia. J. I. (2003) "Deconstructing Ujamaa: The Legacy of Julius Nyerere in the Quest for Social and Economic Development in Africa". *African Association of Political Science* (2003), (1)8, 59-83.
2. Reardon, T. (1997). 'Using evidence of household income diversification to inform study of the rural non-farm labour market in Africa', *World Development*, 25 (5): 735-747.
3. van Leeuwen, Mathijs. "Rwanda's Imidugudu Programme and Earlier Experiences with Villagisation and Resettlement in East Africa", *Journal of Modern African Studies*, Vol. 39, No. 4 (Dec., 2001), pp. 623-644.

Module 3: Dryland agriculture: risk, vulnerability and coping strategies

The focus of this module will be on problems and issues relating to dryland agriculture, especially in the semi-arid tropics. The module will focus on issues like risk, vulnerability, food insecurity and the use of livelihood diversification as a risk mitigation strategy deployed by dryland farmers, in response to challenges like resource scarcity and low rainfall. The module will familiarize students with the vital linkages between agriculture, forestry and livestock based livelihoods through the study of risk mitigation and coping strategies of dryland farmers. It will also outline the advantages and limitations of livelihoods approaches as a methodological tool to study livelihood diversity.

Readings

1. Scoones, Ian et al. *Hazards and Opportunities: Farming livelihoods in dryland Africa - Lessons from Zimbabwe*. London and New Jersey: Zed Books Ltd., 1996.
2. Mortimore, Michael (1998), "Roots in the African Dust", UK, Cambridge University Press; Chapters 3 & 5
3. Ellis, Frank (1998), Household strategies and rural livelihood diversification, *The Journal of Development Studies*; Oct 1998; 35, 1; ABI/INFORM Global pg. 1

Additional Readings

1. Bantilan, MCS, P. Anand Babu, GV Anupama, Deepthi H and Padmaja R. (2006), "Dryland agriculture: Dynamics, challenges and priorities", Research Bulletin no. 20. Patancheru 502 324, Andhra Pradesh, India: International Crops Research Institute for the Semi-Arid Tropics. 32 pp. ISBN 92-9066-496-7. Order code RBE 020.

2. Hanazaki, Natalia, Fikret Berkes, Cristiana S. Seixas and Nivaldo Peroni (2013), "Livelihood Diversity, Food Security and Resilience among the Caiçara of Coastal Brazil", *Human Ecology* 41: 153-164.
3. Mortimore Michael (2003), "Is there a new paradigm of dryland development? *Annals of Afid Zone*, 42/3&4, 2003, pages 459-481.
4. Scoones, I. (2009), 'Livelihoods perspectives and rural development', *Journal of Peasant Studies*, 36(1): 171-96.
5. Robbins, Paul. "Authority and Environment: Institutional Landscapes in Rajasthan, India", *Annals of the Association of American Geographers*, Vol. 88, No. 3 (Sep., 1998), pp.410-435

Module 4: Agriculture, environmental change and population growth

This module looks at the relationship between population growth, agricultural performance, innovation and intensification of agriculture, and environmental change. It critically examines the narrative of population growth, desertification and environmental degradation in the context of Africa to draw lessons for the dryland regions of India and South Asia.

Readings

1. Bernstein, Henry & Philip Woodhouse (2001), 'Telling Environmental change like it is? Reflections on a study in sub-Saharan Africa', *Journal of Agrarian Change*, 1 (2): 283-324.
2. Leach, M. and James Fairhead (2009), Challenging Neo-Malthusian Deforestation Analyses in West Africa's Dynamic Forest Landscapes, *Population and Development Review*, Vol. 26, No. 1; 17-43
3. Mortimore, Michael (1998), "Roots in the African Dust", UK, Cambridge University Press; Chapters 2,7 and 8

Additional Readings

1. Leach M & R.Mearns (1996), 'Environmental Change and Policy: Challenging Received Wisdom in Africa', in Leach M & R.Mearns (eds), *The Lie of the Land: Challenging Received Wisdom on the African Environment*, Oxford: James Currey & Portsmouth (NH): Heinemann with The International African Institute.
2. Mortimore, Michael(2003) 'Long-term change in African drylands: can recent history point towards development pathways?', *Oxford Development Studies*, 31: 4, 503 — 518
3. Tiffen, Mary, "Population pressure, migration and urbanisation: impacts on crop-livestock systems development in West Africa", in: T O Williams, S Tarawali, P Hiernaux and S Fernandez-Rivera (eds.), *Sustainable crop-livestock for improved livelihoods and natural resource management in West Africa*, ILRI-CTA, 2004, p 3-27.
4. Tiffen and Mortimore: *Malthus controverted: The Role of Capital and Technology in Growth and Environmental Recovery in Kenya*, in *World Development*, Vol, 22, No. 7 1994.

Module 5: Understanding Conservation and Rural Livelihoods

This module looks at the complex and fluid relationship between field and forests, especially in the poor, upland, arid and semi-arid regions of the world. It will attempt to bridge the traditional divide between agrarian studies and environmental studies to expose the students to the complexity of agrarian environments and their role in the fluid and diverse livelihoods of the rural poor.

Readings

1. Agarwal, A. and K. Sivaramakrishnan. 2001. Introduction: Agrarian environments. In: *Social nature: Resources, representations and rule in India* (eds. Agarwal, A. and K. Sivaramakrishnan). Pp. 1-22. Delhi: Oxford University Press.
2. Hall, Derek, Philip Hirsh and Tania Murray Li (2012) "Powers of Exclusion: Land Dilemmas in Southeast Asia", University of Hawaii Press, Honolulu, Chapters 1, 3 and 8
3. Gold, Ann Grodzins and Bhoju Ram Gujar. "Of Gods, Trees and Boundaries: Divine Conservation in Rajasthan" *Asian Folklore Studies*, Vol. 48, No. 2 (1989), pp. 211-229
4. Robbins, Paul, "Pastoralism and Community in Rajasthan: Interrogating categories of arid lands development" in *Social nature: Resources, representations and rule in India* (eds. Agarwal, A. and K. Sivaramakrishnan) p. 191-215. Delhi: Oxford University Press.

Additional Readings

1. Gidwani, Vinay, "Labourled Landscapes: Agro-ecological change in Central Gujarat, India" in *Social nature: Resources, representations and rule in India* (eds. Agarwal, A. and K. Sivaramakrishnan) p. 216-247. Delhi: Oxford University Press.
2. Gold, Ann Grodzins and Bhoju Ram Gujar, "Wild Pigs and Kings: Remembered Landscapes in Rajasthan", *American Anthropologist*, New Series, Vol. 99, No. 1 (Mar., 1997), pp. 70-84

Module 6: Debates in conservation and rural livelihoods

This module encourages students to revisit some traditional conservation-livelihood debates using the analytical tools of political ecology and agrarian political economy. Case studies from India, Southeast Asia and Africa will be used to apply these analytical tools to the debates on shifting cultivation, or on land sharing versus land sparing. The student will be asked to choose either of these debates for in-depth study.

Readings for Shifting Cultivation

1. Ramakrishnan, P. S. 1992. *Shifting agriculture and sustainable development: An interdisciplinary study from North-eastern India*, UNESCO-MAP series, Paris (republished by Oxford University Press, New Delhi, India).
2. Malik, Bela (2002), "The 'Problem' of Shifting Cultivation in the Gato Hills of North-East India, 1860-1970", *Conservation and Society* 1,2; 87-115.
3. Heinimann, Andreas, Cornelia Hett, Kaspar Hurni, Peter Messerli, Michael Epprecht, Lars Jørgensen and Thomas Breu (2013), "Socio-Economic Perspectives on Shifting Cultivation Landscapes in Northern Laos", *Human Ecology* 41: 51-62.
4. Ickowitz, A. 2006. Shifting cultivation and deforestation in tropical Africa: critical reflections. *Development and Change* 37: 599-626.
5. Schmoock, Birgit, Nathalie van Vliet, Claudia Radel, María de Jesús Manzón-Che and Susannah McCandless (2013), "Persistence of Swidden Cultivation in the Face of Globalization: A Case Study from Communities in Calakmul, Mexico", *Human Ecology* 41: 93-107.
6. Grogan, Kenneth, Torben Birch-Thomsen and James Lyimo (2013), "Transition of Shifting Cultivation and its Impact on People's Livelihoods in the Miombo Woodlands of Northern Zambia and South-Western Tanzania", *Human Ecology* 41: 77-92.
7. Teegalapalli K., Gopi, G. V. and Prasanna K. Samal. 2009. Forest recovery following shifting cultivation: an overview of existing research. *Tropical Conservation Science Vol.2(4):374-387.*

Readings for Share versus Spare

1. Adams, W.M. (2012), "Feeding the next billion: hunger and conservation", *Oryx*, 46(2), 157-158
2. Fischer et al, "Conservation policy in traditional farming landscapes" *Conservation Letters* 00 (2012) 1-9

3. Phalan et al "Reconciling food production and biodiversity conservation: Land sharing and land sparing compared," *Science*. 2011 Sep 2;333(6047):1289-91.
4. Tschamtko et al (2012), "Global food security, biodiversity conservation and the future of agricultural intensification", *Biological Conservation* 151 (2012) 53-59.

Displacement, Resettlement and Rehabilitation

Credits: 2

Content

This is a 2-credit course, which aims to provide students with a holistic view of issues relating to involuntary displacement caused by the processes of industrialization, modernization and economic development. It will delve into the problems and challenges of post-displacement resettlement and rehabilitation in the national and international context. The course will expose students to laws, policies and experiences of land acquisition, population displacement, resettlement and rehabilitation. The questions of voluntary versus involuntary displacement, special concerns relating to indigenous communities, and the challenges of post-displacement reconstruction of livelihoods will be discussed in depth. The course will use a host of case studies from India and elsewhere to illustrate core concepts. It will be based on a combination of classroom lectures with intensive reading, seminars, small group discussions and presentations.

Learning objectives

On completion of the work covered in this course, students will have a basic knowledge of the main theoretical approaches through which we seek to understand and improve involuntary displacement and resettlement (IDR). They will have a knowledge and understanding of different kinds of IDR, and of the way they have taken shape in Africa and Asia. They will understand some of the complexities involved in trying to formulate and implement sound resettlement policy.

Course Outline

S. No.	Module name	Tutor
1	Development and displacement: An overview	Asmita Kabra
2	Theorizing displacement: CBA, IRR and rights-based approaches	Asmita Kabra
3	Displacement laws and policies: Indian and international perspectives	Asmita Kabra
4	Resettlement, rehabilitation and livelihood reconstruction: equity and benefit sharing	Asmita Kabra
5	Displacement, resistance and social movements	Asmita Kabra
6	Displacement and wildlife conservation	Asmita Kabra

Required Readings

1. Baviskar, A. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. New Delhi: Oxford University Press, 1995.
2. Cernea, Michael M. and Scott Guggenheim (eds.). *Anthropological Approaches to Resettlement: Theory, Policy and Practice*. Boulder, Colorado: Westview Press, 1993
3. Cernea, M. and C. McDowell. *Risks and Reconstruction: Experience of resettlers and refugees*. Washington D.C.: The World Bank, 2000.
4. Dreze, J., M. Sampson and S. Singh. *The Dam and the Nation: Displacement and Resettlement in the Narmada Valley*. New Delhi: Oxford University Press, 1997.

5. Mathur, H.M. (ed). *Managing Resettlement in India: Approaches, Issues, Experiences*. New Delhi, Oxford University Press. 2006.
6. WCD. *Dams and Development, A New Framework for Decision-Making - Report of the World Commission on Dams*. London and Sterling, VA: Earthscan Publications, 2000.

Course Organization and Teaching

In this course you attend two weekly lectures (each lecture is a two hour session taken by the course faculty). Lecture periods will be interactive, and will allow for some questions and discussion. Outline notes for each lecture will be posted to students by email.

In the student seminar, you are required, once in each term, to make a short presentation and lead a discussion, based on the readings of the week. It is important that readings selected for class discussion are read by everyone in preparation for the weekly seminar. To best achieve the learning outcomes for the week, it is advisable that all members of the seminar group prepare a few questions or points to contribute to the seminar discussions. The course faculty will help the students to prepare for their seminar in the time allotted for tutorials.

Assessment

There will be 3 assessments during the course.

Assessment No.	Weight	Description
1	35%	Take-home assignment – essay
2	35%	Take-home assignment – essay
3	30%	Seminar presentation made by the student

Module Description

Module 1: Development and displacement: An overview Content/Learning Objectives/Description

The first module will place development induced displacement and resettlement (DIDR) within the broader perspective of development and dispossession. The ethical challenges will be emphasized together with the reasons for studying the topic. It will examine the taxonomy of displacement, exploring the continuum from voluntary to forced migration and introduce students to the alternative typologies of displacement, project affected persons, host populations etc.

Required Readings

1. Das, V. "Dislocation and Rehabilitation: Defining a Field." *Economic and Political Weekly* 31(24), 1996: 1509-14.
2. de Wet, C. (2001). Economic Development and Population Displacement: Can Everybody Win? *Economic and Political Weekly*, Vol. 36, No. 50, 4637-4646.
3. Parasuraman, S. *The Development Dilemma: Displacement in India*. The Hague: Basingstoke: Macmillan, in assoc. with the Institute of Social Studies, 1999.
4. Roy, Dunu. "Large Projects: For Whose Benefit?" *Economic and Political Weekly*, Vo. 23, No.50, 1994.

Additional Readings

1. Hakim, Roxanne P. "Identity, Resettlement and Perceptions of Change: The Vasava Bhils of Gujarat, India." *Goldsmiths Anthropology Research Papers, University of London*, 2000.
2. Thukral, Enakshi.Ganguly. *Big Dams, Displaced People: Rivers of Sorrow, Rivers of Change*. New Delhi: Sage Publications, 1992.
3. World Bank. *Resettlement and Development: The Bankwide Review of Projects Involving Involuntary Resettlement 1986-1993*. Washington D.C.: Environment Department, International Bank for Reconstruction and Development, 1994.

Module 2: Theorizing displacement – IRR model and Rights based approaches
Content/Learning Objectives/Description

This module will introduce students to some theoretical models in the area of displacement and associated risks, including impoverishment risks. These models will be evaluated both as analytical tools for research as well as practical tools for designing better rehabilitation policies and practices.

Required Readings

1. Cernea, Michael M. "The Risks and Reconstruction Model for Resettling Displaced Populations." *World Development* October 25, 1997: 1569-87
2. Dwivedi, Ranjeet. "Models and Methods in Development-induced Displacement." *Development and Change* 33(4), 2002: 709-732.
3. McDowell, Chris. "Involuntary resettlement, Impoverishment Risks, and Sustainable Livelihoods", *The Australasian Journal of Disaster and Trauma Studies*, ISSN: 1174-4707, Volume: 2002-2.
4. Penz, Peter, Jay Drydyk and Pablo S. Bose. (2011). *Displacement by development: ethics, rights and responsibilities*. Edinburgh: Cambridge University Press. Introduction and Chapter 1.

Additional Readings

1. Cernea, M. and Kanbur, R. 2002. *An Exchange on the Compensation Principle in Resettlement*. Working Paper, Department of Applied Economics and Management, Cornell University, Ithaca.
2. Pearce, D.W. 1999. Methodological Issues in the Economic Analysis for Involuntary Resettlement Operations. In Cernea, M.M., ed., *The Economics of Involuntary Resettlement*. Washington: The World Bank.

Module 3: Displacement laws and policies: Indian and international perspectives
Content/Learning Objectives/Description

This module will bring out the centrality of land as a contested resource in the tussle between various stakeholders in the 'development project' and between these stakeholders and those practicing less commercial, subsistence livelihoods on the fringes of 'mainstream' society. It will trace the origins of the current Indian laws on land acquisition to the colonial period, and will follow the changes in Indian laws and policies since Independence. It will compare R&R policies of the World Bank, ADB, private sector corporations and various state governments of India, placing the Indian laws and policies in perspective against internationally accepted 'best practices'.

Required Readings

1. Iyer, Ramaswamy. 2011. *A good bill that disappoints*. Opinion piece in *The Hindu*, August 18, 2011.
2. Nielsen, Kenneth. 2011. "Land, law and resistance", *Economic and Political Weekly* Vol 66, No. 41; 38-40.

3. Sarkar, Swagato. 2011. "The impossibility of just rehabilitation", *Economic and Political Weekly* Vol 66, No. 41; 35-38.
4. Iyer, Ramaswamy R. "Towards a Just Displacement and Rehabilitation Policy." *Economic and Political Weekly Volume 42, No.30, 2007*
5. Mathur, H.M. (ed). *Managing Resettlement in India: Approaches, Issues, Experiences*. New Delhi, Oxford University Press. 2006. Chapter 6.

Additional Readings

1. Asian Development Bank, 1995, *Involuntary Resettlement (Policy Statement)*, Manila
2. Draft Land Acquisition and R&R Bill, Government of India, 2011
3. OECD Development Assistance Committee, 1992 *Guidelines for Aid Agencies on Involuntary Displacement and Resettlement in Development Projects*.
4. Sarma, EAS. 2011. "Sops for the poor and a bonus for industry", *Economic and Political Weekly* Vol 66, No. 41; 32-34.
5. Vaswani, Kalpana. 1992. *Rehabilitation laws and policies: A critical look*. In Thukral, E.G. (Ed.) *Big Dams, Displaced People: Rivers of Sorrow, Rivers of Change*. New Delhi: Sage Publications, 1992.
6. World Bank Operational Manual, Operational Policies. 2001. *Involuntary Resettlement*. Washington DC.

Module 4: Resettlement, rehabilitation and livelihood reconstruction – equity and benefit sharing Content/Learning Objectives/Description

This module will take students through the post-displacement processes of rehabilitation and livelihood reconstruction. They will be introduced to the laws, policies, practices and politics of reconstructing livelihoods and mitigating the risks involved with resettlement. The readings will reflect a multiplicity of perspectives – academic, donor and government agency, NGO and activist to engage with issues of equity and benefit sharing.

Required Readings

1. Mathur, Hari Mohan. *Managing Resettlement in India: Approaches, Issues, Experiences*. New Delhi: Oxford University Press, 2006
2. de Wet, Chris. "A Spatial Analysis of Involuntary Community Relocation: A South African Case Study." In *Anthropological Approaches to Resettlement: Policy, Practice and Theory*, by Michael M. and Scott Guggenheim Cernea. Boulder, CO: Westview Press, 1993.
3. Hakim, Roxanne P. "From Corn to Cotton: Changing indicators of food security amongst resettled Vasavas." In *Risks and Reconstruction: Experience of resettlers and refugees*, by M. and C. McDowell Cernea, 229-252. Washington D.C.: The World Bank, 2000.
4. Nayak, Ranjit. "Risks Associated with Landlessness: An Exploration Toward Socially Friendly Displacement and Resettlement." In *Risks and Resettlement: Experiences of Resettlers and Refugees*, by M. and C. McDowell Cernea, 79-107. Washington D.C.: The World Bank, 2000
5. Eriksen, J. H. 1999. Comparing the Economic Planning for Voluntary and Involuntary Resettlement. In Cernea, M.M., ed., *The Economics of Involuntary Resettlement*. Washington: The World Bank.

Module 5: Displacement, Resistance and Social Movements Content/Learning Objectives/Description

This module will introduce students to social movements against (and in favour of) large dams, other development projects and conservation projects which involve population displacement. A variety of case studies from India and elsewhere will be deployed to highlight the nuances of issues involved and the underlying assumptions, theoretical approaches and dilemmas.

Required Readings

1. Dwivedi, R. "Displacement, Risks and Resistance: Local Perceptions and Actions in the Sardar Sarovar." *Development and Change* 30(1), 1999: 43-78.
2. Hakim, Roxanne P. "Identity, Resettlement and Perceptions of Change: The Vasava Bhils of Gujarat, India." *Goldsmiths Anthropology Research Papers, University of London*, 2000.
3. Nayak, Arun Kumar, 2010, "Big dams and protests in India: A study of Hirakud dam", *Economic and Political Weekly*, Volume 45, No.2; 69-73.
4. Oliver-Smith, A. 1994. "Resistance to Resettlement: The Formation and Evolution of Movement" In Kreisberg, ed., *Research in Social Movements: Conflicts and Change*. Greenwich: JAI Press.

Additional Readings

1. Dwivedi, R. "Conflict and Collective Action" Taylor and Francis, 2006.
2. Guha, Ramchandra. "Adivasis, Naxalites and Indian Democracy." *Economic and Political Weekly*, 11 August 2007, 2007: 3305-3312.
3. Oliver-Smith, A. 2002. *Displacement, Resistance and the Critique of Development: From the grass-roots to the global*. RSC Working paper no.9, International Development Centre, University of Oxford.
4. Patkar, Medha 1995. "The Struggle for Participation and Justice: A Historical Narrative". In W. Fisher, ed. *Towards Sustainable Development?* Armonk, New York: M.E. Sharpe.

Module 6: Displacement and Wildlife Conservation Content/Learning Objectives/Description

This module will introduce students to the strategy of preservation via dislocation, or creation of 'inviolate' protected areas for wildlife through displacement of human settlements. It will use insights from DIDR, political ecology and agrarian studies to unpack the impacts of such policies on conservation as well as local livelihoods.

Required Readings

1. Brockington, Daniel and James Igoe. "Eviction for Conservation: A Global Overview." *Conservation and Society*, Vol.4, No.3, 2006: 424-470.
2. Cernea, M. and Kai Schmidt-Soltau. "National Parks and Poverty Risks: Is population resettlement the solution?" *World Development* Vol. 34, No. 10, 2006: 1808-1830.
3. Kabra, Asmita. "Conservation-induced Displacement: A comparative study of two Indian Protected Areas." *Conservation and Society* 7(4), 2009: 249-267.
4. McLean, J. and S. Straede. "Conservation, relocation, and the paradigms of Park and people management: A case study of the Padampur villages and the Royal Chitwan National Park, Nepal." *Society and Natural Resources* 16, 2003: 509-526.
5. Rangarajan, M. and G. Shahabuddin. "Displacement and Relocation from Protected Areas: Towards a Biological and Historical Synthesis." *Conservation and Society*, Vol.4, No.3, 2006: 359-378.

Additional Readings

1. Brockington, D. *Fortress Conservation: The preservation of the Mkomazi Game Reserve, Tanzania*. Oxford: James Currey, 2002.
2. Chatty, D. and M. Colchester. *Conservation and mobile indigenous peoples: Displacement, forced settlement and sustainable development*. Oxford, New York: Berghahn Books, 2002.
3. Geisler, C. "A new kind of trouble: Evictions in Eden." *International Social Science Journal*, 55, 2003: 69-78.
4. Kabra, A. "Displacement and Rehabilitation of an Adivasi Settlement: Case of Kuno Wildlife Sanctuary, Madhya Pradesh." *Economic and Political Weekly* 38 (29), 2003: 3073-3087.
5. Karanth, Krithi K. "Making resettlement work: The case of India's Bhadra Wildlife Sanctuary." *Biological Conservation* 139, 2007: 315-324.

Africa: Environment and Development

Credits: 2

Course Description

This course will introduce students to issues in African society and environment, including those at the interface. There is a profound neglect of Africa in the Indian social sciences scene, even though the relationship between the two places has been particularly crucial to their postcolonial trajectories, and has taken a significant new shape in the era of globalization. Moreover, the learnings from African experiences with certain themes (ethnicity and extraction, for instance) are productive in conceptualizing similar processes in India.

Learning Objectives

- To familiarize students with African history and geography.
- To develop an understanding of social and environmental issues in Africa.
- To encourage a critical understanding of India in the world.
- To expand knowledge of global concerns.

Broad Topics

- Pre-colonial Africa and the Colonial Interface
- Postcolonial Developmentalism and Neoliberal Shifts
- Identities and Conflicts [Rwandan Genocide, Darfur]
- Environmental Concerns [Wildlife, Conservation, Forests]
- Cultural Economy [Nigerian movies, Congolese music]
- The Resource Curse? [Oil and mineral dependence]
- The New Geopolitics [eg. China-India-Africa]

Indicative Reading List

- Abrahamsen, Rita. *Disciplining Democracy: Development Discourse and Good Governance in Africa*. London: Zed Books, 2000.
- Adams, William M and John Hutton (2007). 'People, Parks and Poverty: Political Ecology and Biodiversity Conservation.' *Conservation and Society* 5(2): 147-183.
- Bayart, J-F. *The State in Africa: the Politics of the Belly*. London, Longman, 1993.
- Bernstein, H. (2004). "Considering Africa's Agrarian Question." *Historical Materialism* 12(4): 115-144.
- Carmody, Pdraig. 'Neoliberalism, Civil Society and Security in Africa'. New York: Palgrave MacMillan, 2007.
- Chabal, P. and J.-P. Daloz (1999). *Africa Works: Disorder as Political Instrument*. Bloomington, Indiana University Press.
- Fassin, D. (2007). *When Bodies Remember: Experiences and Politics of AIDS in South Africa*. Berkeley: University of California Press.
- Ferguson, James. *Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt*. Berkeley: University of California Press, 1999.

- Ferguson, James. "Seeing Like an Oil Company: Space, Security, and Global Capitalism in Neoliberal Africa." *American Anthropologist* 107, no. 3 (2005), pp. 377-382.
- Fraser, Alastair and Miles Larmer (eds). *Zambia, Mining and Neoliberalism: Boom and Bust on the Globalized Copperbelt*. New York: Palgrave Macmillan, forthcoming.
- Hochschild, A. (1998). *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston, Houghton Mifflin.
- Mamdani, M. (1996). *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton, N.J., Princeton University Press.
- Mamdani, M. (2002). "Beyond Settler and Native as Political Entities: Overcoming the Political Legacy of Colonialism" *Comparative Studies in Society and History* 43(4): 651-664.
- Mbembe, A. (2000). "At the Edge of the World: Boundaries, Territoriality, and Sovereignty in Africa." *Public Culture* 12(1): 250-275.
- Moore, D.S. (1993). "Contesting Terrain in Zimbabwe's Eastern Highlands: Political Ecology, Ethnography, and Peasant Resource Struggles" *Economic Geography* 69(4): 380-401.
- Reno, W. (1997). "African Weak States and Commercial Alliances" *African Affairs* 383: 165-186.
- Watts, Michael (1983), 'Hazards and Crisis: A Political Economy of Drought and Famine in Northern Nigeria', *Antipode*

Assessment

Weekly memos, Presentations, Term Paper

Geopolitics, Resources, Political Ecology

Credits: 2

Course Description

Even a cursory glance at the news these days is enough to surmise the contentious nature of debates and conflicts related to the exploitation of resources. It is in this context that a political ecology perspective on the matter becomes especially productive. It helps to unravel, among other things, the claims and counterclaims of stakeholders about the impacts of extraction on development. It brings into focus questions at multiple scales: the displacement of local populations to clear ground for capitalist appropriation of minerals; loopholes in the national mining law; and the so-called 'new scramble' for African resources by states and non-state actors from places like China and India.

Learning objectives

- To develop a political ecology perspective on natural resources.
- To examine current issues around the social, economic and political impacts of extraction.
- To build an understanding of geopolitics as a sub-discipline.
- To comparatively evaluate the various strategies of resource governance.

Broad Topics

- Mining in Question [current politics; concepts, e.g. the Dutch Disease]
- Resource Governance in India [national laws and shifting policy framework; privatization]
- Conflicts: History and Structure [labor; environment; sustainable use]
- Geopolitics [states and control of resources; oil]
- Extraction and Authority [Role of extra-legal actors; resources as 'governable spaces']
- Corporate Social Responsibility [New concerns in resource management; The Kimberley Process]

Indicative Reading List

- Tusha Mittal, 'Whose Steel? Who's Stealing?' (Theleka, Dec 11 2010)
- Gavin Bridge, 'Contested Terrain: Mining and the Environment'
- G. Sahu, 'Mining in the Niyamgiri Hills and Tribal Rights'
- M. Ross, 'The political economy of the resource curse'
- Govt of India, 'Mines and Minerals (Development and Regulation) Act, 1957'
- Vijay Simha, 'The Hell Diggers' (Theleka, April 3 2010)
- Michael Watts, 'Human Rights, Violence, and the Oil Companies'
- Walter Fernandes, 'Mines, Mining and Displacement in India'
- Gavin Hilson, 'An overview of land use conflicts in mining communities'
- S Dalby, 'Environmental Insecurities: Geopolitics, Resources and Conflict'
- H. Broadman, 'China and India go to Africa'

- Anna Tsing, 'Inside the Economy of Appearances'
- James Ferguson, 'Seeing like an Oil Company'
- R. Negi, 'Mining Boom, Capital and Chiefs in the New Copperbelt'
- M. Watts, 'The Sinister Political Life of Community'
- William Reno, 'Clandestine Economies, Violence and States in Africa'
- V. Rajaram, S. Dutta and K. Parameswaram, 'Sustainable mining practices: a global perspective'
- R. Negi, 'The Micropolitics of Mining and Development in Zambia: Insights from the Northwestern Province'
- M. Tracey, 'The Kimberley Process, Conflict Diamonds, WTO Obligations, and the Universality Debate'

Assessment

1. **Class Discussion:** The class will be divided into six teams. Each team will choose one module and make short presentations at the beginning of the class and lead the discussion during that module, for instance, by suggesting themes that should be covered during that class.
2. **Two Questions:** Each student will submit two questions related to that day's readings/topic prior to the start of class. These could be clarifications on a concept or phrase/ sentences in the material, or opinion-based questions on the broader themes. Grades will be assigned based on the quality of these questions.
3. **In-Class Review:** This involves answering certain questions posed by the instructor based on the readings. These will be administered at various points during the term.
4. **Term Paper/ Literature Review:** : You could either write a term paper (9-10 pages) on a specific issue related to the modules covered in class, or if your dissertation concerns a similar theme (mining, resources, geopolitics, political ecology, land use conflicts, environmental/developmental identities) then you can use the opportunity to work on a literature review. This should take the form of 1) an annotated bibliography and 2) tying the literature together and discussing main emphases, patterns, strengths, oversights etc.

181**Ambedkar University, Delhi (AUD)****Standing Committee on Academic Programmes (SCAP)****Minutes of the 9th Meeting held on 28 January 2014 and 30 January 2014****Agenda Items**

1. Discussion on the new courses offered by the School of Educational Studies (SES) as part of its Masters Programme in Education.
2. Discussion on the new Masters Programme in Early Childhood Care and Education (ECCE), to be offered by the SES.
3. Discussion on the Certificate and Diploma Programmes in ECCE, to be offered by SES in collaboration with Pratham.

Members present:

Chandan Mukherjee, (Chairperson)

Shyam Menon (permanent invitee)

Kuriakose Mamkoottam (Dean, SBPPSE)

Jatin Bhatt (Dean, SD)

Honey Oberoi Vahali (Dean, SHS)

Venita Kaul (Dean, SES)

Shivaji Panikkar (Dean, SCCE, only on 28-01-14)

Manish Jain (SES, special invitee, only on 28-01-14)

Manasi Thapaliyal Navani, (SES, special invitee)

Akha Kaihiri Mao (SES, special invitee)

Sunita Singh (Pratham, special invitee)

Monomalika Dey (SES, special invitee)

Reema Kochar (CECED, special invitee)

Shipra Sharma (CECED, special invitee)

Devika Sharma (CECED, special invitee)

Santhosh S (SCCE, special invitee, only on 28-01-14)

Rajan Krishnan (SCCE, special invitee, only on 28-01-14)

Salil Misra (Dean, SLS, Convenor, SCAP)

AUD: SCAP(9)/28.01.2014 and 30.01.2014

Minutes

1. The faculty of SES presented the outlines of five new courses, as part of the Masters Programme in Education. The programme has already been approved by the Academic Council. The Faculty, SES, presented the following courses to be offered in the 4th semester of the programme:
 - Gender and Education
 - Reading Educational Policies: Contexts and Practices
 - Understanding Teacher and the Practice of Teacher Education
 - Development of Language and Early Literacy
 - Educational Organization and Leadership

The presentations were followed by general discussion. The following suggestions were made:

- Some of the courses were found to be a bit heavy. It was suggested that the course coordinators might consider pruning them to a manageable length so that they may be satisfactorily transacted within a semester.
- While mentioning the time allotted to different sub-themes in the course descriptions, it is better to mention time in terms of hours rather than the number of classes.
- Some courses were found to place a heavy stress on oral presentations, in some cases up to a weightage of 40%. The course coordinators were advised to reconsider this and also the provision of group presentations, which also involves group grading.
- The number of assessment situations should generally not be as high as five and should ideally be reduced to a manageable number.
- In the course descriptions, the assessment scheme can be given in a chart, clearly mentioning the nature of task, expectations and weightage.
- After teaching the course for a semester, the course coordinators should review the course in the light of experiences gained during the teaching of the courses.

With these suggestions, the SCAP approved all the courses and recommended that they be placed at the next meeting of the Academic Council for final approval.

2. The SCAP then took up the new Masters Programme in Early Childhood Care and Education, to be offered by the SES. Before discussing the structure and the outline of the programme, the faculty of SES was asked to address four standard questions related to the programme: a) Does a substantial body of knowledge exist in a particular area of knowledge to justify offering a course? b) Is there sufficient expertise available to transact the course? c) Where are the students going to come from? Is there a demand for the course from the potential learners? d) Where will the students go after completing the programme? Will there be outlets available for them after gaining the expertise in the programme?

After this initial setting of the frame, the faculty of SES made a presentation of the structure of the programme in the light of the questions raised. The Faculty pointed out that there is a critical mass of knowledge available for running the programme.

There is also a demand for it emanating both from the State policy and the society. The objective of the programme is to create professionals in the area of childcare, not just 'baby sitters'. On the feasibility of running this programme, it was pointed out by the SES Faculty that the programme will have an interface with the existing masters programme at the SES and share as many as 24 credits with it.

The presentation was followed by discussion, which focused on the academic issues as well as financial and infrastructural ones. The following suggestions were made:

- Certain concerns pertaining to the field of Psychology, Technology, Child Media and Child Literature could be incorporated into the curriculum structure.
- The programme intends to follow a modular approach and provides students with the option of exiting the programme mid-way after two semesters, with a Diploma. It was suggested that in order to make this modular facility relevant, the basket of courses offered in the first two semesters should be reworked in such a manner that all the courses offered in the first two semesters acquire enough coherence stand on their own. The course offerings in the first two semesters should be such that they should justify the granting of a Diploma.
- The sequencing of the courses should be reworked.
- The credit arithmetic should also be reworked.

The SCAP approved the programme in principle and advised the SES Faculty to revise the programme structure in the light of the suggestions made and present the revised version at the next meeting of SCAP. The School should also undertake a feasibility study of the programme and incorporate broad consultations into it.

3. The SES Faculty then made a presentation on the proposal to launch a Certificate and a Diploma Programme on Early Childhood Care and Education (ECCE), proposed to be launched in collaboration with Pratham. The Certificate Programme is targeted for the trainers already working for Pratham. The idea is to give them an academic degree and use their experience and training in the preparation of training modules for the proposed Diploma programme.

The presentation was followed by discussion. It was observed, that the proposed programmes are very different from the regular academic programmes of the University. The Certificate Programme appears to have a 'training the trainer focus' catering exclusively to Pratham employees. Even the proposed Diploma Programme is unusual in that it is an undergraduate and not a postgraduate diploma. Some discussion and brainstorming is required to accommodate these programmes within the framework of the University. The discussion should broadly proceed along the

lines of how to make these programmes compatible with the University definition of what constitute an academic programme. In their current shape the programmes do not seem to conform to the AUD parameters of a programme.

The SCAP therefore decided to put any decision on this issue on hold as it requires greater discussion and consultation.

The next meeting of SCAP was fixed for 4 February 2014 (Tuesday) at 2 PM.


Safil Misra
Convenor, SCAP

Standing Committee Academic Programmes

(9TH MEETING: 28 JANUARY 2013 @ 12 noon)

AGENDA

- 1. Discussion on new courses and programme to be offered by SES**
- 2. Discussion on new courses to be offered by SCCE.**



**AMBEDKAR UNIVERSITY, DELHI
NEW DELHI 110 006**

Minutes of the Fourth meeting of Board of Studies, School of Educational Studies, AUD

28 November 2013

Fourth meeting of the Board of Studies, School of Educational Studies, AUD was held on 28 November 2013. It was attended by:

Prof. Avijit Pathak, School of Social Sciences, Jawahar Lal Nehru University (JNU)

Dr. Jayshree Mathur, Department of Education, University of Delhi

Prof. Asha Singh, University of Delhi

Mr. Sunil Batra, Shiksharth

Ms. Sunita, Shiksharth

Prof. Salil Mishra, Dean School of Liberal Studies, AUD

Prof. Honey Oberoi, Dean School of Human Studies, AUD

Prof. Venita Kaul, Dean/Director SES

Dr. Abhijeet Bardapurkar, School of Educational Studies

Mr. Akha Kaihrii Mao, School of Educational Studies

Ms. Manasi Thapliyal Nawani, School of Educational Studies

Dr. Manish Jain, School of Educational Studies

Dr. Monimalika Day, CECED/SES

Dr. Rakhi Banerjee, School of Educational Studies

Ms. Devika Sharma, CECED

Ms. Rima Kochar, CECED

Ms. Shipra, CECED

Key Suggestions and Decisions:

The BOS gave following course-wise suggestions:

1. Educational Organisation and Leadership

- Flesh out and elaborate the inclusive and deliberative nature of the course where the idea is not to pass on maxims and instructions around tenets of 'good' leadership.
- Second suggestion was to specify the chunks of readings per unit.

Venita Kaul

- Third was to specify the assessment situations, their weightage and modality in advance.

2. Reading Educational Policies: Contexts and Practices

- The course should give a sense of reading a text hermeneutically besides its ideological, sociological and politics of text based readings. It was clarified to the BOS that the course undertakes hermeneutic reading of policies with attention to the words written / encoded into policy "texts", their interpretation by interest groups and the meanings that emerge through these diverse interpretations of public policy.
- The course may give an assignment to students to comparatively study two policy documents set in different times to develop an awareness of the change in context and terminology along with different junctures of Indian society.

3. Gender and Education

- Add readings from Feminist Philosophy of Science and knowledge construction in unit 1 to strengthen the critique the reason – emotion dichotomy which has already been given space in the readings.
- Give more space to masculinity, growing up as boys and men which are associated with notion of power, aggression, domination and monopoly over resources. Course may include experiences of men who tried to renounce masculinity e.g. Gandhi and Swami Vivekanand.
- Discuss and debate how a 'dominant' feminist choice may not be enabling.
- Give greater clarity about assignments.
- The course may use film based discussions.

4. Understanding Teacher and the Practice of Teacher Education'

- Unit-1 can be looked again in two ways- philosophically or historically. Accordingly the readings may be rearranged. Some readings can also be looked at from the Ontario Institute of education of teacher education programme.
- Unit-2 is interesting
- Unit-4 some more concerns and challenges which are contemporary in nature and of every day nature can be also be included.
- The teacher after having run the course can make changes
- The title can be relooked as 'Understanding about teacher'

5. Development of language and early literacy

- Assignments need not be fleshed out and not necessarily always from each unit. They need to be tentatively sketched to give a sense of the nature of assignments.

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- Unit 2 assignment – language sample analysis – instead of one sample of one child it should include more than one child to understand language development in different contexts.
- There is a strong relationship between language and emotions. Language development is an interplay between intellectual and affect, so it must be reflected in the course. Study of children with a history of exposure to abuse would bring in yet another dimension in understanding language. Referential communication (when infant and adult relate to an object together) is a key component in language development as well as literacy development such as in relating to story books and so on.
- Sylvia Ashton Warner's organic reading must be addressed.
- Readings/ papers by K.A Roskos and D.W. Winicott
- Language and identity may be addressed in unit 2
- Cultural diversity, multilingualism, media influences on language, and visual representation in children's books must be addressed sufficiently in the course

6. M.A in ECCE

- Instead of Child Development, the course must be Development in Early Childhood considering the fact that some students would be opting to exit after first year.
- Working with families must be very practice oriented
- Instead of Mental Health it should be Health and well being. This course should go with Health and Nutrition
- Play and early childhood, art as the basis of education, theatre and education, mistakes children make, how children learn, art and music should form part of the programme
- Instead of having a course titled 'a child with special needs', the course needs to be on 'diversity and inclusion' which would cover a range of topics than just special needs. Self development workshop needs to include the component on 'Knowing yourself'

7. Pratham Professional development

- A shift in approach was suggested to visualise the community teacher as a person with intellect and hence instead of enlightening her it should be empowering her. So, the approach should be to empower the teacher by strengthening their knowledge base and skills and also helping them in theorising the practices.
- In terms of courses it was suggested to include
 - Significance of working with families,
 - Rights and benefits of community,
 - Rights of community workers
 - Diversity and inclusion in place of children with special needs
- Instead of the term "taught courses" one could say "theory courses".

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Ambedkar University, Delhi

Proposal for Launch of a Course

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

1. Title of the Course: Gender and Education
2. Name of the School/Centre proposing the course: School of Education Studies (SES)
3. Programme(s) which this course can be a part of: Masters Programme in Education and open as an elective in other Master Programmes
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester long course
6. Proposed date of launch: Winter 2014 Semester (This course has been offered and taught as an elective course in MA Gender Studies since Winter 2012 but is revised.)
7. Course Team: (coordinator, team members etc.): Manish Jain (coordinator)
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources; Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Given the historic denial of education to girls and women, access to schooling and educational institutions has been the key concern of women's movement. Somewhat naively, it was assumed that education is necessarily empowering. In last two decades, certain space has been given to gender with reference to schooling as evident in a series of education schemes and programmes, discourse around empowerment of women, 'technical' participation in textbook development and gender empowerment exercises and workshops in teacher training workshops e.g. during DPEP. Familial and cultural practices of the community receive far greater attention as forces responsible for education of girls from schooling. This stands in striking contrast to a studied silence about the gendered character of education, schooling and state practices.

If we wish to move beyond 'technical' solutions to questions related to gender equality, then it is imperative that we undertake historical, political, sociological, economic and cultural inquiry into gendered discourse and practices. This would involve making sense of historical and contemporary struggles over meaning, purposes and significance of education. We would need to interrogate relation between patriarchy and socialization, structure of socio-political dominance and inequality that frame educational knowledge. This would involve a critical examination of the embeddedness of gender in structure of textbooks and curriculum, pedagogic practices and interaction, selection of knowledge, teacher attitudes and school as social space.

The proposed course aims to examine education along these lines. It draws upon a wide body of feminist literature and research. The course coordinator has attended interdisciplinary courses in education at University of British Columbia that engaged with questions of gender and feminist work in education. He has drawn upon this literature in his research and writings. He has developed *Diversity, Gender and Inclusive Education* course for NCTE DEIED model curriculum and conducted workshops in this area. He has offered and taught this elective course to MA Gender Studies and MA Sociology students in last two years. Library at AUD and several other libraries in Delhi have a large body of resources that have been accessed to organize reading material for the course.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Semester 4, Elective course; it has been offered and taught as an elective course to MA Gender Studies and MA Sociology students in last two years and may be considered as an elective course in other MA programmes.

10. A brief description of the Course:

This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and labour in colonial and contemporary contexts from the lens of gender. It draws on feminist engagement and critiques of education, schooling and state policies to

probe: how gendered constructions of knowledge and learner shape educational transaction as expressed in curriculum, textbooks and pedagogy. It engages with the historic denial and unequal access of education to girls and women and challenges to this inequality in colonial and independent India. Different national and international policy documents and discourses are examined in the course to take note of how state policies, international institutions, different sections of civil society and the intersecting vectors of gender, class, race, caste and ethnicity shape the policies, initiatives, and programmes for education of girls. This course also analyses formation and experience of schools as gendered spaces that in interaction with other social forces and processes produce masculine and feminine selves with different affective ties with the nation. Different kinds of employment of women in the formal and informal sectors of education are also probed to understand the gendered linkages of education with labour and community mobilization.

11. Specific Requirements on the part of students who can be admitted to this course:

(Pre-requisites or prior knowledge level etc.)

All the students of MA (Education) programme have been introduced to gender in different courses. But the course does not assume any prior knowledge.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Course Objectives:

1. Develop inter-linkages between gendered discourse and practices in larger society and education
2. Understand and examine gendered character of education, schooling and state practices
3. Introduce students to feminist research and debates in the area of education.

Transaction of the course

As developing theoretical and methodological abilities for gendered enquiries in education is the main focus of this course, students will be trained to read feminist literature, researches

and undertake such examination themselves. This course will be taught through a combination of class lectures, individual and group presentations and exercises drawing upon a set of selected readings, policy documents, curriculum, textbooks and quantitative sources. Students would be introduced to the key arguments and different perspectives but they would be expected to develop their own arguments and perspectives. Readings would be examined with reference to their arguments, evidences, methodology and theoretical perspective.

Unit 1: Politics of Education (6 Classes)

- 1.1. Understanding Gender: Concepts and Lived Experience
- 1.2. Conceptualizing knowledge, education and schooling
- 1.3. Exploring contested aims and understandings of education, knowledge and learning; idea of an educated person; how women have grappled with knowledge
- 1.4. Education as a Means of Socialisation and Social Control, (re)/production and transmission of knowledge, learning and social relations, social transformation

Essential Readings for Unit 1:

Geetha, V. (2002). *Gender*. Calcutta: Stree, pp: 1-23, 38-50.

Belenky, Mary et al (1997). 'Introduction: To the Other Side of Silence', in *Women's Ways of Knowing: The Development of Self, Voice and Mind*. New York: Basic Books, pp: 3-20.

Chitty, Clyde (2002). 'Introduction: Perspectives on schooling', in *Understanding Schools and Schooling*, Routledge: London and New York, pp: 1-9.

Burstyn, Joan N. (1980). 'Education and the Ideal of Womanhood', in idem *Victorian Education and the Ideal of Womanhood*, London: Croomhelm, pp: 30-47.

Martin, Jane Roland (1986). 'Redefining the Educated Person: Rethinking the Significance of Gender', *Educational Researcher*, Vol. 15, No. 6, Special Issue: The New Scholarship on Women in Education, June-July, pp: 6-10.

Acker, Sandra (1987). 'Feminist Theory and the Study of Gender and Education', *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education*, Vol. 33, No. 4, Women and Education, pp. 419-435.

Arnot, Madeleine (2002): 'Making the Difference to Sociology of Education: Reflections on Family-School and Gender Relations', *Discourse: Studies in the Cultural Politics of Education*, Vol. 23, No. 3, pp: 347-355.

Mukhopadhyay, Carol Chapnick and Seymour, Susan (1994). 'Introduction and Theoretical Overview', in idem (Ed.) *Women, Education, and Family Structure in India*. Boulder: Westview Press, pp: 1-33.

Unit 2: Gender Inequality and Schooling in India (10 Classes)

2.1 Ideal of educated women: colonial, social reformist and nationalist responses

2.2 Conceptualizing Gender inequality in schooling: Issues of access, enrolment, drop out; Limits of the discourse of access

2.3 Unequal access with respect to formal/non-formal, public/private, rural/urban, caste, tribe, religion and states

2.4 Gender and education in policy discourse in India

2.5 Educating the girl child in the era of globalization: Inter/national Policy Discourse and Initiatives; Role of international donors, Indian State and NGO's

Essential Readings for Unit 2:

Unit 2.1

Chakravarty, Uma (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. New Delhi: Kali for Women, pp: 200-224.

Kishwar, Madhu (1986). 'Arya Samaj and Women's Education: Kanya Mahavidyalaya, Jalandhar', *Economic and Political Weekly*, Vol. 21, No. 17, pp. WS9-WS13+WS15-WS24.

Unit 2.2

Balagopalan, Sarada (2012). 'Does 'Gender' Exhaust a Feminist engagement with Elementary Education?', *Contemporary Education Dialogue*, Vol. 9, No. 2, pp: 319-325.

Kumar, Krishna (2010). 'Culture, State and Girls: An Educational Perspective', *Economic & Political Weekly (EPW)*, April 24, Vol. Xlv, No. 17, pp: 75-84.

Unterhalter, Elaine (2005). 'Fragmented Frameworks? Researching Women, Gender, Education, and Development', in Sheila Aikman and Elaine Unterhalter (eds.) *Beyond*

Access: Transforming policy and Practice for Gender Equality in Education. Oxford: Oxfam, pp: 15-35.

Manjrekar, N. (2003). 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?'. *Economic and Political Weekly*, Vol. 38, No. 43, Oct. 25-3, pp. 4577-4582.

Unit 2.3

Bandopadhyay, M and Subramanian, R (2008). *Gender Equity in Education: A Review of Trends and Factors.* CREATE Pathways to Access, Research Monograph No. 18. New Delhi: NEUPA.

Hasan, Zoya and Menon, Ritu (2005). Chapter 2, *Educating Muslim Girls: A Comparison of Five Indian Cities.* New Delhi: Women Unlimited. (Selection from Mary John)

Paik, Shailaja (2009). 'Chhadi Lage Chham Chham, Vidya Yeyi Gham Gham (The Harder the Stick Beats, the Faster the Flow of Knowledge): Dalit Women's Struggle for Education', *Indian Journal of Gender Studies*, Vol. 16, No. 2, pp: 175-204.

Unit 2.4

Mohan, Nitya and Vaughan, Rosie (2008). Nationhood and the Education of Female Citizen in India, in Shailaja Fennell and Madeleine Arnot (eds.) *Gender Education and Equality in a Global Context: Conceptual Frameworks and Policy Perspectives.* Oxon: Routledge, pp: 181-195.

Selected Excerpts from Mudaliar Commission, Durgabai Deshmukh Committee, Hansa Mehta Committee, Kothari Commission, Towards Equality Report.

Mazumdar, Vina (2008). 'The Making of a Founding Text', in Mary E. John (Ed.) *Women's Studies in India: A Reader.* New Delhi: Penguin, pp: 27-32.

Department of Education (2008). 'Education for Women's Equality: National Policy on Education, 1986', in Mary E. John (Ed.) *Women's Studies in India: A Reader.* New Delhi: Penguin, pp: 322-328.

NCERT (2005). *National Focus Group Report on Gender Issues in Education.* New Delhi: NCERT.

Unit 2.5

Unterhalter, Elaine & Dutt, Shushmita (2001). 'Gender, Education and Women's Power: Indian State and Civil society intersections in DPEP (District Primary Education Programme) and Mahila Samakhya', *Compare: A Journal of Comparative and International Education*, Vol. 31, No. 1, pp: 57-73.

Kumar, Krishna and Gupta, Latika (2008). 'What Is Missing in Girls' Empowerment?', *Economic & Political Weekly*, June 28, Vol. Xlv, No. 17, pp: 19-24.

Balogopalan, Sarada (2010). 'Rationalizing Seclusion: A Preliminary Analysis of a Residential Schooling Scheme for Poor Girls in India', *Feminist Theory*, 11(3), pp: 295-308.

Saxena, Sadhna (2012). 'Is Equality an Outdated Concern in Education', *Economic and Political Weekly*, Vol. 49, No. 47, pp. 61-68.

Sivasubramaniam, Malini (2008). Social Capital, Civil Society and Education for All: A Gendered Lens, in Shailaja Fennell and Madeleine Arnot (eds.) *Gender Education and Equality in a Global Context: Conceptual Frameworks and Policy Perspectives*. Oxon: Routledge, pp: 67-83.

Unit 3: School and Curriculum as gendered spaces and texts (5 Classes)

3.1 Gendered texts: Curriculum and Textbooks

3.2 Teacher attitudes and classroom processes

3.3 Producing the Gendered Self, Nurturing Masculinities and Femininities

3.4 Gender, Nation and Education

Essential Readings for Unit 3:

Unit 3.1

Bhog, Dipta (2002). 'Gender and Curriculum', *Economic and Political Weekly*, Vol. 37, No. 17, April 27-May 3, pp.:1638-1642.

Kalia, Narendra Nath (1986). 'Women and Sexism: Language of Indian School Textbooks', *Economic and Political Weekly*, Vol. 21, No. 18, May 3, pp.: 794-797.

Saigol, Rubina (2000). 'His Rights/Her Duties: Citizen and Mother in the Civics Discourse', in idem, *Symbolic Violence: Curriculum, Pedagogy and Society*. Lahore: SAHE, pp: 129-156.

Pawde, Kumud (2008). 'The Story of My Sanskrit', in Mary E. John (Ed.) *Women's Studies in India: A Reader*. New Delhi: Penguin, pp: 328-336.

Unit 3.2

Bhattacharjee, Nandini (1991). 'Through the looking glass: Gender Socialisation in a Primary School', in T.S Saraswathi (ed.), *Culture, Socialization and Human Development: Theory Research and Application in India*. New Delhi: Sage, 326-335.

Davies, B. (1989). 'The Discursive Production of Male/Female Dualisms in School Settings', *Oxford Review of Education*, 15 (3), pp: 229-241.

Connolly, Paul (2003). Gendered and Gendering Spaces: Playgrounds in the Early Years. In, Christine Skelton and Becky Francis (Eds.), *Boys and Girls in the Primary Classroom*. Berkshire: Open University Press, pp: 113-131.

Unit 3.3

Sangster, Joan (2002). "'She Is Hostile to Our Ways": First Nations Girls Sentenced to the Ontario Training School for Girls, 1933-1960', *Law and History Review*, Vol. 20, No. 1 pp. 59-96.

Vacha Kishori Project Team (2002). 'Pre-Adolescent Girls in Municipal Schools in Mumbai', *Economic and Political Weekly*, April 27, 1643-1646.

Chowdhry, Prem (2005). 'Crisis of Masculinity in Haryana: The Unmarried, the Unemployed and the Aged'. *Economic and Political Weekly*, Vol. 40, No. 49, pp: 5189 – 5198.

Weaver-Hightower, Marcus (2009). Masculinity and Education. In Michael W. Apple et al (ed.) *The Routledge International Handbook of Critical Education*. New York: Routledge, pp: 163-176.

Unit 3.4

Bhog, Dipta, Bharadwaj, Purwa and Mullick, Disha (2011). 'Forging a Vocabulary for the Nation: A Feminist Reading of Language Textbooks', *Economic and Political Weekly*, Vol. 46, No. 19, May 7, pp: 51-59.

Unit 4: Gender, employment and education (3 classes)

4.1 Women's employment in education in India

4.2 Care, teaching and 'feminization' of teaching profession (?)

4.3 Women's participation and employment in Non-formal education, NGOs and movement-based interventions; discourses of women's involvement in community empowerment and school improvement; PTAs/MTAs

Essential Readings for Unit 4:

Karlekar, Malavika (1975). 'Professionalization of Women School Teachers', *Indian Journal of Industrial Relations*, Vol. 11, No. 1, pp. 53-64.

Apple, Michael (2011). 'Teaching and "Women's Work": A Comparative and Historical Analysis', in Richard Arun, Irennee R. Beattie and Karly Ford (eds.) *The Structure of Schooling: Readings in the Sociology of Education*, Thousand Oaks: Pine Forge, pp: 371-381.

Saigal, Anju (2008). 'Community Caretaking and Women Volunteer Teachers in Mumbai Slums', *Economic and Political Weekly*, Vol. 43 No. 42, October 18, pp: 69-75.

13. Assessment Methodology:

S. No.	Task	Expectation	Individual or group	Mode and Weightage
1.	Analysis of gendered character of a social experience/event, cultural text e.g. advertisement, film, song, story	Ability to understand gender as a conceptual construct and lived reality	Group	Oral presentation, 10 %
2.	Analysis of any data set, policy document, curriculum, textbook Unit 2/3/4 (A 2)	Outline theoretical framework, examine chosen text	Group	Oral presentation, 20 %
3.	Questions on selected readings Unit 1, 2, 3 (A 3)	Understanding of key concepts and arguments	Individual	Written, 30 %
4.	A review essay on a theme chosen by the student from the course (A 4)	Overall understanding of the readings, issues, ability to develop and present own perspective and argument	Individual	Written, 30 %
5.	Leading discussion on two readings (A 5)	Summarize key arguments, raise issues for discussion	Individual	Oral, 10 %

14. No. of students to be admitted: 30.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Course would require different policies and textbooks for analysis. At present AUD library has a very small collection of such resources and the course would largely depend on the material collected by the course coordinator. We would also need to collect such resources from NUEPA, JNU, NMML and NCERT.

Mansur Khan!
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*fourth*.....meeting held on.....*28th NOV. 2013*.....and has been approved in the present form.

Venita Kaul
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)

1. **Title of the Course: Reading Educational Policies: Contexts and Practices**
2. Name of the School/Centre proposing the course: School of Education Studies (SES)
3. Programme(s) which this course can be a part of: Masters Programme in Education and open as an elective in other Master Programmes
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester long course
6. Proposed date of launch: Winter 2014 Semester.
7. Course Team: (coordinator, team members etc.): Manish Jain (coordinator)
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Given the public nature of education, it is but natural that a master's programme in education engages with education policies that shape provision, access, purposes, modalities and processes of education. In the light of this significance of education policies, this course builds on several courses in the MA Education programme such as *Education in India: Institutions, Systems and Structures* that have introduced students to 'institutions, systems and structures of education in contemporary India' and certain education policies and programmes.

Drawing on the mandate of AUD as an interdisciplinary Social Science university, this present course 'Reading Educational Policies: Contexts and Practices' draws upon a wide body of literature and concepts drawn from Political Science and Sociology of Education to understand and examine the nature, formation and enactment of educational policies. The course coordinator has a postgraduate degree in Political Science. He has attended interdisciplinary courses in Education Policies at

the University of British Columbia and has engaged with policy questions in his research and writings. He has co-taught several courses at TISS that either specifically focuses on education policies or with constructs of state and civil society. These include: 'Policy, Institutions and Practices' in the M.A. Education (Elementary), 'Polity, Governance and Public Policy' in M.A. (Social Work), 'Civil Society and Development' in M.A. (Development Studies). He has conducted workshops in this area and has organized a collaborative workshop on Education Policy, on the theme of Regulation in Education, with TISS, APU, NUEPA. Library at AUD and several other libraries in Delhi have a large body of resources that have been accessed to organize reading material for the course.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Semester 4, Elective course; it may be considered as an elective course in other MA programmes.

10. A brief description of the Course:

Unlike other courses on education policies that focus on resource allocation, specific plans, key policy recommendations or education planning, this course 'Reading Educational Policies: Contexts and Practices' draws upon literature and concepts drawn from Political Science and Sociology of Education to understand and examine the nature, formation and enactment of educational policies. For this purpose it engages with the contradictory classed, caste and gendered character of the State and its educational policies and asks what are the questions, social categories, resources and meanings from the discourses and practices of wider society that are drawn in the policies/programmes? How do these policies shape social categories and simultaneously position different social groups and individuals within these categories? It attempts to understand and examine educational policies (as texts, discourses, practices and outcomes) with reference to their historical, political and normative contexts, social power relations, mediation through different institutional structures and theoretical frames that guide perception of 'problem(s)' and suggest 'solution(s)' to them. The course aims at developing capacities and skills among

students to situate a policy text or proposal by paying attention to its contexts, processes, institutions, outcomes and effects (both material and symbolic).

11. Specific Requirements on the part of students who can be admitted to this course:

(Pre requisites or prior knowledge level etc.)

All the students of MA (Education) programme have been attended *Education in India: Institutions, Systems and Structures* course. The course assumes some prior knowledge of education policies from this introduction.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Unlike other courses on education policies that focus on resource allocation, specific plans, key policy recommendations or education planning, this course 'Reading Educational Policies: Contexts and Practices' draws upon literature and concepts drawn from Political Science and Sociology of Education to understand and examine the nature, formation and enactment of educational policies. For this purpose it engages with the contradictory classed, casteed and gendered character of the State and its educational policies and asks what are the questions, social categories, resources and meanings from the discourses and practices of wider society that are drawn in the policies/programmes? How do these policies shape social categories and simultaneously position different social groups and individuals within these categories? It attempts to understand and examine educational policies (as texts, discourses, practices and outcomes) with reference to their historical, political and normative contexts, social power relations, mediation through different institutional structures and theoretical frames that guide perception of 'problem(s)' and suggest 'solution(s)' to them. The course aims at developing capacities and skills among students to situate a policy text or proposal by paying attention to its contexts, processes, institutions, outcomes and effects (both material and symbolic).

To develop these capacities, students will be introduced to different theoretical approaches and methods to frame and analyse educational policies. Though the course will draw upon literature, research and cases from different countries, yet it will focus on the specific nature, challenges, issues and debates of educational policy formation in India. Such a focus would

entail discussion on key policies emerging trends and discourses, politics of 'reforms' and restructuring, relationship and interaction among state, international actors, civil society and market, and issues of access, quality and inequality. The course would also examine the knowledge/power relationships among educational policy formation, research and funding. Each unit would use a case study or contemporary debate from India or elsewhere to foreground the key questions to be discussed in that unit.

Course Objectives:

1. Develop a conceptual and theoretical repertoire to read education policies
2. Develop abilities to situate policies in historical, political, ideological and normative contexts
3. Introduce students to research and debates in the area of education policies.

Transaction of the course

This course will be taught through a combination of class lectures, individual and group presentations and exercises drawing upon a set of selected readings, policy documents, curriculum, textbooks and quantitative sources. Students would be introduced to the key arguments and different perspectives but they would be expected to develop their own arguments and perspectives. Readings would be examined with reference to their arguments, evidences, methodology and theoretical perspective.

Unit 1: What is an Educational Policy: Multiple Meanings (3 Classes)

This unit begins with the question what is an educational policy. It discusses different models and understandings of policy such as rationalist and developmentalist, policy as text, as process, action and as policy cycle. It also differentiates between different types of policies: material/symbolic, incremental/rational, distributive/redistributive etc. We look at a series of policy issues and questions for policy analysis. To understand what kinds of questions may be asked by one specific model/perspective and not other, feminist perspective is taken as a case in point in this unit.

Essential Readings: Unit 1 (Total pages 69)

1. Bell, Les and Stevenson, Howard (2006). What is Education Policy? In *Education Policy: Process, Themes and Impact*, New York: Routledge, pp. 7-24.

2. Rizvi, Fazal and Lingard, Bob (2010). Conceptions of Education Policy and Globalizing Education Policy Analysis. In *Globalizing Education Policy*, New York: Routledge, pp: 44-70.
3. Priyam, Manisha (2011). Aligning Opportunities and Interests: The Politics of Educational Reform in the Indian States of Andhra Pradesh and Bihar. PhD thesis submitted to the Department of International Development of the London School of Economics and Political Science, for the degree of Doctor of Philosophy, London, pp: 43-48, 63-66.
4. Lister, Ruth (2000). Gender and the Analysis of Social Policy. In Gail Lewis, Sharon Gewirtz and John Clarke (Eds.) *Rethinking Social Policy*. London: The Open University and Sage, pp: 22-36.

Unit 2: Who makes Educational Policy: Actors and Contexts (8 Classes)

Who are the different actors that participate in the framing and practice of a policy? This question of 'who' frames, participates and influences in policy formulation and implementation would involve understanding the actors: state, civil society, market/private, and international agencies such as World Bank and external funding agencies. We would attempt to understand meanings of these actors both conceptually and historically from different theoretical frames. To examine the changing expectations, roles and relationships of these actors, we would look at some key policy texts, initiatives and proposals made by them and situate them in historical, political, social and ideological contexts. This contextualization may help us develop better understanding of the specificity of a state and ability/interventions of different inter/national actors in influencing it at distinct historical junctures.

Essential Readings: Unit 2 (Pages 69 + 130 = 199)

1. Torres, C.A. (1995). 'State and Education Revisited: Why Educational Researchers Should Think Politically about Education?', *Review of Research in Education*, No. 21, pp: 255-331.
2. Roger Dale (1999). Specifying Globalization Effects on National Policy: A Focus on the Mechanisms, *Journal of Education Policy*, 14:1, pp: 1-17.
3. Bottery, Mile (2000). Education and the Discourse of Civil Society. In *Education, Policy and Ethics*. New York: Continuum, pp: 195-213.

4. Klees, Steven J. (2012). World Bank and Education: Ideological Premises and Ideological Conclusion

Unit 3: Policy Processes (7 Classes)

This unit aims at understanding different theories and models of policy formulation and uses these in understanding policy and its different stages. We begin with the question, what gets conceptualised as 'problem' (and from whose perspective) that requires a policy response to 'solve' it. How this problem identification sets an agenda that may or may not be taken up by the 'political stream' to frame policy. What role do evidence, research, interest-advocacy groups, policy transfers, social power relations and normative frameworks play in opening 'policy window' and policy formulation? What is the understanding of state, market and other social forces in this policy proposal? Who is heard and who remains voiceless in the formulation of policy problem? These questions will be taken up through case studies and debates on low-fee schools, school choice and teacher's work.

Essential Readings: Unit 3 (199 + 127 = 326)

1. Edelman, Murray (1988). The Construction and Uses of Social Problems. In *Constructing the Political Spectacle*. Chicago: University of Chicago Press, pp: 12-36.
2. Tooley, James (2007). Could For-Profit Private Education Benefit the Poor? Some A Priori Considerations Arising from Case Study Research in India. *Journal of Education Policy*, Vol. 22, No. 3, pp: 321-342.
3. Ball, Stephen J. (1993). Education Markets, Choice and Social Class: The Market as a Class Strategy in the UK and the USA. *British Journal of Sociology of Education*, Vol. 14, No. 1, pp: 3-19.
4. Forsey, Martin, Davies, Scott and Walford, Geoffrey (2008). The Globalisation of School Choice? An Introduction to Key Issues and Concerns. In Martin Forsey, Scott Davies and Geoffrey Walford (Eds.). *The Globalisation of School Choice?* Oxford: Symposium Books, pp: 9- 25.
5. Srivastava, Prachi (2008). School Choice in India: Disadvantaged Groups and Low-Fee Private Schools. In Martin Forsey, Scott Davies and Geoffrey Walford (Eds.). *The Globalisation of School Choice?* Oxford: Symposium Books, pp: 185-208.

6. Jain, Pankaj S and Dholakia, H Ravindra (2009): "Feasibility of Implementation of Right to Education Act", *Economic & Political Weekly*, Vol 44, No 25, 20 June, pp 38-43.
7. Jain, Manish and S. Saxena (2010): "Politics of Low Cost Schooling and Low Teacher Salary", *Economic and Political Weekly*, 45 (18): 79-80.
8. Ozga, Jenny (2000). Education: New Labour, New Teachers. In John Clarke, Sharon Gewirtz and Eugene McLaughlin (Eds.) *New Managerialism, New Welfare?*, London: The Open University and Sage, pp: 222-235.

Unit 4: Policy Implementation and Translation (6 Classes)

This unit would focus its attention on the questions of translation and mediation of education policies and programs on the ground. If one set of studies on 'implementation' concentrate on proper 'planning' for implementation to avoid dilution of policy efficiency and wastage of resources and efforts, other studies focus on local institutions and actors who bring in new ideas and practices and in this process 'translate' and mediate the policies. Is this mediation and translation unbridled? Where and in what power to translate or constrain its scope lies? How is expert-subject relationship exercised or challenged and transformed in operationalizing the policy? What are the expected and unintended effects of this policy implementation and what do they tell us about the policy, the field/object of its gaze, the context and its complexity and the reconfiguration of power, state and other actors? These questions will be discussed with reference to case study as well. Students may be asked to look at the experience and practice of NCF 2005 and CCE as an example.

Essential Readings: Unit 4 (326 + 118 = 444; 444/24 classes = 18 pages/class)

1. Dyer, Caroline (1999). Researching the Implementation of Educational Policy: A Backward Mapping Approach. *Comparative Education*, Vol. 35, No. 1, pp. 45-61.
2. Wilson, Fiona (2001). In the Name of the State? Schools and Teachers in an Andean Province. In Thomas Blom Hansen and Finn Stepputat (Ed.) *States of Imagination: Ethnographic Explorations of the Postcolonial State*. London: Duke University Press, pp: 313-344.
3. Priyam, Manisha (2011). Aligning Opportunities and Interests: The Politics of Educational Reform in the Indian States of Andhra Pradesh and Bihar. PhD thesis submitted to the Department of International Development of the London School of

Economics and Political Science, for the degree of Doctor of Philosophy, London, pp: 257-273.

4. Mukhopadhyay, Rahul and Sriprakash, Arathi (2010). Global Frameworks, Local Contingencies: Policy Translations and Education Development in India. *Compare: A Journal of Comparative and International Education*.
5. Sharma, Shubhra (2011). "Empowerment was Never Conceptualized as Entitlement": Problems in Operationalizing a "feminist" Program. In "*Neoliberalism*" as Betrayal: State, Feminism, and a Women's Education Program in India. New York: Palgrave Macmillan, pp: 147-181.

13. Assessment Methodology:

- a) Assignment on Unit 2: 20 %
- b) Analysis of a policy document or a comparison of two policy documents: 30 %
- c) 2 individual and 1 group presentation on readings: 20 %
- d) Group assignment on a policy debate based on student's choice: 30 %

14. No. of students to be admitted: 30.

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Course would require different policies and textbooks for analysis. At present AUD library has a very small collection of such resources and the course would largely depend on the material collected by the course coordinator. We would also need to collect such resources from NUEPA, JNU, NMML and NCERT:


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 *fourth* meeting held on *9th* NOV. 2013 and has been approved in the present form.

Venita Kaul
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)

1. **Title of the Course:** Understanding teacher and the practice of teacher education
2. **Name of the School/Centre proposing the course:** School of Education Studies (SES)
3. **Programme(s) which this course can be a part of:** Masters programme in education
4. **Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate:** Masters level
5. **If it is a stand-alone course, how can it be scheduled?:**(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
6. **Proposed date of launch:** January 2014
7. **Course Team: (coordinator, team members etc.):** Akha kaihrii Mao (course coordinator)
8. **Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):**

There are different conceptions of a teacher. Even within the teacher education discourse, some of the terms associated with the idea of a teacher keep getting used almost in an unthinking, fashionable manner and as easy habit. Thus, building on from the introductory course in teacher education, there is a need to look at and examine these terms more closely so as to situate their usage, histories and various dimensions that shape meanings associated with each of these terms. The similarity or overlap between some of these terms and their mutual differences also need to be identified and engaged with.

Whereas most of the descriptors of a teacher are derived from both culturally prevalent and critical notions, it is the fact and phenomena of the modern school system developing under the supervision of the nation state which brought forth the need for formalized teacher education which then evolved under higher education institutions. This aspect is also important to be looked at because of the contribution of teacher education to the development of education as a discipline.

Further, the assumptions and perspectives (and therefore the components too) in teacher education have evolved and shifted over time and space. This must be seen as still changing, as evident in the pulls and pressures in various directions. For example, the very fact that education remains not only a politically contested terrain but also a still evolving field of study makes even the academics and educationists emphasise different disciplinary areas. Thus when we talk of the underpinnings of teacher education we are likely to come across at least two distinct lines of investigation. One will take us to those historical developments which have provided the background and

rationale of its emergence itself. On the other hand we will find those peculiar circumstances which have given specific colours to the domain in its various avatars. Compare the earlier primacy of psychology with the emergence of sociology in context of teacher education in certain universities. Likewise, one may compare between different perspectives within sociology, economics, philosophy etc. In some cases, if not all, the needs and churning in the polity will influence the perspectives and components in teacher education. How issues related to education and schooling are debated in the wider society and to what extent have they been incorporated in the curriculum for preparation of teachers will impact upon the particular approaches in teacher education. After all, one must not forget that teacher education is also sometimes left to react to the curricular and policy changes which are often given as fait accompli. The course would help students to locate and appreciate the role of teacher education in the MA education programme.

The resources needed for the transaction of the course mainly include research papers, relevant articles and literature, official reports and documents. The list has been provided with course outline. Some literature is available in AUD library, while some more is being procured. The course will be transacted by the SES faculty with some discussion and interactive sessions with practioners in teacher education and school teachers on selected topics/themes. It is envisaged that students will also visit teacher education institutes and schools in order to understand their institutional working, situate both in mutual terms and raise questions for further queries.

9. **If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:**
Semester 4, Optional course, 4 credits

10. **A brief description of the Course:**

The course will look at the different conceptions of a teacher. Thus, building on from the introductory course in teacher education, it will look at and examine some of the terms and conceptions more closely so as to situate their usage, histories and various dimensions that shape meanings associated with each of these terms. It will also try to enable students to explore and understand the life of a teacher.

It will also try to understand the various assumptions and perspectives in teacher education that have evolved and shifted over time and space. This can be seen as still changing, as evident in the pulls and pressures in various directions. In doing so we will try to understand the politically contested terrain which makes even the academics and educationists emphasise different disciplinary areas. It will also look at the Comparison of the earlier primacy of psychology with the emergence of sociology in context of teacher education in certain universities. Likewise, the course will compare between different perspectives within sociology, economics and philosophy of education etc. The course will also engage with questions as to how various relevant issues are debated in the wider society and to what extent have they been incorporated in the curriculum for preparation of teachers. Respective questions and answers will impact upon the particular approaches in teacher education. It will also try to engage with some of the contemporary issues and debates in teacher education.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.)

This is an optional course for students who enroll in the Masters programme.

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Course objectives:

- Locate in history the beginnings of teacher education through the work of some pedagogues
- Understand the teacher from different theoretical/philosophical perspectives
- Help students to understand the 'life' of a school teacher.
- Help in identifying some theorisation and practice in teacher education
- Try to understand the various components of teacher education in relationship with each other
- Introduce students to the emerging issues and different perspectives on contemporary debates in teacher education

Course transaction:

The course would be transacted through classroom interactions involving reading in groups, discussions around selected materials on selected issues and topics. The course would also engage students to work in groups on some selected topics. It will also involve analyzing sections of selected research papers/documents, interaction with practicing school teachers and parents of school students, visits to institutions and lectures by some invitees.

Course contents:

Unit 1: *Teacher and teaching: Theoretical and analytical frameworks:* (4 weeks)

- Locate in history the beginnings of teacher education through the work of some pedagogues
- Understand the teacher from different theoretical/philosophical perspectives

We will try to trace the emergence of and contribution to teacher education through the work of some select personalities from among those who had engaged themselves in an empirical study of children such as Froebel, Pestalozzi, Montessori, Dewey, etc.- the early practitioners in pedagogy and education. We will also try to understand the image of the teacher in the Indian context. For this we will try to understand with the conception of Tagore, Gijubhai Badheka and the Brahminical Gurus and Bhakti saints- and also explore what we know of them and how do we compare their respective images, roles and politics. Linking the development and changing concept of teacher and teacher education the unit will also engage with some theoretical formulations around the role of a teacher through the writings of Gramsci, Giroux, Freire and Apple.

Possible activities: Visit to Mir Ambika, Public schools, Montessori school (if it exists), denominational school/institute/Madarsas

References and Resources:

- Apple, M. W. (1998). Teachers and texts: A political economy of class & gender relations in education. Routledge
- A schoolmaster (2006). A letter to the society of schoolmasters. In Whitehead & Hartley (Eds.) Teacher education: Major themes in education, vol.I. London, Routledge. p. 41-44
- Calderhead, J. (2006). Reflective teaching and teacher education. In Whitehead & Hartley (Eds.) Teacher education: Major themes in education, Vol.IV. London, Routledge. P. 35-47
- Chakrabarti, M. (1988). Teacher education and reflective teaching. In Teacher education modern trends. New Delhi: Kanishka publishers and distributors. P. 143-161
- Entwistle, H. (2008). The place of theory in the professional training of teachers. In Johnson & Maclean (Eds.) Teaching: Professionalization, development and leadership. Springer science. P. 255-262
- Giroux, H. (1988) Teachers as intellectuals: Towards a critical pedagogy-of learning. USA: Bergin and Garvey publishers
http://www.ces.uc.pt/interact/documents/WP14_summary_draft.pdf
- Gramsci, A. (1999). Prison notebooks. London, Electric book company
- Freire, P. (2009) Teachers as cultural workers: Letters to those who dare to teach. Westview press
- Montessori, M. (1978). The secret of childhood. New Delhi, Bombay. Orient Longman. Selected sections
- Pestalozzi, H. (1969). The education of man: Aphorisms. Introduction . New York. Philosophical library. Pp. VII-XII, pp. 29-38
- Philip Aries, P. (1962). Centuries of childhood. Vintage books
<http://www.representingchildhood.pitt.edu/pdf/aries.pdf>

Unit 2: Study 'life'/representation of Teacher: (3 weeks)

- The unit will help students to understand the 'life' of a school teacher.
- The unit will also expose students to some representation of teachers in popular media such as films, novels and other resource materials available.

Daily life schedules vary from teacher to teacher, stage wise, across time and settings (boarding, shifts, rural-urban, private, public and denominational, segregated boys/girls school, etc.). The unit will encourage students to reflect on the questions of where are teachers' lives situated in a complex dynamic of pedagogue-learner

relation, state-society dynamics, web of social relations and structures that shape their classrooms, including the social distance between students and teachers.

This would entail interacting with group of teachers (to understand the teachers' common concerns/issues and day to day challenges in classroom/school/system).

This is critical as, particularly in times of socio-political and cultural shifts, the expectations of different actors/classes from teachers may not only differ but be in conflict with each other. This is significant for teacher education courses as they need to acknowledge the wider challenges being thrown at them.

Possible activities:

Visiting DIETs, BRC, CRC etc. to observe and understand their working (in the first Course we have studied in theory about the working of DIETs, BRCs and CRCs)

Interaction with principals, education officials, parents and teachers to understand their expectations from the role of the teachers (write-up submission of the interaction and their understanding)

References and Resources:

- Hoyle, E. (2006). Teaching; Prestige, status and esteem. In Whitehead & Hartley (Eds.). *Teacher education: Major themes in education*. Vol. IV, London, Routledge. P.164-180
- NIEPA: Towards restructuring Indian Education (1985) on Teacher Vol. I & II
- Palmer, P. J. (1998). The heart of a teacher: Identity and integrity in teaching. In *The courage to teach: Exploring the inner landscape of a teacher's life*. Jossey-Bass. P.9-33, 163-183
- Sclan & Hammond (1996). Who teaches and why: Dilemmas of building a profession for twenty-first century schools. In Guyton, Buttery & Sikula (Eds.) *Handbook on Research on teacher education*. Second edition. New Delhi. P. 67-100
- Winters, M. A (2012). How important are teachers? In *Teachers matter: Rethinking how public schools identify, reward and retain great educator*. New York, Rowman & Littlefield publishers. Inc. p.13-25
- Winters, M. A (2012). Who should teach? In *Teachers matter: Rethinking how public schools identify, reward and retain great educator*. New York, Rowman & Littlefield publishers. Inc. p. 105-129
- *A teacher's dairy/Uttarakhand ki teacher (Azim Premji publication).

Unit 3: Theory and practice in teacher education (6 weeks)

- Introduce students to some theorization and practice in teacher education
- Understand the various components of teacher education in relationship with each other

Having looked at the conception and the felt/representational expressions of the teacher, in this section we will study how distinct theoretical underpinnings of teacher

education lay down their respective rationales and their mutual relationships. In order to do this, students will also be introduced to various components of teacher education courses, in terms of both the theory and the school experience.

References and Resources:

- Apple, M. W. (2006). Markets, standards, teaching and teacher education. In Whitehead & Hartley (Eds.). *Teacher education: Major themes in education*. Vol.V. London, Routledge. P. 17-39
- Barrow, R. (2006). *Teacher education: Theory and practice*. In Whitehead & Hartley (Eds.) *Teacher education: Major themes in education*. Vol.III. New York, Routledge. P. 47-56
- Hirst, P. (2006). The theory-practice relationship in teacher training. In Whitehead & Hartley (Eds.). *Teacher education: Major themes in education*. Vol.III. New York, Routledge. P.57-72
- Sutherland, M. B. (2006). The place of theory in teacher education. In Whitehead & Hartley (Eds.). *Teacher education: Major themes in education*. Vol.III. New York, Routledge. P. 35-46
- Saxena, Asthana, Agarwal & Adaval (1984). *Teacher education: A philosophical analysis*. In *An analytical study of teacher education in India*. Allahabad. Amitabh Prakashan. P. 41-60
- - Economics of teacher education. – p. 103-119
- - Teacher education: A sociological analysis. – P.61-84
- - The psychology of teacher education. – p.85-102

Unit 4: *Contemporary concerns in teacher education* (3 weeks)

- Introduce students to the emerging issues in teacher education
- Familiarise students with different perspectives on contemporary debates in teacher education

While at the surface there seems to be a dearth of well framed theories for teacher education, yet many teacher education courses seem to be working with some imprecise perspectives. We will try to engage with such implicit theories that underpin courses in Teacher Education by examining specific cases. How do these perspectives inform the way teachers are prepared? How are we preparing teachers today in teacher education programmes in India? Its ideological and theoretical underpinnings by analyzing closely NCFTE. There is a perception that school teaching often reflects a re-enactment of the socially archetypical and personally experienced memories from student-life. In this context, we will explore the contribution, or its lack, of the disciplines of psychology, sociology and philosophy towards both the practice of teaching and the perceptions of teachers regarding the same. This is specially relevant in a cultural context where the teacher-taught relationship is majorly defined through the lens of the adult-child dynamics widely

prevalent and accepted in the society. The unit will look at various curriculum frameworks in teacher education. It will also look at the following contemporary issues:

- Reforms/current debates in Teacher education: for instance around the duration of teacher education programmes (2 year/4 year/ integrated programmes, etc.)
- Distance mode teacher education-in-service programme, special teachers for Children with special needs (CWSN)
- Quality concerns, CTET,
- Annual work plans, budgets for Teacher Education (sources- SCERT, UEE/Lucknow road)- MHRD annual reports.
- Enabling of action research for teachers, impact of ICT and pressure of Testing, growing aspect of 'school leadership', every day challenges of a teacher, etc.

Activities: Meet some teachers including a few awardees to understand how they see their Teacher Education programme to have contributed or not contributed to their professional work. Interact with those who have acted as resource persons in in-service programmes

References and Resources:

- Berry & Crowe (2007). Teaching prospective teachers about learning to think like teacher: Articulating our principles of practice. In Loughran & Russell (Eds.). *Enacting a pedagogy of teacher education: values, relationships and practices*. London, Routledge. P. 31-44
- GOI-MHRD (2012) Justice Verma High Power Commission report on teacher education
- Mahony, P. (2006). Teacher education and feminism. In Whitehead & Hartley (Eds.). *Teacher education: Major themes in education*. Vol. IV, London, Routledge. P. 476-496
- NCTE document (2009/10). National Curriculum Framework for Teacher education: Towards preparing professional and Humane teacher
- Ordinance & course of studies: four year Integrated B.A./B.Sc. B.Ed. Course (2009-2010) Regional Institute Of Education, NCERT, Bhopal
- Pring, R. (2006). Universities and teacher education. In Whitehead & Hartley (Eds.). *Teacher education: major themes in education*. Vol. III, London, Routledge. P. 476-496
- Schwartz, H. (1996). The changing nature of teacher education. In Guyton, Buttery & Sikula (ed.) *Handbook of research on teacher education*, 2nd edition. London, Prentice Hall International. P. 3-13

13. Assessment Methodology:

Assessment will be done through class participation and tasks in the class (5% +15%), two assignments (20% each) and semester-end examination (40%). Two essential course assignments would include:

Assignment-1: work on a project based on the institutional visits and and interactions with teachers and parents followed by presentation (submission by the end of Febraury, followed by presentation 2014)

Assignment-2: Writing an assignment on any one chosen topic dealing with a theoretical perspective in teacher education (submission by Second week of April 2014)

End term exams: First week of May 2014

14. **No. of students to be admitted:** A minimum of 5 students who have opted for the course and are in semester 4 of the MA programme

15. **Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:** Discussion and interactive sessions with practicing school teachers, parents and also visit to some educational institutions will be organized when required.

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 ... *fourth* ... meeting held on *28th NOV. 2013* ... and has been approved in the present form.

Venita Kane

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)

1. Title of the Course: Development of language and early literacy
2. Name of the School/Centre proposing the course: School of Educational Studies (SES)
3. Programme(s) which this course can be a part of: Masters Programme in Education
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate:
Masters, PGDiploma, or Certificate
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.) NO
6. Proposed date of launch: January 2014
7. Course Team: (coordinator, team members etc.): Monimalika Day and Devika Sharma
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

Although language is a universal phenomenon it poses several theoretical and practical questions during our time. India is known across the world for its rich cultural and language heterogeneity. It is a multicultural, multiethnic and multi-linguistic nation. In the past decades, access to preschool and primary education has improved remarkably in India and many other nations, however, the level of literacy continues to be a serious concern.

Recent Annual Status of Education Report (Rural), 2012 draws the nation's attention towards an alarming decline in the learning levels of children in India. According to the ASER report, the percentage of all children enrolled in Std. III who cannot read a Std. I level text has increased steadily from 53.4% in 2009, to 54.4% in 2010, to 59.7% in 2011, to 61.3% in 2012. At the same time for children enrolled in government schools, this figure has increased from 57.6% in 2010, to 64.8% in 2011 to 67.7% in 2012. Similarly, the regional report from UNESCO (2010) suggests that there has been a rapid expansion of preschools in the Asia Pacific region between 1997 and 2007. The Gross Enrolment Ratio (GER) in both the primary and the preschool level has increased primarily due to the efforts initiated by the various governments.

Research suggests that literacy skills that children master in the early years has significant influence on educational achievement during the adolescent years and even beyond. Academic skills at entry level are in turn affected by children's abilities and early experiences in preschools and other environments. The evidence underscores the need to inform students completing their Masters in Education regarding the foundations of literacy so they can influence policies and practices to create more enabling learning environments. There are many scholars in the city who are currently engaged in research or teaching literacy courses.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Semester 3. This is a compulsory course for masters students in education and masters students in early childhood care and education (this program will be launched in July 2014).

A brief description of the Course:

This course focuses on one of the greatest wonders in human development-language which is a universal phenomenon. Development of language and early learning capacities of children are inextricably linked. Researchers have only begun to unravel how these intersecting strands operate to foster or undermine development as a whole. Students will have the opportunity to explore the enormous creative potential of language in various forms and begin to study the complex process of language acquisition in young children and its crucial role in promoting literacy. Language development is closely related to children's development in other domains. The relationship between language and other developmental areas will be explored with specific attention to the cognitive and social emotional domain.

Language unfolds in a complex socio-cultural milieu and it is essential to understand the history of how languages have evolved and the status assigned to different languages to fully appreciate the diversity in languages and dialects, in a given society. The relationship between language, though, culture and identity are closely intertwined. In this regard,

students will be introduced to current debates and dilemmas related to children's home language and the language of instruction in classroom.

Specific Requirements on the part of students who can be admitted to this course:

(Pre requisites or prior knowledge level etc.)

There are no pre-requisites. Students must be admitted to the masters program in Education or Early Childhood Care and Education.

10. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): See the enclosed copy of the course.

Course Objectives

This course is designed to enable students to do the following:

1. Describe the process of language acquisition in young children including the growth in vocabulary, structures (phonology, morphology, syntax, and semantics), functions (pragmatics and discourse rhetorics), and acts (receptive, expressive, metalinguistic) in diverse learners (including first and second language learners, dialect diversity, and typical and atypical development patterns).
2. Describe the various socio cultural factors that influence language development and literacy, especially in India.
3. Describe an overview of how young children read and write including phonological awareness, word recognition (phonics and decoding), reading fluency, reading comprehension, spelling (orthography and developmental), and writing mechanics, composition and completion of writing task.
4. Develop a sensitivity and appreciation for the variations in language development especially associated with children from low-income families and traditionally marginalized communities.

Method of course delivery:

This course requires timely and active participation of all students throughout the semester. The instructor will use slides, videos, student team presentations, and small group discussions to facilitate discussions on various topics. Students are expected to engage in critical dialogues on issues of language, culture and identity.

UNIT 1: The sociology of language (2 weeks)

Language and literacy is primarily a process of learning to interact with others. Children acquire language through social interactions thus language usage varies greatly based on social backgrounds, roles of the speaker and the social settings. This unit focuses on the study of various social and cultural factors that influence the process of language acquisition and literacy.

- 1.1 Nature of language, their functions, and the various symbolic systems
- 1.2 Language, culture, and identity (gender, class, caste)
- 1.3 Language and power: A historical overview of sociolinguistic attitudes in India
- 1.4 Diversity of languages, multilingualism, cultural communities especially in reference to India

UNIT 2: Pathways in language development (5 weeks)

Language development unfolds at a rapid pace during the first four years of life. Children across the world acquire the major components of their native language by the time they are three or four. This unit focuses on the study of the theories, the developmental process and the important milestones in language development.

- 2.1 Theories of language acquisition
- 2.2 Phonological Development: Building blocks of speech
- 2.3 Learning to communicate: language development in the first two years
- 2.4 Multiple language learners
- 2.5 Language development through the preschool years (3-6 years)
- 2.6 Language development during the school years

UNIT 3: Language and literacy (4 weeks)

In literate societies children are exposed to varying degrees to literacy in their homes and communities and begin to imbibe the basic forms and functions of literacy at an early age. This unit focuses on the process of learning to engage in reading, writing and decontextualized discourses.

- 3.1 Historical overview of literacy approaches
- 3.2 How young children learn to read and write
- 3.3 Writing and literacy development
 - 3.3.1 Reading, writing, speaking and listening connection
- 3.4 Developing concepts of books, children's literature and comprehension of texts
- 3.5 Emergent literacy
- 3.6 Observing and assessing reading and writing

UNIT 4: Promoting literacy development (3 weeks)

This unit focuses on the various approaches and intervention strategies that have been used to support the learning of reading and writing. The evidence will be examined through a historical lens to help students understand how current approaches have evolved.

- 4.1 Role of children's literature in promoting reading and writing
- 4.2 Explicit instruction and the constructivist approach: Phonics and whole language
- 4.3 Research on developing active literacy environments
- 4.4 Home school partnership for literacy development
- 4.5 Introduction to critical literacy

Readings

Unit 1

Deshpande, Madhav M. (1979), *Sociolinguistic Attitudes in India: an Historical Reconstruction*, Karoma Publishers, Inc., Ann Arbor, MI

Berntsen, Maxine (1973), "The Study of Social Variation in South Asian Languages," In *The Speech of Phaltan: a Study in Linguistic Variation*, Unpublished dissertation, University of Pennsylvania (Excerpt from the dissertation). NCF 2005, pp 36-42

NCF Early Childhood Education 2005 (p. 31-48)

NCF Teaching of Indian Languages, NCERT

Paradis, J., Genesee, F., Crago, M. (2011). Dual Language development and disorders: A handbook on bilingualism and second language learning. Baltimore: Paul H. Brookes. Chapter 1. Language culture connection. pp 27-38

Rogoff, Barbara (1990), *Apprenticeship in Thinking: Cognitive Development in a Social Context*, Oxford University Press, New York

Unit 2

Hulit, M.L. & Howard, M.R. (2010). Born to talk: an introduction to speech and language development. ISBN 02027

Chapter 2: Language Acquisition: A theoretical journey, pp.14-47.

Chapter 4: In the Beginning: Communication development from birth to two years, pp.103-148.

Chapter 5: The Saga Continues: Language development through the preschool years, pp. 157 – 209.

Chapter 6: Taking language to school and into adulthood. Pp215 -283.

McLane & McNamee. (1990) Literacy and relationships, Early Literacy, pp 110-112.

Paradis, J., Genesee, F., Crago, M. (2011). Dual Language development and disorders: A handbook on bilingualism and second language learning. Baltimore: Paul H. Brookes.

Chapter 2. Language cognition connection. Pp. 38 -59.

Chapter 4, Language development in simultaneous bilingual children, pp 59-88.

Unit 3

Kumar, K. Social Character of learning

Krishna, K. Children's language and the teacher.

Morrow, L.M. (2011). Literacy development in the early years: Helping children read and write. Allyn and Bacon. ISBN:013248482.

Chapter 4: Language and literacy development, pp.91 -124.

Chapter 5: How young children learn to read and write, pp.127-157.

Chapter 7: Developing concepts about books and comprehension of text. pp201-235.

Chapter 8: Word study skills and phonemic awareness, 239-276.

Chapter 9: Writing and literacy development, 279-291

Snow, C.E. (1999). Facilitating Language Development Promotes Literacy Learning.; In Effective Early Education: Cross-cultural perspectives, Eldering, Lotty and Leseman, Paul P.M., eds, pp 141-161

Whitehurst, G.J & Lonigan, C.J.(1998) Child Development and Emergent Literacy, Child Development, Vol. 69, No. 3, pp 848-872.

Unit 4

Morrow, L.M. (2011). Literacy development in the early years: Helping children read and write. Allyn and Bacon. ISBN:013248482

Chapter 6: Motivating reading and writing with children's literature: Using children literature in the classrooms, pp161-199.

Chapter 10: Organizing and managing the school learning environment.

Jayaram, K (2008). Early Literacy Project – explorations and reflections part 1: Theoretical perspectives, Contemporary education dialogue, vol. 5, no. 2, pp133-174.

Jayaram, K (2008) Early Literacy Project – explorations and reflections part 2: Interventions in Hindi classrooms, Contemporary education dialogue, vol. 5, no. 2, pp 175-211.

Geetha, V. (2012). Literacy and Reading: A Tamil Experiment. Contemporary Education Dialogue, 9:63. 64-84.

Gupta, R. (2013). More than ABC: Instructional Practices and Children's Understanding of Literacy through English. *Contemporary Education Dialogue*, 10:37. 37-65.

Phillips, R.D., Gorton, R.L., Pinciotti, P., Sachdev, A. (2010). Promising findings on preschoolers emergent literacy and school readiness in arts integrated early childhood settings, *Early Childhood Education Journal*, 38, 111-122.

Assignments

Students need to demonstrate their ability to acquire the information presented in this class and apply the information in real life situations.

Assignment 1: Student team presentations of theories (20 points)

Students will work in teams and focus on studying a specific theory. They will identify the key component of the theory and present the information in class using a poster or audiovisual aids.

Assignment 2: Language sample analysis (40 points)

Students will collect a **language sample** of a two or three year old child while interacting and observing the child for about half an hour. They may take notes or audio tape with permission from the parents. They will complete a structural analysis of the language sample. Next they will comment on the language sample keeping in mind the characteristics of various stages in language development and the theories on language acquisition and the socio-cultural environment in which the child is growing up.

Assignment 3: Create a story book (20 points)

Students will **make one book** to share with their focus child. This book will be developed based on observations and interviews with the family of the focus child. Students will create one of the following types of books. This book will be based on an oral story shared in the home or school. This might be a folk tale passed down through the generations, a story about the child or another family member, or an event that recently happened.

OR

In pairs develop a rating scale to assess a literacy enabling environment based on current research on print rich environments. Apply the scale in two different classrooms (settings) and compare and comment on the two experiences.

Assignment 4: Summary of research articles

Conduct a literature search and identify two articles on recent research related to a topic on teaching children reading or writing. Summarize the information, comment on the intervention based on what you have learned.

11. No. of students to be admitted: The class should not have more than 40 students.
12. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

It is essential for students to spend time observing children in preschools and primary classes to understand the process of language acquisition and literacy. Students will be required to spend approximately 2 hours per week in classroom settings. In addition, they will need to select a target child and get permission from the family to conduct a language analysis. Master copies of the required readings will be placed in the library. Students will be encouraged to conduct library searches for specific topics.

Signature of Course Coordinator(s)

Note:

Monimalika Day

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 *fourth* meeting held on *28th Nov. 2013* and has been approved in the present form.

Benita Kaul

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course on Education Leadership

in collaboration with Shiksharth

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

- **Title of the Course: Educational Organisation and Leadership**
- **Name of the School/Centre proposing the course: School of Education Studies, AUD in collaboration with Shiksharth**
- **Programme(s) which this course can be a part of: Masters Programme in Education**
- **Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters level**
- **If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)**
This course can also be facilitated as a stand-alone semester-long certificate course for practicing and aspiring education leaders.
- **Proposed date of launch: January 2013**
- **Course Team: (coordinator, team members etc.): Shiksharth (represented by Sunil Batra, Sunita Jain and Amita Kaushik) and Manasi Thapliyal Navani (Course Coordinator) at SES, AUD**
- **Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):**

The School of Educational Studies (SES), Ambedkar University Delhi (AUD) and Shiksharth have collaborated to conceptualise, design and transact a course in Education Leadership¹ as

¹ 'Education leadership' is a comprehensive term that includes by definition the gamut of roles performed by the School Head (headmistress, headmaster, principal, school director), Cluster Resource

part of the M.A. Programme in Education offered by SES, AUD. The course will be titled 'Educational Organisation and Leadership'. In addition to growing administrative demands, school leaders are increasingly expected to provide education leadership, enable team development, demonstrate institutional efficiency, and implement a range of government led programmes to impact equitable development. Unfortunately, there are no organized ways of training and guiding heads of schools and the team of education leaders at various administrative levels to take on these responsibilities. Neither are there adequate institutional mechanisms for mentoring, generation of new knowledge and sharing of experiences from reflective research.

The proposed course in Education Leadership is visualised to bridge this gap and to enable a mechanism for meaningful exchange between academic discourse and school practice.

This course will introduce students to the constructs of Education Leadership in the context of the structures and processes designed to facilitate school education in India.

- If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Semester 4, Elective Course course; Can be offered to students from other programmes like MBA from SBPPSE; MA Development Studies/MPhil Development Practice.

- A brief description of the Course:

Access to, design and delivery of education is at the heart of all work related to education. Educational ideas, beliefs and practices require systemic understanding and support at the level of the school, administrative and related institutional structures.

As society becomes increasingly complex and new demands emerge from educational institutions, the need to examine the roles and functions of education leaders becomes equally imperative. From the provision of basic education in government schools to corporate management of private schools, school education in India is undergoing sea changes. Preparation of the education leader to understand the demands of education in the ever changing social matrix is gradually being recognised as an academic and institutional need.

This course is meant to enable students make overt connections between the objectives of educational constructs and the range of structures and processes required to facilitate education. The course will offer opportunities for students to examine

Persons and Block Education Officers, District Education Officers, Managements of Private Schools, Coordinators, Curriculum Coordinators, Supervisors - all functionaries who are meant to provide leadership support for the smooth management of government or private schools or educational programmes run by NGOs.

micro level issues related to the delivery of school education in the context of the macro level challenges of providing education. Through case studies, project work and interpretation of school experiences, it will help students identify the requirements of school education from the perspective of all stakeholders.

The course will also highlight the interplay of multiple influences on the education leader at the school and administrative (or managerial) levels. It will examine popular management perspectives and their applicability in school education in the context of developing a comprehensive picture of leadership styles and approaches. The course will also draw the student's attention to aspects of educational reform and challenges of change facilitation.

- Specific Requirements on the part of students who can be admitted to this course:
(Pre requisites or prior knowledge level etc.)

- Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module): See the enclosed copy of the course.

Course Objectives

The primary objective of the proposed course is to bring to centre-stage the role of education leadership as a catalyst for enduring change in school education, from early childhood to senior secondary school education. The vision for this course is aptly juxtaposed with the Right to Education Act (RtE), 2010 whereby the Government of India has announced the need to train and prepare a professional cadre of education leaders for government and private schools, and education programmes run by NGOs.

The specific objectives of the proposed course in Education Leadership are to facilitate, through the M.A. Programme in Education:

- a cadre of education professionals who would be familiar with the constructs of Education Leadership in India
- foster knowledge development about the role of education leadership in enabling and sustaining meaningful educational practices
- to equip prospective education leaders of government and private schools and NGO led programmes to understand and enable systemic reforms in the Indian education system at micro and macro levels
- to enable integration of a humanistic perspective in education leadership for enduring change at the level of the school
- to facilitate integration of leadership competencies and skills amongst prospective education leaders for effective pedagogical leadership, change facilitation and

education management

- to engage with the potential role of the education leader as a change agent

The specific objectives of the proposed course in Education Leadership are to facilitate, through the M.A. Programme in Education:

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- to facilitate integration of leadership competencies and skills amongst prospective education leaders for effective pedagogical leadership, change facilitation and education management
- to engage with the potential role of the education leader as a change agent

How will the course be transacted?

The proposed course in Education Leadership will be offered as an elective course in the fourth semester of the M.A. Programme in Education offered by SES, AUD, subject to approval from the Board of Studies and Academic Council.

Course transaction will specifically include contact classes, workshops, case studies, reading material, action research, project work, field internship, school visits, films, seminars and reflective journal writing.

The proposed course in Education Leadership will be facilitated by the Shiksharth Team represented by Sunil Batra and Amita Kaushik. The facilitation team may also invite resource people for lectures or workshops for one or more units of the course. Manasi Thapliyal from SES, AUD will coordinate the academic collaboration between SES, AUD and Shiksharth.

Brief Course Description

Access to, design and delivery of education is at the heart of all work related to education. Educational ideas, beliefs and practices require systemic understanding and support at the level of the school, administrative and related institutional structures.

As society becomes increasingly complex and new demands emerge from educational institutions, the need to examine the roles and functions of education leaders becomes equally imperative. From the provision of basic education in government schools to corporate management of private schools, school education in India is undergoing sea changes.

Preparation of the education leader to understand the demands of education in the ever changing social matrix is gradually being recognised as an academic and institutional need.

This course is meant to enable students make overt connections between the objectives of educational constructs and the range of structures and processes required to facilitate education. The course will offer opportunities for students to examine micro level issues related to the delivery of school education in the context of the macro level challenges of providing education. Through case studies, project work and interpretation of school experiences, it will help students identify the requirements of school education from the perspective of all stakeholders.

The course will also highlight the interplay of multiple influences on the education leader at the school and administrative (or managerial) levels. It will examine popular management perspectives and their applicability in school education in the context of developing a comprehensive picture of leadership styles and approaches. The course will also draw the student's attention to aspects of educational reform and challenges of change facilitation.

The proposed course will be taught over 4 months with 4 hours of contact time per week for an estimated time of 60 hours. The course is visualised in 4 units. A proposed outline for each unit with a tentative list of sub-sections is shared below. A previous version of this proposal was shared with a consultative group meeting in November, 2013 at AUD and the Board of Studies, AUD in December 2013. This final version of the proposal includes feedback provided at each stage and incorporates the proposed set of assignments and a list of readings separately for each unit.

Unit I: Context and Constructs of Education Leadership

A. Who is a leader?

- ▲ who do you visualise as a leader?
- ▲ how do leaders emerge?
- ▲ can people be trained for leadership?
- ▲ political and social leaders
- ▲ institutional leaders
- ▲ the context of leadership in hierarchical societies (caste-based, racial and economic)
- ▲ who determines the goals of leadership and how?
- ▲ creating the construct of a democratic leader

B. Why Education Leadership?

1. what is the nature of education?
2. what kind of education do we visualise for children?
3. the education leader in conventional versus facilitative programmes of education
4. rationale and evolution of the role of the democratic education leader
5. the education leader as a change agent
6. creating cadres of education leaders in a school and for multiple schools (collegiality for vertical and horizontal levels of leadership)

C. What all does Education Leadership encompass?

1. administrative leadership
2. the management perspective
3. from management to leadership
4. pedagogical leadership
5. team leadership
6. organisational leadership

D. Education Leadership and Management Processes

1. visioning
2. planning
3. organising
4. monitoring
5. evaluation, feedback and reflection

Assignments:

Profile a 3-5 working days in the life of an education leader (could be the head of a senior secondary or primary school, DIET Principal, Education Officer, SCERT Director). Interpret and analyse the range of experiences that occupy the time and work space of the chosen education leader.

1. In the profile record the time spent at school/work on: specific tasks, preparation work, organisational management, pedagogical tasks, conflict resolution, self development (reading, reflection, note making, discussion groups etc.), teacher development and time spent outside school or work place.

Submission: Week 2

2. What are the social, economic, cultural and institutional contexts of the education leader you have chosen to profile? What are the nature of social, economic, cultural and institutional challenges that this leader encounters at work? How does the leader address each challenge? *Submission: Week 3*

3. The next assignment is divided into two parts. Part A will be completed during the transaction period of Unit I. Part B will be completed in the transaction period of Unit IV. Marks will be given for each part separately.

Part A. From the profile of the education leader you have chosen, interpret the extent to which the ELM processes (visioning, planning, organising, monitoring, evaluation and feedback) are being facilitated by the education leader. Write at least a page for each ELM process and support your observations and interpretations with anecdotes. *Submission: Week 4*

Readings:

Early, P. and Weindling, D.(2004) "A changing discourse: from management to leadership"

Harris, Alma. *Distributed Leadership: Developing tomorrow's leaders*, Routledge, London, 2008

Louis Fischer's interview of Mahatma Gandhi

Meier, D. and Schwarz, P. "Central Park East Secondary School: the hard part is making it happen" in Beane, J. And Apple, M. *Democratic Schools*

Senge, Peter. *The Industrial Age System of Education*, in: *Schools That Learn*, Nicholas Brealey Publishing, London, 2000, pp. 27-58

Stewart, Mathew. *The Management Myth*. <http://www.theatlantic.com/doc/200606/stewart-business>

Tagore's diary writings in Shantiniketan

Unit II: Structures and Processes

A. Context of the Educational Eco-System in India

- types of schools (local body, government, private aided, private unaided)
- school levels (pre-primary, primary, elementary, middle, secondary, senior secondary and composite schools)
- access to schools: geography, demographics, equity
- structures to support schools: administrative, academic
- provisional structures to support schools: community, parents, unions (if any)

B. How are schools led? : Context of the organisation of education in India

1. key policies that influence education in India; what has the impact been of these policies; how are these policies interpreted and implemented?
2. what kind of directives impact school education?; how are these interpreted and implemented
3. curricular 'frameworks': how are curricular frameworks communicated to schools?; how do schools respond to curricular frameworks?
4. training and preparation of the education leader (at the level of the school, cluster, block, district and state): nature of training, background, personal aspirations, institutional aspirations, leadership role, management role, beyond management

Assignments:

Two of the following assignments are compulsory. Choose any two.

1. Map the provision of school education in a district of Delhi NCR, of your choice. Mapping will include:
 - a) a data-based description and analysis of the number of schools in the district according to school types and levels

b) draw an organisational chart of the administrative structures of education in the district

c) draw an organisational chart of at least one private school in the district

Submission: Week 5

2. Design and transact a questionnaire for education leaders to understand how schools develop and implement their vision. In the investigation include the following:

a) what kind of curricular frameworks do schools follow? How do schools receive communication about these frameworks?

b) what kind of training inputs do schools provide to facilitate the curriculum?

c) what specific challenges do the education leaders experience in enabling equitable learning conditions in their schools (with respect to gender, caste and class)?

d) experiences related to the training of the education leaders in the school

e) the vision of the education leaders with respect to the school, the curriculum, teachers, students and parents

Submission: Week 6

3. Source a range of written communication made between the Department of Education and schools. Analyse the communication in the context of frequency, content, intent and relevance. To what extent does this communication enable schools to further the state's vision? *Submission: Week 6*

Readings:

All India School Education Survey, 2007 and 2009 (VIIth and VIIIth, provisional), www.aises.nic.in

Batra, S. "The Construct and Scope of Educational Leadership" in: The Learning Curve, a newsletter from Azim Premji Foundation, Issue XVI, March 2011, pp. 7-12

Directorate of Education, Delhi, School Information, www.edudel.nic.in

Leithwood, K. et al., "Strategic leadership for large scale reforms", in: School Leadership and Management, vol 24, No. 1, February 2004, Carfax Publishing, Taylor Francis Group, London

MCD Education, www.mcdonline.gov.in

Sections of a treatise on qualitative research – to be identified

Unit III: Positioning Education Leadership

A. Situating the challenges of school education from the Education Leadership perspective (at the level of the school, cluster, block, district and state)

- administrative challenges: MDMS, safety and security of children, library management
- pedagogical challenges: language facilitation for enduring language development, use of ICT in the curriculum, integration of performing arts and sports in the curriculum
- teacher development challenges: experiences of a DIET (staffing, reach of schools, calendar, content and transaction of in-service programmes); team focus, interpersonal dynamics, communication and development in a school

B. Educational reform in India: historical perspective, objectives, processes of reform

C. Policies, Acts and Educational Change :

- RtE Act

- People with Disabilities Act

- NCF TE 2009

[interpretations, implementation – field perspectives of education leaders]

Assignments:

1. From Section A of Unit III, choose any one area of school education. Study the context and perspectives of the chosen area through policy documents or relevant readings provided. Visit a school or educational organisation in your district to study the range of field related challenges that the education leaders encounter for the chosen area of study. Situate your observations, data and analysis in the context of the relevant policy/readings. Submit an assignment that will include your understanding of the theoretical construct, policy interpretation, field observation and recommendations. *Submission: Week 10*
2. Choose a policy or act from the list in Section C above. Study the chosen policy. Create a short questionnaire that you would administer with at least 3 education leaders from different educational backgrounds. Investigate:
 - a) their interpretation of the policy/act
 - b) the extent to which they are able to implement recommendations of the policy/act
 - c) the challenges they encounter in the context of the implementation of the policy/act
 - d) recommendations they would make for better implementation of the policy/act

Submission: Week 10

Readings:

Fullan, Michael G. "The evolution of change and the new work of the educational leader", in: Wang Kau-Cheun and Cheng Kai-Ming (ed) Educational Leadership and Change: An International Perspective, Hong Kong University, 1995

Harris, Alma. "School Improvement in Context" in School Improvement: What's in it for schools?, Routledge-Falmer, London, 2002

Quinn, Cheri. L. et al., "Preparing new teachers for leadership roles", in: School Leadership and Management, vol 26, no.1, February 2006, pp. 55-68, Routledge Taylor Francis Group, London

Unit IV: Educational Organisation and Change Facilitation

A. Leading a School

1. systems development perspective
2. financing, budgeting and fiscal management
3. enrollment, catchment area mapping, socio-cultural contexts of families
4. teacher recruitment, allocation, training: pre-service and in-service
5. teacher professional development
6. education leaders at horizontal and vertical cadres
7. administrative, managerial and leadership needs of education institutions

B. Change Facilitation Processes

- change for whom?
- change towards what?
- change management
- change communication
- change reflection
- change facilitation at the micro-level versus macro levels

C. ICT and education

1. objectives of introducing ICT in education?; whose perspective?; who is the beneficiary?
2. the scope of ICT as a catalyst for change and quality
3. Role of ICT in education: school level, curriculum, teacher training, evaluation, school effectiveness, parent education, community exchange and development
4. the agency of the teacher in the context of ICT in education

D. Educational landscape in India in the near and distant future

1. identifying trends: actors, economic influences, social influences, impact of technology
2. policy requirements
3. institutional requirements

Assignments:

1. Prepare a blueprint for a five year educational change facilitation process in a district of your choice. What aspects of change facilitation would you envisage for teacher development, curriculum change, managerial functions, parent and community education? How would you develop roles and functions of key structures and education leaders?

Submission: Week 14.

2. This is Part B of the assignment you did during the transaction period of Unit I. Part B is expected to be completed in the transaction period of Unit IV. Marks are given for each part separately.

Part A: From the profile of the education leader you have chosen, interpret the extent to which the ELM processes (visioning, planning, organising, monitoring, evaluation and feedback) are being facilitated by the education leader. Write at least a page for each ELM process and support your observations and interpretations with anecdotes.

Part B: Create a school improvement plan for a government or private school in a district of your choice. Prepare the plan in the context of the ELM processes. Provide detailed thoughts and prioritise your facilitation processes to include comprehensive change management.

Submission: Week 14/15**Readings:**

Batra, S. "From school inspection to school support", in: Sood, N. Management of School Education in India, NIEPA, Delhi, 2003.

Bottery, M. "Educational leaders in a globalizing world", in: School Leadership and Management, vol 26, no.1, February 2006, pp. 5-22, Routledge Taylor Francis Group, London

Drucker, Peter. "How to make the schools accountable: interview with Albert Shanker", in: Managing the Nonprofit Organisation, Collins Business, New York, 1990, pp. 131-138

MacBeath, J. And McGlynn, A. Self-evaluation: What's in it for Schools?, Routledge-Falmer, London, 2002

Sergiovanni, T. J. "School character, school effectiveness and layered standards", in: Leadership: What's in it for Schools?, Routledge-Falmer, London, 2001, pp. 76-98

Webb, Rosemary. "Leading teaching and learning in the primary school", in: Educational Management Administration and Leadership, vol. 33 (1), 69-91, Sage Publications, London, 2005

- **Assessment Methodology:**

Assessment for the course would entail an emphasis on project work, which includes reviewing case studies, action research, interviewing school heads, seminars and reflective journal writing. The details are enclosed unit wise above.

- **No. of students to be admitted:** It is an elective and there may be an upper limit of 25.
- **Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:**

The proposed course in Education Leadership will be facilitated by the Shiksharth Team represented by Sunil Batra, Amita Kaushik and Sunita Jain. The facilitation team may also invite resource people specifically identified for lectures or workshops for one or more units of the course. Manasi Thapliyal Navani from SES, AUD will coordinate the academic collaboration between SES, AUD and Shiksharth.

Collaboration with schools to facilitate students' interaction with school heads; Shiksharth would provide critical support; case studies from NUEPA Documentation Centre will have to be collated.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its*fourth*.....meeting held on *28th**NOV. 2013*..... and has been approved in the present form.

Benita Karl

Signature of the Dean of the School

**Proposal for Launch of an Academic Programme
(To be approved by the Board of Studies and the Academic Council)**

1. **Title of the Programme:** Proposal for Pratham- AUD Collaborative Professional Development Program
2. **Name of the School/Centre proposing the Programme:** SES - Centre for Early Childhood Education and Development (CECED)
3. **Level of the Programme:** Certificate and Diploma course in ECCE
4. **Full time/Part time:** Part time
5. **Duration of the Programme:**

Certificate course	6 months
Diploma course	2 years

6. **Proposed date/session for launch:** March 2014
7. **Particulars of the Programme Team (Coordinator, Members):**

Prof. Venita Kaul, Director, SES and CECEd, Coordinator

Ms. Shipra Sharma, Project Associate, CECEd, Co-coordinator

Dr. Monimalika Day, Associate Professor, SES, Member

Dr. Reema Kochar, Project Associate, CECEd, Member

8. **Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):**

Research in the recent past has raised the issue of the dearth of professionals in the field of early childhood education. A need has been felt to create a trained resource reservoir of professionals to support the system to meet future demands. Responding to the needs of trained pre-school personnel, Ambedkar University proposes to engage with Pratham Delhi in *developing a certificate and P.G diploma course in ECCE*. Through this collaboration, Pratham Delhi seeks to restructure its community based preschool programme so that children have more access to good quality preschool and a trained human resource in the field of ECCE is created.

The Five Year Strategic Plan 2011- 2016 by MWCD clearly recognises the vital role of universities in capacity building of personnel at various levels in the Ministry as well as those involved directly in implementation and monitoring of ECCE services. A systematic approach to capacity building will go a long way in professionalizing the work of early childhood practitioners.

Also, professional development of teachers and day care providers vary greatly. The qualification of teachers range from 8th grade pass to graduates in the ICDS programme. Professional development ranges from one to three months diploma or 2 years degree course with none or few refresher courses intermittently (which may or may not focus on ECE). This is the current situation in the absence of an efficient regulation system. However, NCTE does prescribe a two year diploma in ECCE which is an integrated programme for preschool and grades 1 and 2, which as per NCTE guidelines is currently the only prescribed model. However, there are at present no course specifications or even provisions for preparation of teacher educators, on whom the quality of the teacher preparation rests. This is now being seen by NCTE as an emerging area of importance, which should be located in the universities or higher learning institutions. While a strong interest is emerging in the country towards promotion of ECCE, the higher education system in India has not really responded to the need. As a result, there is a serious shortage of adequately trained professionals in the field of Early Childhood Care and Education.

In this context of the need for empowered and technically informed pre-school personnel, Pratham Delhi approached CECED, Ambedkar University, Delhi to engage with Pratham in developing a collaborative community based professional development programme which would serve as an innovative model for creating a cadre of informed and skilled ECE personnel. A collaborative approach is envisaged between a field based non-government agency and a university, which would strengthen the relationship between both partners and provide opportunities for mutual growth.

This proposed professional development program is in sync with AUD's vision of promoting social equity and empowerment. While Pratham would have more professionally qualified and capable field based staff and field mentors; CECED, AUD will be able to build a strong community engagement. The vision of school of educational studies is also to bridge the gap between the theory and practice of education in its multiple locations to foster greater convergence between the study of education as a social phenomenon and the preparation of educational professionals.

Facilities available for AUD

Wherever possible, classroom spaces will be utilised for conducting didactic teaching and workshops for certificate course from March onwards till the month of August.

Nature of prospective students

Pratham mentors who would get enrolled for the certificate course are expected to have at least 5 years of experience as an ECCE trainer, but may not necessarily have any formal training/ course on ECCE. In case of the diploma course, candidates need to fulfil the eligibility criteria of clearing the senior secondary examinations with at least 55% marks and also show keen interest in working with young children in their own community setting.

Resources available for AUD

School of Education Studies and Centre for Early Childhood Education and Development has a team of a professor, associate professor, academic fellows, project associates and assistants who have been working in this area from past several years. CECED has an expertise of conducting researches, undertaking training and advocacy activities in the area of Early Childhood Care and Education. In addition to this, collaboration with School of Creative Expression and School of Business Public Policy and Social Entrepreneurship (SBPPSE) will also be explored.

9. Programme Objectives:

1. To create a pool of trained ECE teachers who are qualified and confident to join the Anganwadis or pre-school centres in their local community or set up their own ECE centres.
2. To make available a mixed mode training model which will facilitate access to good professional training to a large number of young community based volunteers who seek to pursue ECE as a career, whether as a teacher or as an entrepreneur, by using their own centers as training sites.
3. To experiment with a training methodology for preparing ECE mentors which will enable them to develop the knowledge and skills related to ECE not only through experiential and participatory pedagogical methods, but also through their active involvement in collaboratively preparing the training modules for teachers with the CECED team as part of their training.
4. To prepare training modules that are technically well informed with state of the art knowledge and yet grounded in terms of communication and content through the active involvement of the mentor trainees.

10. Structure of the Programme:

A two tier model of professional development is proposed with

(a) A 6 month Certificate Course for experienced Pratham mentors to qualify as Teacher Educators for training the teachers, followed by

(b) Two year Diploma course, for Pratham teachers who will get certified to teach in ECE programmes with joint tutoring by AUD faculty and Pratham mentors.

The proposed pedagogical method for both tiers also has the following innovative features:

- a) The Tier 1 training of mentors, who have many years of experience but no formal training, would involve (i) transaction of the curriculum through interactive, dialogic teaching and 'hands on training' sessions with the Pratham mentors so that they develop sound theoretical understanding and can effectively relate theory with practice; and (ii) make development of training modules for training of teachers (i.e. Tier 2) an integral part of the mentors' training, so that the course material developed is user friendly and owned and understood well by the mentors and also reflects a link with the ground realities.
- b) The model of training for the teachers at Tier 2 level would be of a mixed mode design with a strong internship component. The training structure and methodology would be in three parts (a) initial induction training to enable them to start teaching in Balwadi followed by session wise distribution of reading materials/modules; (b) Balwadi based internship in their own balwadis with specific pedagogical practice exercises planned linked to theory. In addition, practice teaching to be carried out on a regular basis and also shared (c) Interactive contact sessions over week-ends by AUD faculty and the Pratham mentors jointly.

- c) A situational analysis and consultation with mentors would be carried out to ascertain the needs of the field functionaries to be trained.

As the course is yet to evolve through consultation with experts in the field of ECCE and in collaboration with Pratham field functionaries so the outline of the course given in the next section is still tentative.

Certificate course for Pratham mentors (6 months)

Total No. of credits: 18

Total No. of courses: 7

- a) Taught Courses: 9 (Total Credits 10)
b) Practical/Workshops: 4 (Total Credits 8)

Type of Courses	Sem1- 3 weeks	Sem2- 3 weeks
Theories/ Taught Courses	1) Child development 2) Theoretical framework and significance of ECCE 3) Early language and literacy 4) Approaches to curriculum development 5) Observing young children's development	6) Diversity, Gender and Inclusion 7) Significance and methods of working with families 8) Developing the self and aspirations as a social entrepreneurs 9) Mentoring and Reflective practices
Field assignment	Visiting any ECCE organisation with specific assignments For example: Mentoring in Pratham Balwadi/ anganwadi	Visit to other ECCE centres with specific assignments
Practicum/ workshop (curriculum development)	Developing course modules for Diploma	Developing course modules for Diploma

PG Diploma course for Pratham Balwadi teachers

Total No. of credits: 32

Total No. of courses: 16

- a) Taught Courses: 16 (Total Credits 16)

b) Practical/Workshops: 7-8 (Total Credits 16)

Type of Courses	Sem1 (8 credits)- 16 weeks	Sem2 8 credits)- 16 weeks	Sem3 (8 credits)- 16 weeks	Sem4 (8 credits)- 16 weeks
Theory/ Taught Courses	1) Child development from birth – 6 years 3) Concept and significance of Early Childhood Care and Education 4) Importance of play 3) Role of music, art and dance in fostering child development	1) Observing young children 2) Early Literacy/ Emergent Literacy 3) Planning the classroom environment 4) Curriculum planning- Lesson planning, Material development	1) Child development from 6 – 8 years 2) Early numeracy & scientific thinking 3) Diversity, Gender and Inclusion 4) Significance of working with families and community	1) Health, Care, and Nutrition 2) Developing the self and aspirations as a teacher 3) Programme planning- Balwadi and Creche 4) Social Entrepreneurship in the community settings
Workshop	Conducting activities for fostering physical, cognitive, language, socio-emotional development	Development of Teaching Learning Material	School readiness activities	
Practicum	Visiting any ECCE organisation with specific assignments For example: Practice teaching in Pratham Balwadi/ Anganwadi	Developing a case study of a young child	Portfolio development- Theme planning	Portfolio development- Theme planning

11. Please list the courses which are common with other programmes/schools.

Child development (MA Education studies)

Early language and literacy (MA Education studies)

12. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

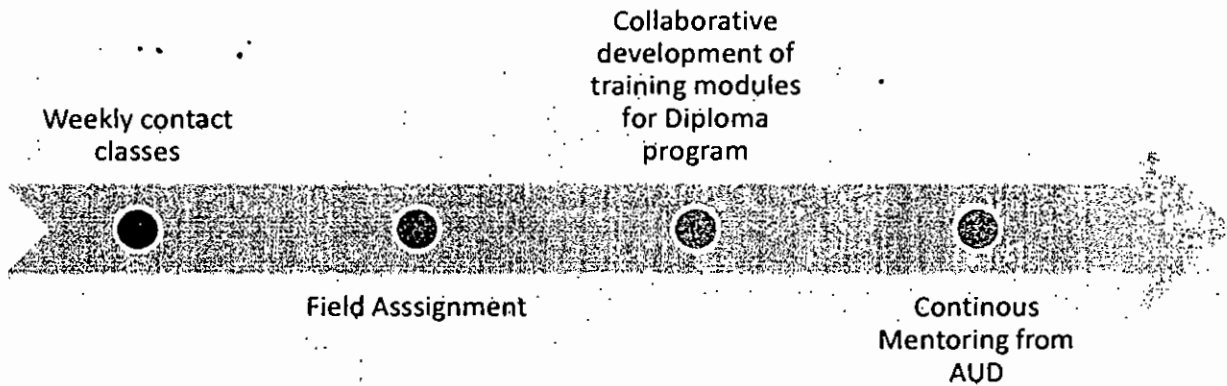
Courses for which course details have been worked out: (attached-Annexure 1)

13. A note on the instructional (curriculum transaction) design for the Programme:

The participants are expected to engage in critical discussions on several issues such as gender, diversity and inclusion in the area of ECCE. Given the powerful role of culture in human interactions, students will be given several opportunities to examine practices through this lens. The field attachment is a crucial component of this program as it would require students to consider the praxis between theory and practice. They will need to demonstrate their ability to apply the knowledge, skills and dispositions they have acquired in real life situations. Simultaneously, they will be expected to theorize the processes that they observe in various early childhood settings.

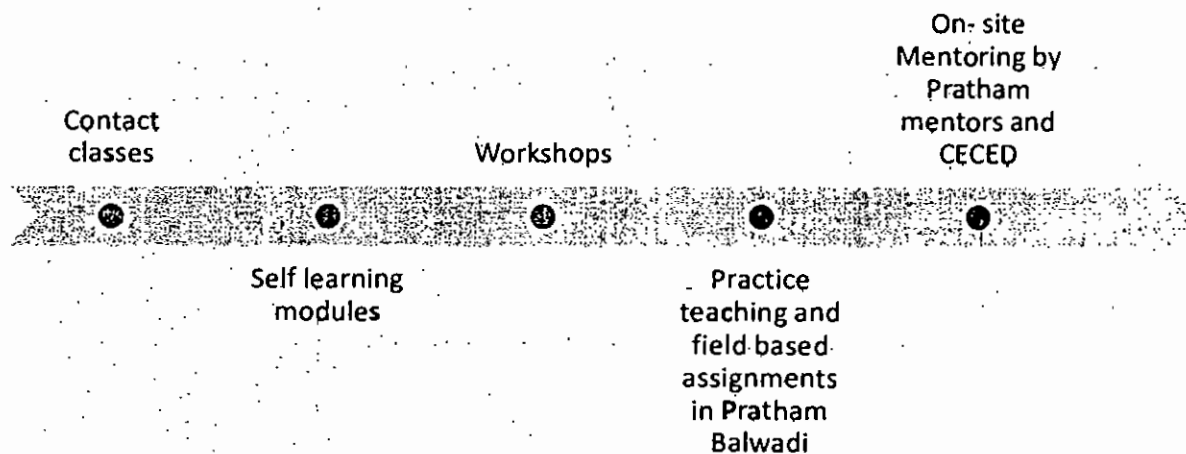
Faculty will create an environment for engaging in difficult discussions related to caste, class, privilege and power to critically examine issues of access, participation, and inclusion. The cognitive dissonance that students experience when they try to connect academic discourse to their practical experience provides a great opportunity to engage them in problem posing, critical reflection, theory building which leads to informed practice. Cultural and professional dilemmas emerge from the point of tangency that occurs when individuals encounter others whose cultural background, beliefs and values are different from their own. Some of the instruction processes suggested by Brookfield (1995), Thorp and Sanchez (1999) and Day, Demulder and Stribling (2010) will be used to help students identify and systematically work through the dilemmas.

Certificate course



The candidates will be rigorously trained over a period of 6 months on the ECCE Curriculum by the experts in the field. The classes would be carried out in a mixed mode with contact classes twice a week and practice based sessions in Pratham balwadis. Regular workshops involving professionals from the field would be held for skill development and developing the course modules for diploma programme. There will be an inbuilt component of Supervision with an Advisor and an advisee, aiding in the process of scaffolding the learning experiences by making changes in the curriculum as per the individual learning requirement.

PG Diploma course



The student teachers would be trained over a period of 2 years on the ECCE Curriculum. The mode of transacting curriculum would be didactic as well as including field inputs on a regular basis. Contact classes will be conducted twice/thrice in a week along with practice teaching sessions and field assignments in their respective Pratham Balwadis. Regular workshops involving professionals from the field would be held for their self and skill development for making the curriculum transaction for young children more effective. There will be an inbuilt component of **Mentoring** between an Advisor and an advisee with a process of scaffolding the learning experiences by making changes in the curriculum as per the individual learning requirement.

Classes for certificate and diploma courses will be organised in Pratham learning centres spanning over five zones in Delhi. ECE centres like Anganwadi's, NGO run balwadis, Pratham balwadis etc. will be selected for conducting practicums for certificate and diploma courses.

14. A note on Practicums/ Workshop/ Field Assignments Components of the Programme:

Workshops: Focus of workshops would be to build and strengthen skills of the candidates as an ECE professional and as mentors. In addition, for certificate course the focus of the workshops would be primarily on course development for diploma programme.

Practicums: Practicums would include components of field based assignments which would include visiting an ECCE program with specific objectives; practice based teaching and classroom assignments. It will provide an opportunity to the candidates to apply the theoretical understanding of the topics into the classroom settings.

15. Assessment Design: Assignments will be designed keeping in mind the principles of performance based assessment. Students will be observed and assessed on various educational objectives identified by the program. Keeping in mind the kind of knowledge and dispositions students are expected to acquire (e.g., end of the semester exams), some of the assignments will focus on knowledge acquisition. In some of the courses, end term examination will also be included. Other assignment will be constructed to assess students' ability to apply the information they have learned to address a problem situation.

16. Additional Faculty Requirement:

- a. Full time: One Project Associate to coordinate
- b. Visiting/Part time/Adjunct/Guest Faculty etc.: Two resource persons

17. Eligibility for admission:

Certificate course	Candidates with Bachelor's degree and at least 5 years of experience as an ECE trainer
Diploma course	Candidates with at least 55% of the marks in the senior secondary (+2) or its equivalent examination will be eligible for admission

18. Mode of selection (Entrance test, Interview, Cut off of marks etc.):

For the *certificate course*, 20 mentors would be selected from a pool of Pratham Balwadi trainers and interviewed. For the *diploma program*, preference would be given to the eligible candidates who will be selected by Pratham from the marginalised communities and are interested in working with children and running an ECE programme for young children in their respective communities.

19. No. of students to be admitted:

Certificate course	20
Diploma course	200

Venita Kaul

Signature of Programme 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. In certain special cases, where a programme 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 *fourth* meeting held on *28th* *NOV.* *2013* and has been approved in the present form.

Venita Kaul

Signature of the Dean of the School

Annexure-1

Course description of Semester I

Courses
Child development (Part of MA Education Studies)
Theoretical framework and significance of Early Childhood Care and Education
Approaches to Curriculum development
Early language and literacy (Part of MA Education Studies)
Observing young children

A Brief description of the Course:

Certificate course: 1st semester

- 1) Child development (Part of MA Education Studies)
- 2) Theoretical framework and significance of Early Childhood Care and Education

Early childhood is a critical period for brain development and other mental faculties. Educators need to be aware of its significance as it lays foundation for lifelong learning, education and development, while also appreciating the unique ways in which young children learn and develop. The course on the theoretical framework and significance of Early Childhood Care and Development builds on core issues of early childhood. The primary objective of the course is to develop sensitivity and understanding of young children and their learning processes. The course helps in developing knowledge, skills and attitudes towards interacting with young children. It also allows the students to understand the significance of ECCE for school education. The course aims at developing understanding on who children are, what they think and how they learn.

3) Approaches to Curriculum development

This course would include important components on curriculum building. This course would help the student in building their understanding regarding principles of curriculum development. It will further impart them with the skills for developing lesson plans and teaching learning material. It will also highlight the importance of play, music and art in fostering development with further special emphasis on early literacy and school readiness.

4) Early language and literacy (Part of MA Education Studies)

5) Observing young children

The course explores the world of children using various developmentally appropriate and culturally responsive 'Observation' strategies. The course would equip the students with variety of observation techniques and recording systems that will provide an opportunity to utilize these practices in developing an understanding a range of child's behaviour and their environment. The course would be divided into two units. The first unit would strengthen the knowledge base of students by establishing theoretical understanding on the importance of observation and assessment, focusing on techniques and methods of recording behaviour. The second unit would focus on skill building and documentation strategies where the students would be involved in assignments and the techniques learnt would be used to observe a child, develop trusting relationships and help plan an appropriate program, environment and activities for an early childhood setting.

Proposal for Launch of an Academic Programme

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

1. Title of the Programme: **Early Childhood Care and Education**
2. Name of the School/Centre proposing the Programme: **SES-CECED**
3. Level of the Programme: **M.A in ECCE (with an exit option after one year)**
4. Full time/Part time: **Full time**
5. Duration of the Programme:

M.A in ECCE

2 years

Students have the option to exit after one year in which case they will only be awarded a PG-Diploma in ECCE

6. Proposed date/session for launch: **July 2014**
7. Particulars of the Programme Team (Coordinator, Members): **Dr. Monimalika Day (Coordinator), Dr. Sunita Singh, Devika Sharma, Dr. Reema Kochar, Professor Venita Kaul**
8. **Rationale for the Programme** (*Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates*):

A significant development in India has been the formulation and approval of National Policy on Early Childhood Care and Education in October 2013. The Policy has immediately given spurt to a range of initiatives by the Ministry of Women and Child Development, Government of India, and supported by international agencies towards strengthening access and quality in Early Childhood Care and Education (ECCE). While these initiatives are very important, a major limitation being

faced in this area is the lack of trained human resource at all levels of implementation. CECED has been engaged with different states such as Bihar, Andhra Pradesh, Rajasthan to help them develop their ECCE curriculum. This has confirmed the perception that there is a dearth of capacity in the system, both in private and public domain and has therefore led to understanding that the need to develop professionals in this field is critical. The National Policy has also emphasized the crucial need for university system to provide for preparation of professionals at various levels in this area. This includes from field level functionaries such as anganwadi workers, preschool teachers to a range of mid level functionaries such as programme managers and administrators. India has a distinction of having the largest Integrated Child Development Services (ICDS) in the world which is currently servicing 76.5 million children below 6 years of age through 1.3 million anganwadi centres. In addition, there is phenomenal growth of the private sector provision in ECCE not only in urban but rural and tribal areas. This is verified from the longitudinal research being conducted by CECED in Assam, Andhra Pradesh and Rajasthan. The study is also highlighting the lack of awareness regarding the nature and significance of ECCE across all stakeholders' categories resulting in dearth of institutional capacity for implementing good quality ECCE programmes in India.

Effective implementation of the National Policy on Early Childhood Care and Education will therefore require professionally competent functionaries at multiple levels including at the anganwadi/ preschool, supervisory level and at the level of management, teacher education, etc. This demand for multi-level professionally competent human resource can only be met if there is sufficient expertise available in the system for which the 12th Five Year plan has also emphasized the need for higher learning institutions to get engaged in this area.

CECED in Ambedkar University Delhi has been functioning since 2009 as a resource centre with focus on evidence based advocacy and quality promotion and capacity building in ECCE. Its research initiatives are contributing significantly to indigenous understanding of ECCE in the country. It therefore has a unique advantage in terms of having an empirical and indigenous knowledge base along with professionally competent faculty in ECCE. It is therefore proposing to respond to this demand for multi-level professionals in ECCE by offering an M.A in ECCE in the forthcoming academic year in collaboration with School of Education Studies.

CECED has the commitment of Sir Ratan Tata Trust to support the development and launch of this programme in academic year 2014-15 for the initial two batches.

Structure of M.A programme

Given the requirements for professionals at different levels, a 2 year, four semesters M.A. in ECCE is proposed with an exit option after 1 year. The 1 year will qualify students for a Post Graduate Diploma in ECCE.

- P.G Diploma in ECCE has been conceptualised to cater to specific demands from the field for informed and professionally competent mid-level functionaries who can ensure developmentally appropriate practices.
- The two year M.A programme will provide an in-depth understanding of early childhood care and education using multiple disciplines – child development, sociology, history, psychoanalytic frame, anthropology, critical pedagogy, and management. The courses will be developed by reviewing existing national and international programmes, and through systematic consultation with experts in the field.

9. Programme Objectives:

The broad objective is to develop an academic and professional programme in ECCE with a view to build capacity and effective leadership in this area of critical importance.

Specific objectives for P.G Diploma in ECCE:

- a. To develop a group of centre/program/school-based professionals who have the necessary knowledge and skills to co-ordinate and administrate programmes in ECCE. These could be supervisors/ managers in Integrated Child Development Services (ICDS)/ preschools; heads of preschools/ crèches/ day care; co-ordinators in preschools; also those interested in setting up their own balwadis/ preschools.

Specific objectives for M.A in ECCE

- a. To deepen the understanding of the relationship between theory and practice through engagement in the discourses of related disciplines.

- b. To develop teacher educators who can successfully and effectively plan appropriate curricula and train early childhood educators.
- c. To develop researchers who understand the purpose and dynamics of research on early childhood and can efficiently design and carry out research in the Indian context.
- d. To develop programme designers and social entrepreneurs in early childhood who understand the needs of all children and can design programmes for overall development of all children.
- e. It caters to the demand in this area for curriculum developers, social entrepreneurs, teacher educators, programme evaluators, and scholars and researchers who can contribute in the indigenous body of knowledge in ECCE.

10. Structure of the Programme:

Total No. of credits: 70 Credits for M.A. in ECCE and 37 Credits for P.G Diploma ECCE

Total No. of courses: 21 Courses including workshops, Field Attachment and internship

- a) **Compulsory Courses:** M.A ECCE - 12 courses (Total Credits 44)
P.G Diploma - 8 courses (Total credits 28)
- b) **Optional/Elective Courses:** M.A ECCE - 3 Electives (12 credits)
- c) **Practical/Dissertation/Internship/Seminar:**
 - M.A ECCE (Workshops, Field attachments, summer internship and dissertation) (Total Credits 14)
 - P.G Diploma ECCE (workshops, field attachments, and summer internship) (9 credits)

A situational analysis will be carried out to gauge the nature of academic courses needed in the field of ECCE. The primary objective of the situational analysis is to ascertain the demand for post graduate diploma and master's programme in ECCE. This will involve review of courses and curriculum in existing training programme. Faculty will deliberate to identify the core values and educational objectives of the program. Finally, the data will inform us regarding the content needed and the participants' preferences on the mode of delivery. Participants will also have an opportunity to review the description of courses planned for each of the programme. The results of the analysis emerging from the data will aid in an effective decision making in designing and launching the academic programmes in ECCE.

M.A in Early Childhood Care and Education/P.G. Diploma in Early Childhood Care and Education						
	Semester-1	Semester 2 P.G Diploma	Semester 2 MA	Summer	Semester 3	Semester 4
Foundation courses	Child development (4)*		Introduction to Educational Research* (4)		State, society and education (4)*	Gender & education (4)*
Core courses	Play and creativity (4)	Language development and early literacy (4)*	Language development and early literacy (4)*		Inclusion of diverse learners (4)	
	Socio-emotional development in the early years (4)	Observing & assessing young children's development (4)	Observing & assessing young children's development (4)			
	Early Childhood Care and Education in India (2)	Developmental basis for inclusive early childhood curriculum (4)	Developmental basis for inclusive early childhood curriculum (4)			
	Developing cognitive concepts & skills in young children (2)					
Electives					Electives (4+4)	Electives (4)
Credits	16	12	16		16	8
Mentoring						
Seminar						
Workshops for PG Diploma (6) Workshops for MA (4)	Self-development	<ul style="list-style-type: none"> • Health & nutrition • Methods and materials • Setting up inclusive ECE programmes • Gender in Education 	<ul style="list-style-type: none"> • Basic research skills training • Setting up inclusive ECE programmes 		Workshops	
Field Attachment (4)	Field attachment in diverse early childhood settings	Field attachment 2 in early childhood education centres		Internship (1 month) Developing a portfolio	Field attachment 3 in one ECCE centre	
Dissertation (6)						Research report and student seminar (6)
				Exit with diploma		

* Shared with M.A in Education Studies

Electives in Semester 3 (<i>any two</i>)	Electives in Semester 4 (<i>any one</i>)
Qualitative Research Methods	Reading Educational Policies: Contexts and Practices
Quantitative Methods	Children's literature
Education leadership and management	Two courses from School of Business, Public Policy & Social Entrepreneurship (2 + 2 credits)
Introduction to Teacher Education	Understanding teacher and practice of teacher education
Infant observation	Theatre and education
Critical literacy	

Tentative streams (electives offered in semester 3 and semester 4)

- *Social entrepreneurship*
- *Teacher education*
- *Research and scholarship in early childhood care and education*

Blurbs for the foundation and core courses

1. Child development:

This course aims at giving students a broad understanding of core issues of developmental psychology, with a special focus on child development. An introduction to major theoretical frameworks, current issues of concern and debates in child development will provide the context to an overview of the extensive theoretical and empirical work in the three aspects of development – physical, cognitive and socio-emotional. These aspects are crucial to understanding the manner in which children function and learn inside and outside the school setting. Students will also be familiarised with the cultural and contextual concerns that have emerged in recent decades and which pose a challenge to mainstream psychology. A critical perspective will thus be introduced by analysing the universal descriptions of developmental within the socio-cultural perspective. The Indian context and the issues of difference and exclusion within it will remain a focus throughout the course. The objective is to enable students to appreciate the extent and depth of understanding that has emerged in the field but also to be able to evaluate it critically and contextually.

2. Play and Creativity:

This course will enable the student to understand the significance of play for the development and learning for a young child. It will help the student understand the link between children's play and development of self regulation, cognition, creativity, language development and social competence. The course will focus on developmental characteristics of play and their inter-relationship with creativity. It will help them distinguish play from other behaviours based on understanding of different theories of play and provide guidance on how play can be used as a medium for help children learn and develop.

3. Socio-emotional development in the early years

This course will explore the social and emotional experiences in the world of young children. Social emotional relationships begin at birth and are evident in the everyday relationship between the children and their social environment. This course will focus on how children make sense of their social world through the development of social and emotional relationships and how it changes as they grow older and create new relationships with social interaction.

4. Early Childhood Care and Education in India

The 2 credit course on Early Childhood Care and Development builds on core issues of early childhood with specific focus on programmes and provisions in India. The course would be divided in 2 modules. The first module would discuss the history of the field while developing an understanding on the significance of ECCE. The second module would highlight various policies and programmes in India, where the discussions would revolve around, the ECCE committees, five year plans and the coverage of ECCE services in India. The course would also engage students in understanding the types of services available for young children, types of programmes, preschools and play ways in India, the ICDS scheme. In addition, some of the critical issues, social realities, policy implications and the linkages of ECCE with primary education will also be discussed.

5. Developing cognitive concepts and skills in young children

This course will focus on the cognitive development of young children and the changes in how they think and learn as they grow. The learning theories will be examined with evidence of children's development in mental reasoning, problem solving, and self-regulation, remembering things, and using their cognitive skills in day-to-day life. Development of cognitive concepts and skills will be examined in the socio-cultural context as active, constructive and dynamic processes.

6. Language development and early literacy

This course focuses on one of the greatest wonders in human development-language which is a universal phenomenon. Development of language and early learning capacities of children are

inextricably linked. Researchers have only begun to unravel how these intersecting strands operate to foster or undermine development as a whole. Students will have the opportunity to explore the enormous creative potential of language in various forms and begin to study the complex process of language acquisition in young children and its crucial role in promoting literacy. Language development is closely related to children's development in other domains. The relationship between language and other developmental areas will be explored with specific attention to the cognitive and social emotional domain.

Language unfolds in a complex socio-cultural milieu and it is essential to understand the history of how languages have evolved and the status assigned to different languages to fully appreciate the diversity in languages and dialects, in a given society. The relationship between language, though, culture and identity are closely intertwined. In this regard, students will be introduced to current debates and dilemmas related to children's home language and the language of instruction in classroom.

7. Observing & Assessing Young Children's Development

This course will focus on informed and systematic planning in order to understand a child's competence across the developmental levels. Observation is the authentic process of intentional and systematic act of looking at the learning and behaviours of the child. The purposes of observation, documentation, and assessment are to support young children and their families. The goal of assessment, based on observation of young children, is the ongoing and continuous process of collecting and documenting information on children's development in order to make informed decisions about planning activities and curriculum and making referrals about special services.

8. Developmental basis for inclusive early childhood curriculum

This course will focus on curriculum planning for all domains of child development. Children's growth in various developmental areas is not uniform and hence, in a day care centre or preschool program, one can have developmental range of several years in social, emotional, physical and cognitive domains. This leads to challenges in determining the developmental abilities of the child and creating developmentally appropriate activities. This course will focus on using skills of observation and listening to plan and organize activities according to developmental needs of children.

9. Introduction to educational research

This course will introduce the concept, methods and process of research in the social sciences with specific reference to the study of education. A thrust of the course is to engage with the nature of educational inquiry and education as an area of knowledge. In doing so, the course will develop basic understandings and skills that would facilitate this process. It will explore the idea of inquiry and the relation between knowledge, theory, practice and research. Along with these explorations, it will enable the students to comprehend and analyse research reports, papers and studies – through a rigorous engagement with actual (and significant) researchers that introduce a variety of methodologies and perspectives for research in education. Developing an appreciation for research, and abilities for identifying research problems and formulating research questions, will be the major concerns of the course. To enhance these abilities, the basic statistical techniques used in education will be introduced. Throughout the course, the group will reflect on the idea of research as an intellectual, ethical and social enterprise. This introductory course on research would support the filed attachment component of the programme and would enable students to conceptualise their dissertation work.

10. State, society and education

The course aims to introduce students to some key ideas and debates around the socio-political context of education and schooling. This course would encourage students to analyse the institutionalisation of education, the socialisation function of schools, debate the relationship between schools and work, explore patterns of educational participation, analyse the role of education in the reproduction of social inequality, and learn about contemporary challenges facing education systems in India. Some critical concerns in the educational discourses, such as exclusion, inequity, justice, democracy, social change, among others, would be addressed through the course. An attempt would be made to initiate students into an inquiry of what constitutes and shapes social relations and educational institutions in the larger context of 'development', particularly in the Indian context, and engage with the changing contours of the nation state, globalising world economy and rapidly transforming cultural landscapes in which education is being recast and (re)conceptualised. The objective of the course is to develop among students a set of conceptual tools to enable identification as well as engagement with issues of power and social justice that bear upon educational practice and ideas. It will do so in such a way as to ensure that students will become familiar with major texts, policy frames etc. in the Indian context and will engage with primary sources as well as secondary interpretations and commentaries.

11. Inclusion of diverse learners

The purpose of inclusive education is to address the needs of all students together in one setting, regardless of their strengths or weaknesses in any area, with the purpose of maximizing the potential of all students. This course will focus on differentiated strategies that address the needs of diverse learners—those with disabilities, from diverse languages and cultures, and from diverse socio-economic backgrounds. The purpose is to reach the diverse learners in a setting and provide appropriate individualized supports and services to all students without the stigmatization that comes with settings that are not inclusive.

12. Gender and education

This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and labour in colonial and contemporary contexts from the lens of gender. It draws on feminist engagement and critiques of education, schooling and state policies to probe how gendered constructions of knowledge and learner shape educational transaction as expressed in curriculum, textbooks and pedagogy. It engages with the historic denial and unequal access of education to girls and women and challenges to this inequality in colonial and independent India. Different national and international policy documents and discourses are examined in the course to take note of how state policies, international institutions, different sections of civil society and the intersecting vectors of gender, class, race, caste and ethnicity shape the policies, initiatives, and programmes for education of girls. This course also analyses formation and experience of schools as gendered spaces that in interaction with other social forces and processes produce masculine and feminine selves with different affective ties with the nation. Different kinds of employment of women in the formal and informal sectors of education are also probed to understand the gendered linkages of education with labour and community mobilization.

11. Please list the courses which are common with other programmes/schools.

- a) Child Development (M.A Education Studies)
- b) Language development and Early Literacy I (M.A Education Studies)
- c) State, Society and Education (M.A Education Studies)
- d) Gender and education (M.A Education Studies)
- e) Introduction to Educational Research (M.A Education Studies)
- f) Introduction to teacher education (M.A Education Studies)
- g) Understanding teacher and practice of teacher education (M.A Education Studies)

- h) Childhood Identity and Society (M.A Psycho-Social Clinical Studies)
- i) Education Leadership and Management (M.A Education Studies)
- j) Qualitative Methods (M.A Education Studies)
- k) 2 courses on social entrepreneurship (M.A Social Entrepreneurship)
- l) Reading Educational Policies: Contexts and Practices (M.A Education Studies)

12. **A note on the instructional (curriculum transaction) design for the Programme:** The classes would be conducted in an interactive mode where readings, videos, case-studies would be shared along with didactic teaching for reflections and active participation. The participants are expected to engage in critical discussions on access and equity. Given the powerful role of culture in human interactions, students will be given several opportunities to examine practices through this lens. The field attachment and internships are a crucial component of this program as it would require students to consider the praxis between theory and practice. They will need to demonstrate their ability to apply the knowledge, skills and dispositions they have acquired in real life situations. Simultaneously, they will be expected to theorize the processes that they observe in various early childhood settings.

Faculty will create an environment for engaging in difficult discussions related to caste, class, privilege and power to critically examine issues of access, participation, and inclusion. The cognitive dissonance that students experience when they try to connect academic discourse to their practical experience provides a great opportunity to engage them in problem posing, critical reflection, theory building which leads to informed practice. Cultural and professional dilemmas emerge from the point of tangency that occurs when individuals encounter others whose cultural background, beliefs and values are different from their own. Some of the instruction processes suggested by Brookfield (1995), Thorp and Sanchez (1999) and Day, Demulder and Stribling (2010) will be used to help students identify and systematically work through the dilemmas.

13. **A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme:**

i. Workshops:

We would focus on self-development and basic research skills training in the workshops.

ii. Field Attachment:

Field attachment is a crucial component of this program designed to immerse students in the field sites to make sense of and reflect on different field experiences in relation to theoretical concepts and principles presented in class. It is also to facilitate thinking about the field analytically and initiate the process of action and reflection. Different organizations working with young children would be called to the University to make presentations to orient the students on the respective work sites. The teachers are expected to facilitate the process in different organisations before and while the students are on the site. A group of 4-5 students would be mentored by each faculty.

Field Attachment 1 is planned for Semester 1 of the programme. Students would be attached to different sites in rotation. Five possible categories of sites are crèches, hospitals, private programs, balwadis, and *anganwadis*. Objective of FA 1 is to orient students to different types of programs in the field of Early Childhood Care and Education. It is expected that students visit the site once every month for a week. In total, students would be in the field for 20 days.

Field Attachment 2 is planned for Semester 2. Keeping in mind the nature of courses in this semester which primarily focus on observation and preparation of curriculum for young children, the field attachment is designed to help students acquire the necessary skills and dispositions needed to engage in these activities. The objective is to enable students understand and reflect on preschool as a programme, the role of teacher, curriculum, and assessment. Students would be sent to preschools for around 15-20 days over a period of four months. Private preschools, *balwadis* run by NGOs, and *anganwadis* are some possible sites for field attachment.

Field Attachment 3 is planned for Master's students in Semester III. The Objective of Field Attachment 3 is to give students an opportunity to specialize in a specific area by giving them the option to choose the type of site where they will complete their field attachment. It is expected that the students will develop will select from a type of setting based on their first year's experience and therefore engage in more advanced discourse on issues relate to that setting. They will be expected to spend 15 to 20 days during the semester.

iii. Internship: During summer 1, Internship has been planned for both Diploma and Masters students. They will be placed for a month in one field site either in hospitals, crèches, *balwadis*, and preschools for an intense, in-depth experience. Different organizations working with young children in different parts of India would be called to the University to make presentations to orient the students on the respective work sites. The students would have specific assignments/questions around which they would study the work of the specific organisation. Each faculty member would be a mentor for a group of students and would mentor a small group, arranging the sites for field placement and also visiting them once to structure their observation and analyses on a specific area of interest. The mentor will work closely with the student to collect information in a systematic way and develop a report. Students will present their observations and reflections in students' seminar and submit the report.

iv. Portfolio:

This is an opportunity for the students to engage in reflective practice and develop a portfolio to demonstrate their growth as a professional after entering the program. In the final semester, students will select their best assignments for each of the standards selected by the program and write a short narrative on how the assignment influenced their knowledge, skills, attitudes and values. They will write a final narrative reflecting on their overall growth during the past year.

v. Mentoring:

The objective of mentoring in this programme is to support students with reading literature and texts, writing, or any other academic issues that arise during the course of the two years programme. A group of four or five students would be attached to a mentor for the two years to guide and help. Each mentor would be required to read per semester at least three papers related to ECCE together with students to bring them closer to the habit of reading, and help connect and relate to other texts available.

Dialogue between mentor and mentees and among mentees, we hope, would enable a culture of listening, sharing, appreciating different perspectives and positions, and learning.

vi. Development of research proposal and students seminar: The Master's students will be required to identify a theme which they would like to explore and study. As per the student's interest area and faculty's specialisation and strength, each student would be paired up with a faculty mentor. Students are expected to develop a research proposal and present it by end of third

semester. They are expected to engage in literature search, and field work, prior to writing the dissertation/report and present it by the end of the fourth semester.

14. **Assessment Design:** Assignments will be designed keeping in mind the principles of performance based assessment. Students will be observed and assessed on various educational objectives identified by the program. Some of the assignments will focus on knowledge acquisition, keeping in mind the kind of knowledge and dispositions students are expected to acquire (e.g., end of the semester exams). Other assignment will be constructed to assess students' ability to apply the information they have learned to address a problem situation.

15. **Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:** Visits would be planned to hospitals, crèches, schools, *Anganwadi* and *Balwadi*'s. These arrangements would be made in liaison with the field experts and the course co-ordinator. (See *field attachment*)

16. **Faculty Requirement:**

1 Professor

1 Associate Professor

2 Assistant Professors

4 Assistant Professors (Adjunct Faculty)

17. **Eligibility for admission /Mode of selection (Entrance test, Interview, Cut off of marks etc.):**

Essential: Bachelors/ Master's degree with minimum 45% marks (or equivalent grade) in any discipline.

Desirable: Minimum of one year's work experience with children.

Merely qualifying in the entrance test and the interview will not entitle candidates to claim the right to admission. They will have to satisfy all the eligibility conditions laid down by the university.

Selection of the candidates to the MA (ECCE) programme will be through a written test and an interview. The written test will carry a weightage of 75% and the interview a weightage of 25%.

Note: Candidates appearing in the final year of any qualifying examination are eligible to apply irrespective of the percentage of scores obtained till the time of application, provided they fulfil the eligibility criteria when the results are declared, which must be submitted to the AUD office before 31st July 2014.

18. No. of students to be admitted: 30 students

Venita Karl for
Programme Coordinator(s)

Signature of

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. In certain special cases, where a programme 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 onand has been approved in the present form.

Venita Karl
Signature of the Dean of the School

**Ambedkar University, Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the 10th Meeting held on 4 February 2014**

Agenda Items

1. Discussion on the restructuring of the masters programme(s) offered by the SCCE.
2. Discussion on the new courses offered in the 4th semester by the SCCE as part of its masters programme.

Members present:

Chandan Mukherjee, (Pro-Vice-Chancellor, Chairperson)

Shyam Menon (Vice-Chancellor, permanent invitee)

Kuriakose Mamkootam (Dean, SBPPSE)

Jatin Bhatt (Dean, SD)

Honey Oberoi Vahali (Dean, SHS)

Venita Kaul (Dean, SES)

Shivaji K. Panikkar (Dean, SCCE)

Moushumi Kandali (SCCE, special invitee)

Rajan Krishnan (SCCE, special invitee)

Sumangala Damodaran (SCCE, special invitee)

Santhosh S. (SCCE, special invitee)

Salil Misra (Dean, SLS, Convenor, SCAP)

Minutes

1. The SCCE faculty presented the outline for the restructuring of the masters programme offered by the SCCE. The Programme has been approved by the Academic Council and is due to complete its first cycle. The need for restructuring arose after feedback from the students and wide consultations among the Faculty. It was felt that the Programme, in its original frame, was more Disciplinary in orientation. A need was felt to create inter-disciplinary openings within the Programme. The interdisciplinary pressures have also come from the field of knowledge, which has experienced a much greater blurring of different artistic fields. Keeping this in mind, the revised programme structure proposes to enlarge the space occupied by the foundational courses and also to make elective courses supportive of foundational ones in their interdisciplinary frames.

The presentation was followed by discussion. The discussion centred on the basic character of the programme. Was it visualized as one programme with four specializations or four different programmes? The implications of both, in terms of advantages and disadvantages, were discussed. Finally the following suggestions were made:

- The proposal for restructuring should be reformulated in such a way that the distinctions between the existing and the proposed are clearly brought out.
- It should be advertised as a single programme. The number of candidates may be increased from the existing 42 to possibly 48 (12x4).
- All the new courses of the restructured programme to be taught in the 1st and the 2nd semester should be approved by the Board of Studies and brought to SCAP. The process of approval can follow a different timeline.

With that the SCAP approved in principle the proposal for the restructuring of the MA programme by the SCCE. The Faculty, SCCE was asked to revise the proposal in the light of suggestions made and submit it to SCAP again.


2. The Faculty, SCCE presented the outline of the following courses to be transacted in the 4th semester of the programme:
 - Art and the Political (two credits)
 - Curation: Theory and Practice (six credits)
 - Indian Language Writings: Vernacular in the Postcolonial Literary Landscape of India (four credits)

The presentations were followed by discussions. The following general suggestions were made:

- The reading list should be more focused and should ideally be divided into essential and more specialized readings.
- In the format of the course outlines, weeks should be converted into hours.
- The assessment scheme should be given as a chart.
- The two-credit courses should ensure that the assessment scheme is not too heavy.

With these suggestions, the SCAP approved the courses and recommended that these be placed before the next meeting of the Academic Council for final approval.

The next meeting of SCAP was fixed for 13 February 2014 (Thursday) at 2 Pm in the Committee Room. The SCAP will discuss the remaining courses from the SCCE and the revised programme structure of MA in ECCE, offered by the SES.


 Sali Misra
 Convenor, SCAP

School of Culture and Creative Expressions
Bharat Ratna Dr. B. R. Ambedkar University, Delhi (AUD)

Date: 7th Jan 2014

Minutes of the 3rd Board of Studies meeting of SCCE held on the 9th December 2013 from 10.00 am to 5.00pm.

The following members were present/not present:

Members of SCCE BOS.

- (1) Dr. Rajan Kurai Krishnan (Asst. Professor) - Present
- (2) Ms. Moushumi Kandali (Asst. Professor) - Present
- (3) Mr. Deepan Sivaraman (Associate Professor) - Present
- (4) Mr. Santhosh. S. (Asst. Professor) - Present

The three teachers of the University not assigned to the School

- (1) Dr. Diamond Obroi (Associate Professor, SLS) - Present
- (2) Dr. Yogesh Snehi (Asst. Professor, SLS) – Absent due to leave.
- (3) Dr. Sumangala Damodaran (Associate Professor, SDS) - Present

Educationalists/professionals, who are not employs of the University and nominated by the Vice Chancellor:

- (1) Dr. Moinak Biswas (Film Studies Department, Yadavpur University, Kolkata) - Present
- (2) Dr. Abhilash Pillai (NSD, New Delhi) - Present
- (3) Ms. Belinder Dhanova (Freelance writer, Delhi) - Present.
- (4) Ms. Shukla Sawant (Art Historian, Associate Professor, School of Art & Aesthetics, JNU, Delhi).
(Absent)

and

Prof. Shivaji K Panikkar, Dean. School of Culture & Creative Expressions, AUD & Chairperson, SCCE, BOS.

1. The first agenda item namely the course details/curricula of the 2nd and 4th semester MA courses of the presently running four programmes at SCCE (1) Film Studies (2) Performance Studies (3) Creative Writing (4) Visual Art was very elaborately discussed.

Post-facto ratification of 3rd semester course of 'sound/music in cinema' was done with a suggestion on reorganizing the course structure.

In general most of the proposed courses and the details of the curriculum were accepted and recommended for implementing. A few of the courses as following were specifically discussed in terms of content and methods of implementing.

The course proposals of MA Visual Art were approved as such and recommended for implementation. The course on art curation for 4th semester Visual Art students was approved after serious deliberations.

Proposed changes in 2nd and 4th semester MA Literary Art programme were approved. While the new course on Vernacular Literature for 4th semester was approved, with a suggestion to

use the nomenclature 'Indian Language Writing'. Similarly suggestions for restructuring the course on comparative literature and Dr. Milind Wakankar is entrusted to undertake this.

The core course 'Art & Social Movements' was elaborately discussed and several suggestions were made to improve the course content; one such was the suggestion to include political as a category in the title.

With regard to MA Performance Study & Film Study courses the details of the curriculum were accepted and recommended for implementing.

2. The proposal for the PhD programme/s in SCCE was presented discussed elaborately. The points that were recommended for additions and reformulations were Pre-dissertation Requirements, The Final Reflective Essay and Research Documentation (or Archiving).
3. The third agenda in the meeting the proposal for revising course structures of all MA programmes in SCCE was discussed and approved. Within this agenda was the proposal for two interconnected MA programmes (1) Performance Studies (2) Performance Making. This proposal was discussed in detail and was also approved.

The meeting ended with Chair thanking the members:

Dr. Rajan Kurai Krishnan

Ms. Moushumi Kandali

Mr. Deepan Sivaraman

Mr. Santhosh. S.

Dr. Diamond Obroi

Dr. Sumangala Damodaran

Dr. Moinak Biswas

Dr. Abhilash Pillai

Ms. Belinder Dhanova

Prof. Shivaji K Panikkar, Chairperson of BOS.

Ambedkar University Delhi**Proposal for the Revision of Academic Programmes of SCCE****(To be approved by Academic Council)**

1. Title of Programme/s: M.A. in Visual Art, M.A. in Literary Art, M.A. in Performance Studies, M.A. in Film Studies

2. Name of the School/Centre proposing the Revision: School of Culture and Creative Expressions

3. Level of the Programme: Masters

4. Full Time/Part Time: Full Time

5. Duration of Programme/s: Two years (4 semesters)

6. Proposed Date for Revised Programme Launch: Monsoon Semester 2014

7. Particulars of Programme Team: Prof. Shivaji K. Panikkar (Coordinator, Programmes), Dr. Milind Wakankar (Programme Coordinator – Literary Art), Dr. Rajan Krishnan (Programme Coordinator – Film Studies), Deepan Sivaraman (Programme Coordinator – Performance Studies), Santhosh S. (Programme Coordinator – Visual Art); Team Members – Benil Biswas, Shefalee Jain, Moushumi Kandali

8. Rationale for Programme Revision: The four MA programs of the SCCE remain independent MA programs since the artistic fields that are being studied or practiced have had a long disciplinary history. At the same time there is an increasing awareness among scholars and practitioners that the boundaries of these artistic fields are increasingly blurring. Internationally the scholarly attention is now focused on moving images becoming part of theatrical space as part of scenography; moving images becoming installations; performative action becoming visual installations and literature attempting graphic novels. All around us moving images, artistic installations and figurations, performative action and evocative writing are blending so easily in creative practices that the present situation places two sets of demands on a pedagogic endeavor: 1 The long history and the philosophical grounds of these practices should be studied independently; 2. The historical and philosophical grounds on which the blurring of boundaries and blending of practices are increasingly staged. In short, an increasing understanding of philosophical and political implications of the journey of arts and literature through twentieth century in all their genealogical strains need to be studied in an interdisciplinary atmosphere. As the vision of the school has precisely anticipated that we are now engaged, after two years of experience, in widening the foundations of inter disciplinarity. Apart from making the three foundation courses common to all students, we seek to make the four elective courses offered each term strengthen interdisciplinary approach by extracting the philosophical implications of the history of each of these art fields. The program revision primarily consists of increasing the credits for foundational courses and making electives supportive of foundational courses in their interdisciplinary theoretical frame.

9. Programme Objectives: (no changes)

10. Programme Content: Theoretical components of each of these programs are extracted from independent core courses to form interdisciplinary foundation and elective courses. The core courses will stress on the formal and historical features of the specific field of art theory/ practice.

11. Programme Structure: There will be seven core courses in each of the MA program each with four credits, with the total of 28 credits. The dissertation submitted in the final term will carry 8 credits. Hence what is specific to the program will have 36 credits of the overall 64 credits. We will reserve 12 credits for the three compulsory foundational courses of the school and create a basket of at least four inter-disciplinary elective courses in each of the term.

12. Status of Development of Course Details (for revised courses): Many of the core, foundational and elective courses are already being taught. There are some courses which are amalgamations of earlier courses. Several new courses are also being designed. Since the whole system will become operational in the academic year 2014-15, we will present all the courses at the BOS at the end of the winter term and subsequently to the SCAP and Academic Council in summer.

13. Additional Faculty Requirement: From the inception of the School there has been an acute shortage of faculty to run the four MA programs. In fact, the mandate of the school to start with eight MA programs was curtailed to four MA programs. Faced with insufficient number of permanent faculty, even after curtailing to four programs the school has been heavily dependent on hiring adjunct and visiting faculty to offer the minimum number of courses. While the situation has to be remedied for the efficient functioning of the school, the present revision of the course structure is planned to ease the need for hiring more adjunct faculty members as has been necessitated by overall resource crunch. Consequently, one significant yield of the program revision exercise is to lessen our dependence on hiring of adjunct faculty, save faculty strength for the new PhD program and other programs that are being incubated. Hence there is no additional faculty requirement envisaged in the exercise of program revision. We expect to save at least about 5 to 6 adjunct hiring for 4 credit courses in a year.

Revised Course Structure of the Four MA programmes**M.A. PROGRAMME REVISION – BASIC STRUCTURE FOR ALL M.A. PROGRAMES OFFERED BY SCCE**

Semester I	Semester II	Semester III	Semester IV
Foundation Course - I	Foundation Course – II	Foundation Course - III	Dissertation
Core Course - I	Core Course – III	Core Course – V	
Core Course – II	Core Course – IV	Core Course - VI	Core Course - VII
Elective- I	Elective – II	Elective – III	Elective – IV

LIST OF ELECTIVES

Monsoon Semester (for Semesters 1 and 3)

1.	Body in the Performative Matrix
2.	Theories on the Avant-Garde
3.	Space and Spectatorship
4.	Lineages of the Contemporary

Winter Semester (for Semesters 2 and 4)

1.	Sensorium: Building and Debris
2.	Modernism: Imprints of the Political
3.	Post Colonialism: Literature and Arts
4.	Aesthetics and Social Stratification

LIST OF FOUNDATION COURSES

1.	Critical Theory
2.	Culture Studies
3.	Theories of Marginality

M.A. VISUAL ART

Semester I	Semester II	Semester III	Semester IV
Foundation Course - I	Foundation Course - II	Foundation Course - III	Core Course - VII <i>Explorations in Concept and Media</i>
Elective - I	Elective - II	Elective - III	Elective - IV
Core Course - I <i>Foundation Art Practice</i>	Core Course - III <i>Explorations in Concept and Media: Archival Research</i>	Core Course - V <i>Explorations in Concept and Media: Curatorial Investigations</i>	Dissertation
Core Course - II <i>Art and Technological Revolution</i>	Core Course - IV <i>Technical Foundation for Digital Media - I</i>	Core Course - VI <i>Technical Foundation for Digital Media - II</i>	

M.A. PERFORMANCE STUDIES

Semester I	Semester II	Semester III	Semester IV
Foundation Course - I	Foundation Course - II	Foundation Course - III	Core Course - VII <i>Performance as Social</i>
Elective - I	Elective - II	Elective - III	Elective - IV
Core Course - I <i>History and</i>	Core Course - III <i>Theories of</i>	Core Course - V <i>Research Methodology:</i>	Dissertation

<i>Historiography of Performance</i>	<i>Performance</i>	<i>Performance as Research</i>	
Core Course – II <i>Performance Making Foundation: Exploring Body, Space, Sound Objects and Media</i>	Core Course – IV <i>Modern Indian Theatre and Contemporary Performances</i>	Core Course – VI <i>Theories of the Modern and Postmodern/Past dramatic</i>	

M.A. LITERARY ART

Semester I	Semester II	Semester III	Semester IV
Foundation Course - I	Foundation Course – II	Foundation Course - III	Core Course – VII <i>Indian Language Writings</i>
Elective – I	Elective – II	Elective – III	Elective – IV
Core Course – I <i>Concept Development and Experimentation - I</i>	Core Course – III <i>Comparative Literary Studies: Introduction to Genealogical Research</i>	Core Course – V <i>Concept Development and Experimentation – III</i>	Dissertation
Core Course – II <i>Forms of Life/Forms of Literature</i>	Core Course – IV <i>Concept Development and Experimentation - II</i>	Core Course – VI <i>Strategies of Creative Writing</i>	

M.A. FILM STUDIES

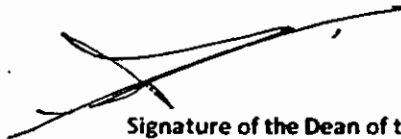
Semester I	Semester II	Semester III	Semester IV
Foundation Course – I	Foundation Course – II	Foundation Course – III	Core Course – VII <i>Stardom and Film Industry</i>
Elective – I	Elective – II	Elective – III	Elective – IV
Core Course – I <i>Evolution of Cinema as Language</i>	Core Course – III <i>Cinema, Narrative, Psyche</i>	Core Course – V <i>Images and Signs in Cinema</i>	Dissertation
Core Course – II <i>Sequence and Script Analysis</i>	Core Course – IV <i>Cinema in India: Nation and Region</i>	Core Course – VI <i>Facets of Indian Cinema</i>	

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. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendations of the Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 9th December 2013 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)

1. Title of the Course: **INDIAN LANGUAGE WRITINGS : VERNACULAR IN THE POSTCOLONIAL LITERARY LANDSCAPE OF INDIA**
2. Name of the School/Centre proposing the course: **School of Culture and Creative Expressions**
3. Programme(s) which this course can be a part of: **M.A. Literary Arts**
4. Level at which the course can be offered: **Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters**
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
 - a. **Semester-long course**
6. Proposed date of launch: **January 2014**
7. Course Team: (coordinator, team members etc.) **Moushumi Kandali**
8. **Rationale for the Course** (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
 - **To introduce the students of literary arts to the stream of Indian Language writings and give insights to the parallel strand of the 'vernacular' by familiarizing them with the critical debates and issues around the concept of vernacular literature in India. Problematizing the notion of the 'vernacular/ regional/ bhasha' in its linguistic , literary, political and cultural contexts the course will initiate the student into a complex yet vibrant realm in the Indian Literary landscape.**
 - **Highlighting the multilingualism and plurality of Contemporary/ modern Indian literary landscape with this specific thrust in the vernacular through historical understanding of the interconnectedness of literary movements and developments, the course will enable the students to move beyond essentialist notions of Indian culture/ literature exploring**

the inter linkages as well as the differences and contradictions within the vast Indian linguascape .

- The course will attempt to create critical consciousness among the students as emerging writers/ cultural practitioners about the complex dynamics and debates, meditations and mediations between English language writing and Indian Language writings thereby creating avenue for a neutral unbiased equidistant third space as against the binary dichotomous positions of " Vernacular as Tractor Arts as opposed to English " Vs " Vernacular as the Authentic Voice as opposed to English".

9. Specific Requirements on the part of students who can be admitted to this course:

- a. (Pre requisites or prior knowledge level etc.)

10. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:

- a. Semester IV Core

11. A brief description of the Course:

The main thrust of the course will be the critical probing into the complex dynamics of contemporary/ modern Indian literary landscape to map the rich and diverse manifestations of Indian language writings. Situating the vernacular in the historical contexts of orality to the written tradition spread over a vast span of time, the course will attempt to understand the current schemata of vernacular writing through the evident transitions/ transmutions and ruptures due to the colonial and post colonial implications. The course will attempt to map the Indian literary landscape within the intricate relation between English and vernacular in post colonial contexts as simultaneously overlapping and dichotomous thereby further exploring the hybridism and chasms, fluidity and the fixed points . The main objective of the course is to enable certain critical self reflexivity among the students as emerging writers and cultural practitioners to understand their predicament and role within this complex post colonial literary landscape of India.

12. Specific Requirements on the part of students who can be admitted to this course:

a. (Pre requisites or prior knowledge level etc.)

b. n/a

13. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

a. Attached.

14. Assessment Methodology:

Weekly Review papers: 40%, Classroom Participation: 20%, Term end paper: 40%

15. No. of students to be admitted: 15 (Maximum)

16. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

a. Table-top/ overhead projection facility.

Signature of Course Coordinator(s)

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

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

Recommendation of the School of Culture and Creative Expressions:

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

UNIT WISE DIVISION THROUGH WEEK WISE BREAKS.

DIVISION 1 : The historical and conceptual backdrop

Unit 1. (Week 1)

Introduction to the subject through problematizations of the term “vernacular,” as a notion/ ‘word with pejorative etymological connotations, and touched with the whiff of inferiority’ (Makarand Paranjpe). Initiation to the Rushdie / Naipaul debate with further critical probing into the issue drawing upon the British language / Educational policy , Macauley’s Minutes and Nationalist pro -vernacular debates . Discussions about Power language versus the vernaculars and various points of contestations and interconnectedness, assimilations and dissemination. Attempts of vernacularization of English in the Indian literary experiments.

Unit 2. (Week 2)

Focus on the Cultural Imagination of an emerging Nation : Theoretical formulations of the “ Indian Literature” through region specific vernacular writings of Indian languages. Discussions about attempts to theorize the category of “ Indian Literature” by likes of P P Raveendran, Sisir Kumar Das, Aijaz Ahmed and others and the subsequent counter position/ counter discourse. Deliberations upon the culture/ region specific vernacular public sphere and the role played by vernacular writings within that collective sphere.

Unit 3. (week 3)

Institutional support. Role played by Rastriya Sahitya Academi and other allied institutions and organizations hosting literary festivals and programmes. Simultaneous discussions about the role of pedagogy and pedagogical policies & tools in the national curriculums.

Unit 4. (Week 4)

Reception and circulation of the vernacular writings within India and abroad through translation.

Week 5, Day 1 : First Assessment Situation

DIVISION II : Mapping of the vernacular / Indian language writings through various entry points.

Unit .5. (Week 5, Day 2 to Week 10)

Introductions to various manifestations of Indian language writings and their trends / currents / issues/ ideas through discussions about certain region/culture specific vernacular linguascapes such as Asomiya, Bengali, Hindi, Marathi, Tamil, Malayalam etc. Discussion would revolve around the idea of vernacular spheres as vanguards of Indian literary modernity and prima sites for progressive reflexions of socio-political realities and resistance to disparity/ discriminations.. Parallel discussion about the emergence of newer trans-regional trans- cultural vernacular writing like Dalit literature.

Week 11. Day 1 : Second Assessment Situation.**Unit 6. (Week 11 , Day 2 & Week 13)**

Experimentations and Interpolation /cross-fertilization through responsiveness to international trends. Discussion through certain entry points to the subject matter such as the Hungry Generation Bengali Poetry movement , the trend of Protikvadi Asomiya Kovita, feminists engagements of different women writers such as Ambai, Ismat chughtai and others ,or the Marxist/ communist/ socialist writings of Hindi Pragatishil writers of the 1930s.

Unit 7. (Week 14 & 15)

The last unit will attempt to look at the literary construction of a Subjectivity/ Selfhood in the vernacular sphere within the larger socio/political/cultural contexts of the regional/ national/ international in the existentialistic predicament of a colonial /post colonial, modern/ traditional, rural / urban complexities embedded with conflicts, dilemmas and ironies. The entry points to this deliberation would be three significant short fictions from the modern Indian Language writings namely "Warren Hasting Ka Shand" by Hindi writer Uday Prakash , " A Horse for the sun" by Kannada writer U R Anantamurthy and " Volatile Electron" by Asomiya writer Saurabh Chaliha. (**The primary texts are subject to change if required by the instructor.**)

Week 16:- Third Assessment Situation.

Assessment : There will be three assessment situations which would draw both from the regular class room discussions and interactions/ participation by the students and three

specific paper presentations given as assignment on certain topic within the area of study and further deliberations on the presented paper in form of dialogic questioning and queries.

READING LIST

Primary Texts

1. Poems by Bengali Hungry Generation poets. (4 to 6 poets)
2. Poems by Assamese Symbolist poets. (4 to 6 poets)
3. Fiction by Hindi Progressive writers. (maximum 3)
4. Feminist fiction by Women writers like Ambai, Ismat Chughtai, Mahasweta Devi, Indira Goswami. (Suggested anthology : The Inner Courtyard; Stories by Indian women. Ed. Laxmi Holstrom. Rupa & Co. 1991.)
5. Fiction by Uday Prakash.
6. Fiction by U R Ananthamurthy.
7. Fiction by Saurabh Kumar Chaliha. (suggested anthology : Best of Indian Literature . 1957-2007. Four Volumes. Ed. Nirmal Kanti Bhattacharjee and A J Thomas. Sahitya Akademi. New Delhi. 2012.

The Primary texts are subject to change as per requirements by the instructor .

Texts for theoretical/ conceptual/ historical frames

8. *Indian English and Vernacular India: Contexts and Contexts*. Co-edited by Makarand Paranjape and GJV Prasad). New Delhi: Pearson Longman, 2010 .
9. Nalini Iyer, Bonnie Zare, eds. *Other Tongues: Rethinking the Language Debates in India*. Amsterdam: Rodopi, 2009.
10. Subramanian Shankar. '*Flesh and Fish Blood: Postcolonialism, Translation, and the Vernacular*,' Flashpoints, University of California Press. 2012.
11. Vaidehi Ramanathan. *The English Vernacular divide, Language politics and Practice*. University of Pennsylvania. USA 2005.
12. Meenakshi Mukherjee. *The Perishable Empire*. Oxford University Press. New Delhi. 2000.

13. Paranjape, Makarand. "Post-Independence Indian English Literature: Towards a New Literary History." *Economic and Political Weekly*. Vol. 33.No. 18 (May 2-8, 1998): 1049-1056. Web. 4 Dec. 2011.
14. Eagleton, Terry. Frederic Jameson and Edward W. Said. *Nationalism, Colonialism, and Literature*. London:University of Minnesota Press 1990, 2001
15. Shah, Nila, and Pramod K. Nayar. *Modern Indian Poetry in English, Critical Studies*. New Delhi: Creative Books,2000. Print.
16. Ahmad, Aijaz. *In Theory: Nations, Classes, Literatures*. New Delhi: Oxford U P, 1992. Print.
17. Anderson, Benedict. *Imagined Communities*. London: Verso, 1991. Print.
18. Appiah, Kwame Anthony. "Is the Post- in Postmodernism the Post- in Postcolonial?" *Critical Inquiry* 17 (Winter 1991): 336-57.
19. Bhabha, Homi. *Nation and Narration*. London: Routledge, 1990. Print.
20. Chakladar, Arnab. "The Postcolonial Bazaar: Marketing/Teaching Indian Literature." *ARIEL* 31.1-2 (2000): 183-201. Print.
21. Cooppan, Vilashini. "Ghosts in the Disciplinary Machine: The Uncanny Life of World Literature." *Comparative Literature Studies* 41.1(2004): 10-36. Print.
22. Damrosch, David, ed. *Teaching World Literature*. New York: MLA, 2009.
23. Das, Sisir Kumar. *A History of Indian Literature 1911-1956, Struggle for Freedom: Triumph and Tragedy*. New Delhi: Sahitya Akademi, 2006.
24. Ghosh, Bishnupriya. *When Borne Across: Literary Cosmopolitics in the Contemporary Indian Novel*. New Brunswick: Rutgers UP, 2004.
25. Huggan, Graham. *The Postcolonial Exotic: Marketing the Margins*. London: Routledge, 2001.
26. Jameson, Fredric. "World Literature in the Era of Multinational Capitalism." *Social Text* 15 (1986): 65-88.
27. Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism and the Colonial Context*. Berkeley: California UP, 1992.
28. Raveendran, P.P. "Genealogies of Indian Literature." *Economic and Political Weekly* June 24, 2006: 2558-2563.

29. Amaresh Dutta. *Encyclopedia of Indian Literature*. Sahitya Academi. New Delhi. 1987.

30. Sisir Kumar Das. *A History of Indian Literature. Volume I & II*. Sahitya Akademi. New Delhi. 2005.

Ambedkar University, Delhi

Proposal for Launch of a Course

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

1. Title of the Course: **Curation (Theory and Practice)**
2. Name of the School/Centre proposing the course: **School of Culture and Creative Expressions**
3. Programme(s) which this course can be a part of: **M.A. Visual Art**
4. Level at which the course can be offered: **Predoctoral / Masters / PGDiploma / BA Hons. / Diploma / Certificate: Masters**
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Semester-long course
6. Proposed date of launch: **January 2014**
7. Course Team: (coordinator, team members etc.) **Santhosh Sadanandan (Co-Ordinator),**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course attempts to introduce the basics of curatorial practices both in terms of theory and practical considerations. This would enable the students not only to organize works of art in a conceptual framework, but also to think through processes of selection, modes of display, spatial and temporal dynamics, etc. in terms of the ways in which meanings are generated. This course also briefly deals

with the practical and managerial skills required in exhibition making. It tries to integrate concepts, innovation and technique in a productive manner and explores the dialectical relationship between these categories.

Further, this course deals with the recent shifts in cultural/artistic practices in general with specific regard to the emergence of Conceptual, Performative, Site-Specific and New Media Art practices. It also involves discussions around various modes of curating especially in the context of newer technological apparatuses and community formations based on geo-political locations, marginalities etc.

In consonance with the vision of the University to capacitate a critical layer of intervention in the civil society and the School of Culture and Creative Expressions to mould talents with social awareness, this course will nurture conceptual and critical awareness among students about the role of critical curation in the fleeting visuality of our urban public sphere.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: Semester IV, Core Course. 6 credits

10. A brief description of the Course:

This course would analyse the complexities involved in cultural production and dissemination, and the function of curatorial practice in the public sphere today. A critique of contemporary curatorial practices will also be initiated, both in terms of conceptual integrity as well as in terms of pragmatic feasibility. In short, this part of the course will highlight the necessity for conceptual rigor and raise critical questions around how to frame the art object, keeping in mind the complex social processes that produce cultural artefacts.

This course also includes the curatorial practicum. The modalities and character of practical components of this course will vary according to the instructors/curators and the nature of curatorial projects undertaken by each batch of students. The general emphasis would be on artistic curation (or the idea of artist-curator) and to encourage the students to curate their own and their peers' work and their immediate surroundings on a regular basis in order to evolve both practical as well as critical insights regarding curatorial practices.

The specific objective of the practical component of the course will be to guide students to engage with the questions of framing their own work in the larger contexts of exhibitionary orders.

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.)

n/a

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

**Week One:
Introduction**

First Module: Week Two to Five - A Brief Critical History of Curatorial Practices

A series of illustrated lectures would initiate an analysis of the history of curatorial practices in general, and a detailed study on the nature of curatorial practices over the last 30-40 years. Special emphasis will be provided to thoroughly analyzing various major Indian curatorial projects that have been envisaged in the recent past. These lectures will also interrogate the nature of curatorial practices in India from different discursive vantage points such as region, ethnicity, gender, class, caste, sexualities, race, disabilities and other forms of marginalities. Finally, these lectures will introduce the recent theoretical developments in the field of the curatorial.

Second Module: Week Five to Fourteen - Current Curatorial Challenges and the Public Sphere: Theory-cum-Practical Course

This part of the course will highlight the necessity for conceptual rigor and raise critical questions around how to frame the art object, keeping in mind the complex social processes that produce cultural artefacts. This course also includes the curatorial practicum, wherein the students initiate some collaborative projects which engage with issues of social concerns. The students may collaborate on a curatorial venture where they are assigned to conceptualize, research, and organize an exhibition that addresses the locale, the politics of space, the notion of public and private, the urban dynamics, questions of governmentality and structures of the public sphere. This module specifically explores the possibilities of curating public art projects with a nuanced understanding of the complex fabric of the public sphere.

The modalities and character of practical components of this course will vary according to the instructors/curators and the nature of curatorial projects undertaken by each batch of students. The general emphasis would be on artistic curation (or the idea of artist-curator) and to encourage the students to curate their own and their peers' work and their immediate surroundings on a regular

basis in order to evolve both practical as well as critical insights regarding curatorial practices.

Selected Bibliography:

- Barker, E. (ed.) *Contemporary Cultures of Display*, Yale University Press, New Haven, 1999.
- Carbonell, B. (ed.) *Museum Studies: An Anthology of Contexts*, Blackwell, Malden, 2004.
- Elsner, John and Roger Cardinal eds., *The Cultures of Collecting*, Reaktion Books, London, 1994
- Newhouse, V. *Art and the Power of Placement*, Monacelli Press, New York, 2005
- Preziosi, D. *Brain of the Earth's Body: Art, Museums and the Phantasms of Modernity*, Minneapolis & London: University of Minnesota Press, 2003
- Pollock, Griselda and Joyce Zemans eds., *Museums After Modernism*, Boston: Blackwell, 2007
- Preziosi, D. *Grasping the World: The Idea of the Museum*, Ashgate, 2004
- Rouette, G. *Exhibitions: A Practical Guide to Small Museums and Galleries*, Museums Australia, 2007.
- Vergo, P. *The New Museology*, Reaktion Books, London, 1989.

13. Assessment Methodology:

**A mid-term essay on curatorial theory and history by the eighth week: 20%,
Classroom and Project Participation: 20%, Project proposals and research: 20%
and the final Curation (with a reflective writing) 40%**

14. No. of students to be admitted: **All students of MA Visual Art (IV Semester)**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external-agencies (e.g., with field-based organizations, hospital) etc.:

Exhibition Hall/Gallery, Lights and other necessary equipments for in-house curation.

Santhosh.S

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 Culture and Creative Expressions:

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

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

1. Title of the Course: **Art and the Political (2-credits)**
2. Name of the School/Centre proposing the course: **School of Culture and Creative Expressions**
3. Programme(s) which this course can be a part of: **MA Performance Studies, Visual Art, Literary Art, Film Studies**
4. Level at which the course can be offered: **Masters**
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)
Can be a stand-alone semester long course
6. Proposed date of launch: **January 2014**
7. Course Team: (coordinator, team members etc.)
Coordinator: Dr Sumangala Damodaran
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Foundational**
10. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):
11. A brief description of the Course:

This is a 2-credit Foundation course, which aims to provide students with a broad sweep of issues relating to the relationship between art and politics. Given AUD's commitment to engaged scholarship, this course is intended to provide a reasonable overview of the contexts, conceptual considerations as well as experiences of the use of art in and as politics.

Course Outline

1. Introduction: Theorising Signification and the Social(3 Weeks)

This introductory section will interrogate the idea of the social and that of the political with respect to art. It will introduce students to some existing socio-historical analyses and debates on the relationship between art and society as well as initiate a discussion on alternative methodologies that are beginning to emerge in contemporary discourses.

Will Bradley and Charles Esche (eds) (2007): *Art and Social Change – A Critical Reader*, Tate Publishing

Vera Zolberg (1990), *Constructing a Sociology of the Arts*, Cambridge : New York Cambridge University Press 1990

Pierre Bourdieu (1987), *Distinction: a Social Critique of the Judgement of Taste*, Massachussets: the Harvard University Press, 1984, Introduction, Chapter 1, Postscript

Pierre Bourdieu, (1995) *The Rules of Art*, Stanford: the University Press, Chapter 1.

Mao Tse Tung: Lectures at the Yen-an Forum

Sumangala Damodaran (2014, forthcoming): *Understanding the Relationship Between Art and Social Movements – Towards an Alternative Methodology*, in Wiebke Keim (ed): *Circulating Social Science Knowledge*, Ashgate Publishing

Michael Denning (1996): *The Cultural Front: The Laboring of American Culture in the Twentieth Century*. New York: Verso

2. The Voice and Poetry in Movements and Society and the Powers of Orality(3 weeks)

Poetry, from the Avant-Garde to Revolution: Paris-Moscow-Mexico City to Everywhere: We start our story with a case-study of public poetry and its travels. We start from Walter Benjamin's Paris, its arcades and its avant-gardes. Modern poets like Rimbaud did not only fight on the barricades of the Paris Commune but came to create a poetic language and intensity that was at once transgressive and vibrant and a poetry, that had repercussions everywhere. The competing fields of expression from the hyperbolic symbolism of Rimbaud to the cubist, surrealist and futurist currents of the grand city become important aesthetic constellations for the cultural explosion before and after the Russian Revolution. Here we move onto Mayakovsky and his milieu of revolutionary currents and dreams- of constructivism and proletkult and of a poetry that imagined itself as public, as part of the public spectacles of the day. We explore the reversal of all that with the canonization of socialist realism after Stalin's (1932) "On the Reconstruction of Literary and Art

Organizations". To understand the implications of that it has to be read parallel to his "On the National Question" which makes it appropriate for developing societies to recover their folkloric and cultural past whilst at the same time insisting on socialist realism. Whereas the communist international makes art an important political activity everywhere, it at the same time makes it a transmission belt of Soviet ideas. We therefore move from Rimbaud's "Season in Hell" and "the Drunken Boat", Mayakovsky's "Cloud in Trousers" and "Pro Eto" to understand a new tension. What is "exported" to Mexico City and Bombay, Johannesburg and Beijing is a peculiar and contradictory constellation of practices during the Stalin era.

Our second take on poetry turns back to Paris and Moscow to tell another version of the relationship between word and society. It is how surrealism and hyper-symbolism provide a language for the poetry of the perceived non-West. With Elytis and Césaire the Parisian experience of the 1930s is immediate; for, Neruda it is highly mediated. It involves an emotive "incendence" (not a "transcendence") in their perceived 'backwardness' and creates the voice of restoration and re-gensis: Elytis's *Axion Esti* is a redrafting of creation, of the geomorphology of the Aegean, of the byzantine and the Hellenic. For Césaire it is the redrafting of African-ness and Blackness through his "Return to My Native Land" and finally, for Neruda- after the experience of the atrocities of the Spanish Civil War and his experience of the Mexican muralists, it involves the re-drafting of the Panamericancosmogogenesis of "Canto General". For Césaire and for Neruda as communists, the Stalin take on the national question makes them admire their magical pueblo but it leads to a poetry that is as distant to socialist realism as night is to day. Elytis's work becomes an axiomatic Left text once Mikis Theodorakis (then a communist) turns it into an epic of popular music.

Walter Benjamin (1968), "Paris the Capital of the 19th Century", *New Left Review*, 1/48. (For the brave, a look into Benjamin's (1999) *The Arcades Project*, Cambridge, Mass.: Belknap Press of Harvard University Press

Richard Stites (1989) *Utopian Vision and experimental life in the Russian Revolution*, New York: Oxford University Press.

Desmond Rochfort (1993) *Mexican Muralists: Orozco, Rivera, Siqueiros*, London: L.King

Sinfield, Alan (1989), *Literature, Politics and Culture in Postwar Britain*, Basil Blackwell, Oxford, p. 58.

Sitas, Ari (1987), *Class, Nation, Ethnicity In Natal's Black Working Class, Flight of the GwalaGwala Bird*, Essay Nine.

————— (1989), *Traditions Of Poetry In Natal , Flight of the GwalaGwala Bird*, Essay Seven.

On "Chinese Revolutionary Literature" Author(s): Jonathan Spence Source: *Yale French Studies*, No. 39, *Literature and Revolution* (1967), pp. 215-225

Stalin's (1932) "On the Reconstruction of Literary and Art Organizations" and his "On the National Question"

Edward J. Brown (1988), *Mayakovsky- the Poet in the Revolution*, London: Paragon Books

RazaMir and Mir (2010): *Anthems of Resistance : A Celebration of Progressive Urdu Poetry*

RolenaAdorno (ed) *From Oral to Written Expression: Native Andean Chronicles of the Early Colonial Period* (1982)

RolenaAdorno, GuamanPoma: *Writing and Resistance in Colonial Peru* (1986,2000)

Rolf Hellebust (1997) *AlekseiGastev and the Metallization of the Revolutionary Body Slavic review*, 56 no.3

Bowen-Struyk, Heather (2006): *Introduction: Proletarian Arts in East Asia in Positions: East Asia Cultures Critique*, Volume 14, Number 2, pp. 251-278

3. Performance and the Theatres of Change (3 weeks)

In this section and the next, we look primarily at comparative experiences with Theatres of Change, focussing on non-Euro-American experiences, i.e., Kenya, South Africa, India, Southeast Asia, with an attempt to go deeper into creative *processes*. This section will also focus on such processes through considering questions of nation, nationalism and identity in creative processes.

Augusto Boal (1979) *The Theatre of the Oppressed*, London: Pluto

Robert Kavannagh (1985) *Theatre and Cultural Struggle in South Africa*, London: Zed

Astrid Von Kotze (1986) *Organise and Act*, Durban: Culture and Working Life Publications

Ingrid Bjorkman (1989) *Mother Sing For Me: People's Theatre in Kenya*, London: Zed Books

Erika Fischer-Lichte et al (1990) *The Dramatic touch of difference: theatre, own and foreign*, Gunter Narr Verlag, Section on HabibTanvir

Mark Fleishman, (1991) *Workshop Theatre in South Africa in the 1980s : a critical examination with specific reference to power, orality and the carnivalesque*, Thesis (M.A. (Drama))-- University of Cape Town, 1991

Mally, Lynn (2003), *Exporting Soviet Culture: The Case of Agitprop Theater*, *Slavic Review*, Vol. 62, No. 2, pp. 324-342

Arjun Ghosh (2010), *Jana Natya Mancha, Theatre of the Streets: the Jana Natya Mancha Experience*, Delhi.

Paul Clark (2008) *The Chinese Cultural Revolution: A History*. Cambridge; New York: Cambridge University Press

Samuel, Raphael, Ewan MacColl, and Stuart Cosgrove eds. (1985), *Theatres of the Left, 1880-1935: Workers' Theatre Movements in Britain and America* (Boston: Routledge and Kegan Paul).

4. The Sounds of Music and Popular Culture

Donaldson, Rachel Clare (2011): *MUSIC FOR THE PEOPLE: THE FOLK MUSIC REVIVAL AND AMERICAN IDENTITY, 1930-1970*, Dissertation Submitted to the Faculty of the Graduate School of Vanderbilt University.

Gerhard Kubik (1999). *Africa and the Blues*. (Jackson, Mississippi: University Press of Mississippi)

Turino, Thomas (2003): *Nationalism and Latin American Music: Selected Case Studies and Theoretical Considerations*, *Latin American Music Review*, Volume 24, Number 2, Fall/Winter, pp. 169-209

Alejandro L. Madrid. 2008. *Sounds of the Modern Nation: Music, Culture, and the Ideas in Post-Revolutionary Mexico*. Philadelphia: Temple University Press

Stephen Jones (1999): *Chinese Ritual Music under Mao and Deng*, *British Journal of Ethnomusicology*, Vol. 8, pp. 27-66.

Barbara Mittler (2010): "Eight Stage Works for 800 Million People": *The Great Proletarian Cultural Revolution in Music—A View from Revolutionary Opera*", *The Opera Quarterly*, Volume 26, Number 2-3, Spring-Summer, pp. 377-401

Sumangala Damodaran (2008): *Protest Through Music*, Seminar, August

Eyerman, Ron and Andrew Jamison. *Music and Social Movements: Mobilizing Traditions in the Twentieth-Century*. New York: Cambridge University Press, 1998.

Garabedian, Steven. "Reds, Whites, and the Blues: Lawrence Gellert, "Negro Songs of Protest," and the Left-Wing Folk-Song Revival of the 1930s and 1940s." *American Quarterly*. Vol. 57, No. 1, (Mar. 2005) pp. 179-207.

12. Assessment Methodology:

A mid-term essay: 30%, Classroom presentation and Participation: 20%, and End-term Essay 40%

13. No. of students to be admitted: All students of all the MA Programmes students (IV Semester)

14. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

No Special Requirements

Dr. Sumangala Damodaran

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 Culture and Creative Expressions:

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 11th Meeting held on 13 February 2014****Agenda Items**

1. Discussion on the new courses offered by the School of Culture and Creative Expressions (SCCE) as part of its Masters Programme(s) (residual item from the previous meeting held on 4 February 2014).
2. Discussion on the revised format of the new Masters Programme in Early Childhood Care and Education (ECCE), to be offered by the SES.
3. Discussion on the restructuring of the MBA programme offered by the School of Business, Public Policy and Social Entrepreneurship (SBPPSE).
4. Discussion on the new Masters Programme in Social Entrepreneurship (MASE), to be offered by the SBPPSE.

Members present:

Chandan Mukherjee, (Chairperson)

Shyam Menon (permanent invitee)

Kuriakose Mamkootam (Dean, SBPPSE)

Jatin Bhatt (Dean, SD)

Venita Kaul (Dean, SES)

Sunita Singh (Pratham, special invitee)

Devika Sharma (CECED, special invitee)

Nidhi Kaicker (SBPPSE, special invitee)

Kritika Mathur (SBPPSE, special invitee)

Anshu Gupta (SBPPSE, special invitee)

Tuheena Mukherjee (SBPPSE, special invitee)

K.Valentina (SBPPSE, special invitee)

Kartik Dave (SBPPSE, special invitee)

Salil Misra (Dean, SLS, Convenor, SCAP)

Minutes

1. Given the paucity of time, it was decided to defer the agenda item no. 1 (discussion on the new courses offered by the SCCE) and take it up in the next meeting of SCAP, to be held on 17 February 2014 (Monday) at 1 PM. The SCAP expressed concern regarding the low attendance at its meetings. The Chairperson urged all Deans to make it a point to attend *all* meetings of SCAP and not just the ones in which their programmes are discussed.
2. The Dean, SBPPSE made a presentation on the proposed new Masters Programme on Social Entrepreneurship (MASE). The justification for the new programme from the three-pronged focus of the School, (Business, Public Policy, and Social Entrepreneurship). The impetus for the new programme will also come from the already set up Incubation Centre.

In its orientation, the new programme will cater to students who will look to create and build a career around SE. It will be particularly useful for people working in the NGOs or the development sector. The main idea behind the new programme will be to inculcate among the students the spirit of SE so that they should be able to start something of their own rather than looking at the existing avenues of employment. The programme seeks to create a new field instead of catering to the existing one. It will revolve not just around 'knowledge' but also 'attitude'.

The programme will have a focus on field based learning, workshops and project work, through which the students will be encouraged to develop business plans of their own. The first year of the programme will have the same courses as in the MBA programme. Keeping in mind the constraints of classroom space, only ten students will be enrolled in the programme to begin with.

The presentation was followed by discussion. The following points were discussed and suggestions made:

- The trimester sequencing of some of the courses could be reconsidered. The concept of SE should be introduced earlier in the programme. The developing of a business plan should follow later in the second year only after the students have acquired a sense of what business is all about.
- There was some discussion on the naming of the programme. Should it be called MSE or MASE or MBA with a specialization in SE? It was decided to call it MASE (MA in Social Entrepreneurship).
- The project work should run through the entire programme and not be confined to one of two trimesters.
- The baskets of electives should also include courses on "Rural/Ecological Tourism" and "Crafts and Traditional Knowledge/Creative Economy".
- The second year of the proposed new programme should be organized into semesters instead of trimesters. This would make it easier for the programme

to use courses from other Schools. The basket of courses should clearly indicate those courses that are drawn from other Schools.

- There should be a separate advisory body/committee for this programme. A team of SE practitioners should be put together for wider consultations.

With that the SCAP approved the proposed new Masters Programme in Social Entrepreneurship (MASE) and recommended that it be placed at the next meeting of the Academic Council for ratification.

3. The Dean, SBPPSE presented a proposal for the restructuring of the existing MBA programme. The need for restructuring was felt while transacting the programme. The proposed restructuring is the result of consultations within the faculty and feedback from the students. It was felt that there was a repetitiveness of content across certain courses. The number of courses was also large and the MBA students were not left with enough time to pick up tolls and skills. These constraints necessitated a re-look at the structure of the programme.

It was therefore proposed that the programme should reduce the number of courses each trimester from nine to seven, get rid of repetitiveness, club some courses together, and change the sequencing of some of the courses across trimesters. With these changes the total number of credits in the programme will be reduced from 110 to 86.

After some discussion, the SCAP approved the restructuring of the MBA programme and recommended that it be placed at the next meeting of the Academic Council for ratification.

4. The Dean, SES presented the revised format of the proposed Masters Programme in Early Childhood Care and Education (ECCE). The programme structure was presented at a meeting of SCAP held on 30 January 2014 and approved. However the faculty of SES was asked to revise the programme and document and bring it again to SCAP, keeping in mind the following points:

- Certain concerns pertaining to the field of Psychology, Technology, Child Media and Child Literature could be incorporated into the curriculum structure.
- The programme intends to follow a modular approach and provides students with the option of exiting the programme mid-way after two semesters, with a Diploma. It was suggested that in order to make this modular facility relevant, the basket of courses offered in the first two semesters should be reworked in such a manner that all the courses offered in the first two semesters acquire

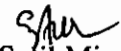
enough coherence stand on their own. The course offerings in the first two semesters should be such that they should justify the granting of a Diploma.

- The sequencing of the courses should be reworked.
- The credit arithmetic should also be reworked.

The Dean, SES, presented the revised programme structure which has incorporated the suggestions made by the SCAP. The presentation was followed by general discussion on the career trajectories emanating out of the programme (Teacher Education, Social Entrepreneur, and also Research) and also on the rationale for two-credit courses. It was suggested that the two-credit courses should not be spread through the semester but should be done intensively in a shorter duration.

With that the SCAP approved the proposed Masters Programme in ECCE and recommended that it be placed at the next meeting of the Academic Council for ratification.

The next meeting of the SCAP will be held on 17 February 2014 at 1 PM to discuss the remaining courses offered by the SCCE as part of its masters programme.


Salil Misra
Convenor, SCAP



School of Business Public Policy & Social Entrepreneurship

12.02.2014

MINUTES

The 3rd meeting of the Board of Studies for the School of Business, Public Policy & Social Entrepreneurship, AUD, was held at 10.30 a.m. on Wednesday 12 February 2014 in the Staff Lounge, AUD, Kashmere Gate.

Following members were present:

1. Professor Kuriakose Mamkoottam
2. Professor Chandan Mukherjee
3. Shri Dilip Cherian
4. Dr Anirban Sengupta
5. Ms Gunjan Sharma
6. Dr Kartik Dave
7. Dr K. Valentina
8. Dr Tuheena Mukherjee
9. Ms. Nidhi Kaicker

Shri B.V. Sriraman, Shri Viraf Mehta & Dr Anshu Gupta regretted their inability to attend.

Item no.1: Report on the academic programmes of SBPPSE

The chairperson made a brief presentation on the academic programmes that are currently offered at SBPPSE. Apart from the MBA programme which is completing two years, the PG Diploma in Publishing has been launched in August 2013 to which the first batch of 15 students were admitted, out of which 11 have successfully completed the first semester. Currently the students are undergoing internship for 8 weeks with reputed publishing organisations. The second semester is scheduled to start in the first week of March 2014.

Item No.2: Proposed Changes in the Structure of the Programme:

As the first batch of the MBA programme is nearly completing the course, it was thought appropriate to review the programme structure. This was important especially as the students have been expressing that there were too many courses and credits in the programme. Moreover, after a full run of the programme some amount of repetitiveness and overlap in the content of some of the courses have come to our attention. At present the two year MBA Programme consists of 54 courses with nine courses in each trimester adding up to a total of 108 credits and another 2 credits (non-graded) for summer internship.

After examining the course contents and their delivery in detail, it was proposed that some of the courses could be combined or merged together, while others could be shifted from the compulsory list to elective list. In the proposed structure, each trimester will consist of 7 courses of 2 credits each. In the last trimester, the students will undertake a project study of 4 credits. The students will choose 14 elective courses spread over three trimesters in the second year.

The language will be offered in 3 trimesters as a compulsory input (2nd to 4th trimester, thus the number of contact hours will be 96). In the 5th trimester, the language course will be offered as Advanced language and will be offered as an elective (additional 32 hours). The total number of credits for the programme will be 86. Of these, 2 credits for summer internship will not be graded. The revised Trimester-wise revised structure of the MBA programme is given below:

Trimester 1 (June – September)	Trimester 2 (September – December)	Trimester 3 (January – March)
101: Business Culture and	201: Issues and Perspectives	301: Social Entrepreneurship

Society	in Public Policy	
102: Organisational Behaviour	202: Leadership and Change	302: Human Resource Management
103: Quantitative Methods	203: Management Science	303: Operations Management
104: Principles of Economics	204: Spreadsheet Modelling	304: Structured Thinking and Problem Solving
105: Financial Accounting	205: Corporate Finance	305: Cost and Management Accounting
106: Marketing Management	206: Business Ethics & CSR	306: Business Research
107: Business Communication and Personality Development	207: Language	307: Language
SUMMER INTERSHIP (8 WEEKS: April - June)		
Trimester 4 (June – September)	Trimester 5 (September – December)	Trimester 6 (January – March)
401: Strategic Management		601: PROJECT STUDY (4 credits)
402: International Business Environment	7 ELECTIVES (which may include an advanced course on language)	
403: Business Law and Corporate Governance		5 ELECTIVES
404: Language		
3 ELECTIVES		

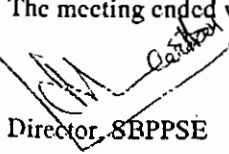
The course content and other details of the revised courses were presented by respective course coordinators. The suggestions made in the BoS meeting will be incorporated before submitting the revised courses to the SCAP and Academic Council.

Item No.3: Proposed Programme Structure of Masters' in Social Entrepreneurship

The rationale, objective and the programme structure of the proposed Masters' in Social Entrepreneurship (MSE) was presented to the BoS. The members appreciated the relevance and timeliness of the programme and recommended the programme structure. The programme will consist of 84 Credits (34 taught courses of 2 credits each + 2 Workshop based / seminar courses of 2 credits each + 1 field study of 4 credits + 1 entrepreneurial venture project of 8 credits). The first year of the programme will be common with the first year courses of the MBA programme while the second year consist of courses, workshops and field projects specially created for the Social Entrepreneurship. The proposed programme will also have direct interface with the Incubation Centre for Social Entrepreneurship & innovation, which will provide assistance to mentor and find financial assistance for the entrepreneurial initiatives.

The suggestions made by the BoS will be incorporated in the proposal before submitting it to the SCAP and the Academic Council.

The meeting ended with a vote of thanks.


Director, SBPPSE

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

1. Title of the Programme: *MA in Social Entrepreneurship (MASE)*
2. Name of the School/ Centre proposing the Programme: *School of Business, Public Policy and Social Entrepreneurship (SBPPSE)*
3. Level of the Programme: *Predoctoral/ Masters / PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
4. Full time/ Part time: *Full Time*
5. Duration of the Programme: *Two years*
6. Proposed date/ session for launch: *June 2014*
7. Particulars of the Programme Team (Coordinator, Members): *Ms. Nidhi Kaicker, Assistant Professor, SBPPSE*
8. Rationale for the Programme (link with AUD's vision, availability of literature, source material, facilities and resources, expertise in AUD faculty or outside, nature of prospective students, prospects for graduates):

The School of Business, Public Policy and Social Entrepreneurship has been set up at Ambedkar University Delhi to promote teaching and research in management, with a holistic approach to business education. SBPPSE believes that business has the potential to address social, political and environmental concerns, and an innovative and entrepreneurial approach can find solutions to several global problems. The objective of business management education should be not just to create wealth managers, but also wealth creators. Given the name and the vision of the School, and the growing importance of social entrepreneurship, not only in India but globally, it is an opportune time to launch another programme, which is focused solely on social entrepreneurship.

At present, several leading universities, globally, offer courses on social enterprise management, social innovation and related areas as part of business education. At the same time, several business schools offer specialised courses (Masters level and diploma programmes, and short term certificate programmes) on these aspects. Some examples include certificate courses and executive education programmes at Stanford University and Oxford University, Masters in Social Entrepreneurship at Hult Business School and Macquarie University, etc. In the Indian context, several business schools offer specialised MBA in the area of Entrepreneurship and Family Business Management, with some of them touching upon social issues. For instance, IIM Ahmedabad houses a Centre for Innovation, Incubation and Entrepreneurship offering elective courses in areas of social entrepreneurship for its MBA students. Some of the new IIMs are also in the process of launching short term courses in this area. IIM Bangalore offers a specialisation in Women Entrepreneurship, ISB Hyderabad offers a specialisation in Global Growth Entrepreneurship, NMIMS, Mumbai offers an MBA in Social Entrepreneurship and EDI, Gandhinagar offers a specialisation in Development Sector and Social Entrepreneurship. A full-fledged master's programme in Social Entrepreneurship is offered at Tata Institute of Social Sciences, Mumbai, and at Deshpande Foundation, which is affiliated to Karnataka University Dharwad.

SBPPSE's first and flagship programme, Masters in Business Administration, is a departure from the conventional MBA programmes offered elsewhere. It integrates elements of public policy and social entrepreneurship in the mainstream business curriculum. While the MBA programme offers a foundation course on social entrepreneurship to all the MBA students, several electives under this basket are available on offer. It was thought appropriate to offer another programme, which will be linked to the MBA programme, but at the same time, focus on social enterprise management. This, we believe, will differentiate us from other business schools in and around Delhi-NCR.

Moreover, the university has approved the setting up of the Incubation Centre for Social Entrepreneurship and Innovation. It is expected that the MA in Social Entrepreneurship (MASE) programme will be linked to the activities of this centre.

This programme will help students gain a better understanding of the world around them, appreciate the issues and challenges faced by the society, and find creative solutions to address these. The target audience for this programme will be as follows:

- Students who seek to build a career in the emerging area of social entrepreneurship.
- Social entrepreneurs who seek to enhance their knowledge about business management.
- People working in the development sector / government.

The programme aims to build and enhance core business skills, raise consciousness about socio-political and environmental issues, and promote creative thinking, social innovation, and entrepreneurial approaches to problem solving.

9. Programme Objectives:

The objective of the programme is to introduce the participants to the emerging area of Social Entrepreneurship, and the importance of social impact on communities. The programme emphasizes on core business skills – finance, marketing, operations, human resource management and strategic management, which are essential for any organisation – public, private or development sector. At the same time, the programme aims to develop an understanding of contemporary issues facing business today – socio-political and cultural aspects, public sector administration, and functioning of small and medium enterprises, which are a backbone of our country. Most importantly, MASE imparts specialised skills required by those who plan to start their own venture, and enables the participants to use these skills, and apply them to finding creative and innovative solutions to social issues and challenges. It is expected that the participants will be able to create their own social value proposition, which will bring about a change in the lives of some communities.

10. Structure of the Programme:

The most important difference between a traditional business and a social entrepreneurship venture is that the latter is focused on maximizing social impact, and such innovations take place both in profit, and not-for-profit organisations. Thus, foundations of business management education are essential for anyone pursuing this programme. With this idea, we propose to structure the programme in a manner that the core principles of business administration are retained, along with specialised courses on entrepreneurship, innovation and social consciousness.

The first year of the programme will comprise 3 trimesters of 12 weeks each and the second year will consist of 2 semesters of 16 weeks each, spread over two years, with immense exposure to field based learning. The first year of the programme (trimesters 1 – 3) will follow the same course structure as the MBA programme, with minor modifications. In the second year, students are exposed to a variety of core courses pertaining to development sector / social entrepreneurship, along with electives from

different fields. Students will also be given a choice of electives from those offered to the MBA programme / and other schools of the university. As part of the curriculum of MASE, students will be required to undertake (i) a field project of 2 months duration with an organisation, which includes preparation of a project appraisal, implementation plan, budgeting, cost benefit analysis and revenue modelling; and (ii) a business plan for their own entrepreneurship venture, which can be supported (resources / financial etc) by the incubation centre or presented to a pool of venture capitalists.

Total No. of credits: 84
Total No. of courses: 32

Choose the categories applicable to your programme:

- No. of Foundation Courses: 19 (Total Credits - 38)
- No. of Discipline Courses: 8 (Total Credits - 32)
- No. of Special interest/ Applications/ Career Oriented Courses: 5 (Total Credits - 16)
- No. of Compulsory Courses: 23 (Total Credits - 54)
- No. of Optional/ Elective Courses: 4 (Total Credits 16)
- No. of Practical/ Dissertation/ Internship/ Seminar courses: 5 (Total Credits: 16)

The broad programme structure and the distribution of credits is detailed in Table 1 below:

Table 1: Programme Structure

Type of Courses	Sem1	Sem2	Sem3	Summer	Sem4	Sem5 Sem6
Core Courses / Credits	7 Taught courses of 2 credits each = 14 credits	6 taught courses of 2 credits each = 12 credits	6 taught courses of 2 credits each = 12 credits		2 taught courses of 4 credits each = 8 credits	2 taught courses of 4 credits each = 8 credits
Electives					2 electives of 4 credits each = 8 credits	2 electives of 4 credits each = 8 credits
Workshop / Seminars	1 seminar based course of 2 credits	1 seminar based course of 2 credits each	1 seminar based course of 2 credits each			
Project / Field	1 project (entrepreneurial venture) of 8 credits (Sem 1 to Sem 5) 1 field project with an organisation during summer (2 credits)					
TOTAL CREDITS (86)	16	14	14	2	16	16 + 8

The details of the second year structure of the programme will be worked out highlighting its salient features vis-a-vis other programmes. The school is also organising a national level consultative workshop on the themes of Social Entrepreneurship, and we propose to take inputs from experts, and incorporate those into our programme structure.

g. List of Courses

The following table lists the courses trimester wise. All courses carry 2 credits each, unless mentioned otherwise.

Table 2: Trimester Wise Course Distribution

Type of Courses	Sem1 (Trimester)	Sem2 (Trimester)	Sem3 (Trimester)	Summer	Sem4 (Semester)	Sem5 (Semester)
Taught Courses	B101. Business Culture and Society B102. Organisational Behaviour B103. Quantitative Methods B104. Principles of Economics B105. Financial Accounting B106. Marketing Management B107. Business Communication and Personality Development	B201. Foundations of Social Entrepreneurship B202. Leadership and Change B203. Management Science B204. Spreadsheet Modelling B205. Corporate Finance B206. Business Ethics & CSR	B301. Issues and Perspectives in Public Policy B302. Human Resource Management B303. Operations Management B304. Structured Thinking and Problem Solving B305. Cost and Management Accounting B306. Business Research		S401. New Product and Market Development S402. Fundraising and Financing of Social Enterprises + 2 ELECTIVES	S501: Social impact assessment S502. Strategic Management of New Ventures + 2 ELECTIVES
Seminar/ Workshop Courses	S101: Introduction to Entrepreneurship	S201. Developing Business Models	S301. Sustainability and Social Innovation		Lecture Series: Business Models of successful social entrepreneurship ventures (non credited)	
Project	S102. Social Entrepreneurship Ideation + execution under mentor. Assistance will be provided from the Incubation centre (8 Credits)					
Fieldwork				S302. Field Project – Prepare a project proposal, need appraisal, Fund raising & implementation plan, budget and cost – benefit analysis (4 Credits)		
Practicum	Projects					
Dissertation						

**The course codes beginning with B are compulsory courses of the Masters in Business Administration Programme. The course codes beginning with S are courses specific to MA in Social Entrepreneurship Programme.*

The proposed list of electives is provided in Table 3 with a brief description.

Table 3: Proposed List of Electives

Course Code	Title of the course	Type and Category of Course	No. of Credits	Trimester	A brief course description
SE1	Agribusiness and Innovation	Elective, Discipline			
SE2	Livelihood development	Elective, Discipline			
SE3	Entrepreneurship in Education and Health Sector	Elective, Discipline			
SE4	Human Ecology and Natural Resource Management	Elective, Discipline			
SE5	Gender, Indigenous Communities and Entrepreneurship	Elective, Discipline			
SE6	Negotiation and cross cultural communication	Elective, Discipline			
SE7	Development Economics	Elective, Discipline			
SE8	Social impact infrastructure investing	Elective, Discipline			
SE9	Rural / Ecological Tourism	Elective, Discipline			
SE10	Creative Economy	Elective, Discipline			

Electives will be drawn from other programmes of other schools during the second year of the programme.

- h. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

From among the courses listed above, those with course code starting with B are compulsory courses of the MBA programme. For each of these courses, the course objectives, structures, contents, session plans and reading lists are already in place, and are available in the course bulletin. For the courses specific to the programme MASE, the details are given below.

Courses for which course details have been worked out: (attach list and details)

Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:

- i. A note on the instructional (curriculum transaction) design for the Programme:

Teaching pedagogy would be based on a mix of reflections on readings, activities and simulations on topics related to social issues, and critical discussions of cases on lives of social entrepreneurs and enterprises. The classes would be conducted in an interactive mode with an emphasis on group learning and team-based exercises. Theoretical components will be well complemented by practicum, and students will be encouraged to apply the classroom learning to various real life situations through short term and long term field based projects. Since this is an emerging area, students will also be encouraged to create learning repositories and contribute to the existing field of research.

- j. A note on Field Study/ Practical/ Project/ Internship/ Workshop Components of the Programme:

Workshop Component – Three courses in the first year will be run in a workshop mode. The objective of these courses is to familiarize the students to the social issues surrounding them and raise their consciousness regarding the same. At the same time, students will be exposed to the building blocks of business, and in this process, it is expected that various practitioners would be able to participate and share their experiences with the students.

Field Project – The Field Project, carrying 2 credits is a crucial component of MSE. This is designed to immerse students in the field sites to make sense of and reflect on different field experiences in relation to theoretical concepts and principles presented in class. Students will be encouraged to work with an NGO or an Organisation on a social problem. In this field project, each student will be mentored by a supervisor in the partner organisation, and a faculty member / resource from the Incubation Centre, and will present at completion, a project proposal, need appraisal, fund raising and implementation plan, cost-benefit analysis and a revenue model.

Project Study: Social Innovation Entrepreneurship Project – The most important outcome of MSE is the students own social innovation idea and execution plan carrying 8 credits. At the end of the first year, students will spend their summer months writing the Business Proposal for their own venture. In the following three trimesters, the student will take the necessary steps for the execution of the project. This project spread over 2 years will entail a close interaction of the student with existing social entrepreneurs, mentors, funding agencies and government authorities.

- k. Assessment Design:

Assessment will be based on the University policy of continuous evaluation. Classroom learning will be evaluated using a mix of tools – written submissions of assignments, case study analysis, presentations, individual and group assessments, quizzes and end trimester assessments, and applications of classroom learning to real life situations through project reports and viva voce.

- l. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:

It is expected that the programme will draw upon the resources of the Incubation Centre for Innovation and Entrepreneurship. Field visits will be planned to complement classroom learning. Moreover, linkages with organisations will be established to enable students to do field based projects.

- m. Additional Faculty Requirement:

- a. Full time:
- b. Visiting/ Part time/ Adjunct/ Guest Faculty etc:

1 Assistant Professor

1 Associate Professor

Various adjunct faculty and guest speakers would be needed from time to time as part of discipline courses, especially electives and workshop based courses. We also expect Social Entrepreneurs to visit campus on a regular basis to share their experiences with the students, and also provide mentorship on their proposals.

n. Eligibility for admission:

Bachelor's degree with minimum 50% marks, or equivalent grade in any discipline.

o. Mode of selection (Entrance test, Interview, Cut off of marks etc):

Selection will be based on the following three components

- 1. Written test comprising multiple choice questions on quantitative aptitude, analytical reasoning, and verbal ability (50% weightage), and an essay on testing the social awareness of the candidate (10% weightage)*
- 2. Statement of Purpose (20% weightage)*
- 3. Personal Interview (20% weightage)*

Each candidate will go through all the three stages, and a merit wise list will be generated on the basis of the combined score.

p. No. of students to be admitted: *The maximum no. of students to be admitted for the course is 10. The norms of reservation laid out by the Government of NCT of Delhi apply.*

Signature of Programme Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic council.
2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 14 February 2014 and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Revision in the Programme Structure
 (To be approved by the Academic Council)

1. Title of the Programme: *Masters in Business Administration (MBA)*
2. Name of the School/ Centre proposing the Programme: *School of Business, Public Policy and Social Entrepreneurship (SBPPSE)*
3. Level of the Programme: *Predoctoral/ Masters / PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
4. Full time/ Part time: *Full Time*
5. Duration of the Programme: *Two years*
6. Proposed date/ session for launch / revision: *June 2014*
7. Particulars of the Programme Team (Coordinator, Members): *Prof. Kuriakose Mamkoottam, Dean, SBPPSE*
8. Rationale for the **Revision of the Programme** (link with AUD's vision, availability of literature, source material, facilities and resources, expertise in AUD faculty or outside, nature of prospective students, prospects for graduates):

As the first batch of the MBA programme is nearly completing the course, it was felt appropriate to review the programme structure. This was thought important especially as the students have been expressing that there were too many courses and credits in the programme. Moreover, after a full run of the programme some amount of repetitiveness and overlap in the content of some courses have come to our attention.

9. Programme Objectives:
10. **Proposed Changes in the Structure of the Programme:**

Each trimester will consist of 7 courses of 2 credits each. In the last trimester, the students will undertake a project study of 4 credits. The students will choose 14 elective courses spread over three trimesters in the second year.

The language will be offered in 3 trimesters as a compulsory input (2nd to 4th trimester, thus the number of contact hours will be 96). In the 5th trimester, an advanced language course will be provided as an elective (additional 32 hours).

The total number of credits for the programme will be 86. Of these, 2 credits for summer internship will not be graded.

Proposed changes in Trimester 1:

- *Economics I will be replaced by Principles of Economics, which will have inputs of both Economics I, and some parts of Economics II.*

- The paper on 'Introduction to Public Policy' will be shifted to the 3rd trimester combining with some parts of Economics II, with the new title 'Issues & Perspectives in Public Policy'.
- The paper on 'Business Communication' is combined with the course on 'Personality Development and Presentation'. The new title will be 'Business Communication and Personality Development' and will be offered in the 1st trimester.
- The course on 'Business Ethics' will be combined with the course on 'Corporate Social Responsibility' and will be offered in the 2nd trimester.

Proposed changes in Trimester 2:

- The course on 'Business in a Globalised World' will be moved from 2nd trimester, and merged with 'International Business Environment', which is currently taught in 6th trimester. This will now be moved to 4th trimester.
- The course on 'Structured Thinking & Problem Solving' will be shifted to 3rd trimester and the course on 'Spreadsheet Modelling' will be offered in 2nd trimester.
- The course on 'Management of Information Systems' will be moved from 2nd trimester, and is proposed to be offered as an elective course within the group of Operations Management and IT in the second year.

Proposed changes in Trimester 3:

- The course on 'Competitive Strategy' will be moved from the 3rd trimester and merged with 'Business Policy and Strategic Management' which is currently taught in 5th trimester. The new course title will be 'Strategic Management', and is now proposed to be offered in the 4th trimester.
- The course on 'Legal Framework of Business' will be moved from 3rd trimester and combined with 'Law and Corporate Governance' which is currently taught in 6th trimester. The new course title will be 'Business Law and Corporate Governance' and offered in trimester 4.
- The course on 'Practice of Entrepreneurship' will be modified as 'Foundations of Social Entrepreneurship' and will be offered in trimester 2.

Proposed changes in Trimester 4:

- The course on 'Project Management' will be moved from 4th trimester and shall be offered as an elective within the group of 'Finance Electives'.
- In addition, the students will choose 3 electives.

Proposed Changes in Trimester 5:

- Trimester 5 will have no compulsory course.
- 'Project study' will be moved from 5th to the 6th trimester and will carry 4 credits.
- In addition, students will choose 7 electives in the 5th trimester (which may include one advanced course on language).

Proposed Changes in Trimester 6:

- In addition to 'Project Study' which is a compulsory course, students will take 5 electives in the 6th trimester.
- There will be no language course in the 6th trimester.

In order to improve the presentation and communication skills of students, especially at the time of facing interviews for jobs, special workshops will be conducted for the final year students at the end of 5th trimester / beginning of 6th trimester.

Revised (Proposed) Programme Structure

Trimester 1 (June – September)	Trimester 2 (September – December)	Trimester 3 (January – March)
101: Business Culture and Society	201: Foundations of Social Entrepreneurship	301: Issues and Perspectives in Public Policy
102: Organisational Behaviour	202: Leadership and Change	302: Human Resource Management
103: Quantitative Methods	203: Management Science	303: Operations Management
104: Principles of Economics	204: Spreadsheet Modelling	304: Structured Thinking and Problem Solving
105: Financial Accounting	205: Corporate Finance	305: Cost and Management Accounting
106: Marketing Management	206: Business Ethics & CSR	306: Business Research
107: Business Communication and Personality Development	207: Language	307: Language
SUMMER INTERSHIP (8 WEEKS: April - June)		
Trimester 4 (June – September)	Trimester 5 (September – December)	Trimester 6 (January – March)
401: Strategic Management		601: PROJECT STUDY (4 credits)
402: International Business Environment	7 ELECTIVES (which may include an advanced course on language)	
403: Business Law and Corporate Governance		5 ELECTIVES
404: Language		
3 ELECTIVES		

In addition, supplementary workshops will be organised on 'communication and presentation skills' to improve the presentations skills of students at the end of the 5th trimester/ at the beginning of the 6th trimester for the final year students of the MBA programme.

- a. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Course details are already in place for most of the courses listed above. For the new / restructured courses, the details are enclosed. The list of courses for which the details (contents, references etc) have been worked out is as follows:

1. 104: Principles of Economics
2. 107: Business Communication & Personality Development
3. 201: Issues & Perspectives in Public Policy
4. 206: Business Ethics & CSR
5. 301: Social Entrepreneurship
6. 401: Business Policy & Strategic Management
7. 402: International Business Environment
8. 403: Business Law & Corporate Governance

- b. A note on the instructional (curriculum transaction) design for the Programme:

- c. A note on Field Study/ Practical/ Project/ Internship/ Workshop Components of the Programme:
- d. Assessment Design:
- e. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc:
- f. Additional Faculty Requirement:
 - a. Full time:
 - b. Visiting/ Part time/ Adjunct/ Guest Faculty etc:
- g. Eligibility for admission:
- h. Mode of selection (Entrance test, Interview, Cut off of marks etc):

Signature of Programme Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic council.
2. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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)

1. Title of the Course: **Principles of Economics (104)**
2. Name of the School/ Centre proposing the course: *School of Business, Public Policy and Social Entrepreneurship*
3. Programme(s) which this course can be a part of: *Masters in Business Administration (MBA); Masters in Social Entrepreneurship (MSE)*
4. Level at which the course can be offered: *Pre-doctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc): *2 Credit course to form a part of the 1st trimester of MBA programme / MSE programme*
6. Proposed date of launch: *July 2014 (This will replace the currently taught course Economics I)*
7. Course Team: (coordinator, team members etc): *Nidhi Kaicker*
8. Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc): *AUDs MBA programme is innovatively structured, and combines elements of public policy and social entrepreneurship in the mainstream MBA curriculum. It departs slightly from the conventional MBA offered elsewhere. However, with the present structure, some repetition has been observed in various courses particularly in the areas of Managerial Economics / Macroeconomic theory and Public Policy. Thus, a restructuring is proposed so as to avoid repetition, and also provide a logical sequence to the courses.*
 - *It is proposed that the conventional bifurcation of Economic Theory into Micro and Macro be done away with, and the important concepts of both, relevant to managerial decision making be combined into one course titled Principles of Economics. Thus, elements of Economics II (essentially a macroeconomics – welfare economics course) will also be brought here.*
 - *At present, the course Economics I includes topics on behavioural decision making, which are repeated in the course titled "Structured Thinking and Problem Solving", and this should be shifted to the third trimester, after students have enough exposure to some of the foundation courses.*
9. If the course is a part of one or more programme(s), choose the categories applicable:
 - a. Foundation (compulsory/ optional)
 - b. Discipline (core/ optional)
 - c. Special interest/ Applications/ Career Oriented Courses (compulsory/ optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
 - e. Compulsory
 - f. Optional/ Elective
 - g. Any other

Compulsory course offered to MBA / MSE students

10. A brief description of the Course: *The course 'Principles of Economics' exposes the participants to key economic concepts, which may be helpful in managerial decision making. It is a foundation course, which introduces the students to functioning of an economy, a business, a household and a government, and interactions between these entities, in a dynamic environment. The course takes a slightly different view from similar courses offered to BA and MA in Economics students. The focus of the course is on managerial aspects and the economic environment of business. This course also sets a foundation for various other courses – Public Policy, Spreadsheet Modelling, Structured Thinking and Problem Solving, International Business Environment, and Strategic Management.*
11. Specific Requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): *It is advised that prior to taking this course, students have a basic understanding of quantitative methods – measures of central tendency and dispersion, basic algebra and differential calculus.*
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives: The objective of the module is to develop an understanding of the key micro and macroeconomic concepts, and their application in managerial decision making.

No. of Credits: 2

Contact Hours: 32

Course Content:

- i. Introduction to Economics (3 hours): Branches of economics; Introduction to basic microeconomic and macroeconomic concepts
- ii. Theory of Demand (4 hours): Law of demand, theory of consumer behaviour; Concepts of average and marginal revenue; Elasticity of demand; Price controls and price ceilings, taxation and dead weight loss
- iii. Theory of Production (3 hours): Production function; Short run and long run analysis; Returns to variable factor, stages of production, returns to scale, optimization.
- iv. Cost Functions (3 hours): Types of costs, short run and long run cost functions; Economies and diseconomies of scale; Economies of scope, learning curves
- v. Market Structures (4 hours): Characteristics of perfect competition; Profit maximizing conditions in the long run and the short run; Monopoly and Monopolistic Competition; Social costs of monopoly; Models of oligopoly
- vi. Determination of Income and Employment (3 Hours): Keynesian model for two sectors; Fiscal Policy in Keynesian Framework; Interest Rates and investment; The IS (investment-saving curve) and Fiscal Policy
- vii. Money Markets (3 Hours): Components of Money; The Financial System; Money Market Equilibrium; The LM curve; Determination of Interest Rates and Output in an ISLM Framework; Quantity Theory of Money
- viii. Fiscal and Monetary Policy (3 Hours): Instruments of Fiscal Policy and Monetary Policy;
- ix. Aggregate Demand (3 Hour): Bringing together the equilibrium in the goods and the money markets and making prices flexible; Aggregate Demand Curve; Long run and

Short run aggregate supply curves; short run and long run equilibriums; Inflation – causes, types and consequences

- x. International Linkages (3 Hours): Exchange rates - Fixed and Flexible Exchange Rate Regimes; Relationship between Exchange Rates and Domestic Prices and Interest Rates; Fiscal and Monetary Policy in an Open Economy; Balance of Payments

Suggested Readings:

- o Pindyck, R.S., Rubenfield, D.L., and Mehta, P.L. (2009). *Microeconomics* (7th Edition), Pearson Education
- o Salvatore, D. (2011). *Managerial Economics in a Global Economy* (7th Edition), Oxford University Press
- o Mankiw, G. (2008). *Macroeconomics* (6th Edition), Palgrave
- o Dornbusch, R., Fischer, S., Startz, R. (2004). *Macroeconomics* (9th Edition), Tata Mcgraw Hill Education Private Limited
- o Rangarajan, C., Dholakia, P. (1980). *Principles Of Macroeconomics* (1st Edition), Tata Mcgraw Hill Education Private Limited

13. Assessment Methodology:

Mid-term exam – 30% weightage
 End-term exam – 30% weightage
 Case study analysis – 20% weightage
 Other class assignments – 20% weightage

The case study and class assignments will include both individual and group assessment

14. No. of students to be admitted: *All students admitted to the MBA programme (No of seats: 42) + all students admitted to the MSE programme (No of seats: 10)*
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: *Classroom with Projector Facility.*

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic Council.
2. 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 Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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)

1. Title of the Course: **Business Communication and Personality Development (107)**
 2. Name of the School/ Centre proposing the course: *School of Business, Public Policy and Social Entrepreneurship*
 3. Programme(s) which this course can be a part of: *Masters in Business Administration (MBA); Masters in Social Entrepreneurship (MSE)*
 4. Level at which the course can be offered: *Predoctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
 5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc): *2 Credit course to form a part of the 1st trimester of MBA programme / MSE programme*
 6. Proposed date of launch: *July 2014 (This will replace the currently taught courses Business Communication, and Personality Development and Presentation)*
 7. Course Team: (coordinator, team members etc): *Dr. Tuheena Mukherjee*
 8. Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The course combines essentials of business communication and inputs on personality so that students are able to start developing themselves in the beginning of their 2 year course. Students and faculty members felt that instead of teaching two of these papers exclusively, it is appropriate to mingle important features of both these courses.
 9. If the course is a part of one or more programme(s), choose the categories applicable:
 - a. Foundation (compulsory/ optional)
 - b. Discipline (core/ optional)
 - c. Special interest/ Applications/ Career Oriented Courses (compulsory/ optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
 - e. Compulsory
 - f. Optional/ Elective
 - g. Any other
- Compulsory course offered to MBA / MSE students*
10. A brief description of the Course: *The Course helps students to develop certain basic communication skills that are required by managers. The course covers both written and oral means of communication that are required in the context of business. The course provides feedback on their personalities and assesses the gaps, to develop them for future successful communication.*
 11. Specific Requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): *None*

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives: The objective of the course is to understand the importance of oral and written communication in business and help the participants communicate effectively in a business setup, enhance their presentation skills, and facilitate their personality development.

No. of Credits: 2

Contact Hours: 32

Course Content:

- i. Effective Communication Skills (3 Hours): Principles of Business communication, Essentials of good communication, 6Ws and 7Cs of communication
- ii. Writing Skills I (3 Hours): Writing process- Planning, Composing and Revising Business messages
- iii. Writing Skills II (3 Hours): Writing minutes of the meeting, Preparing CV and Resume, Preparing memos
- iv. Developing Personality (3 Hours): How Personalities Develop, Influences on personality- heredity, Environment and Situations
- v. Basic theories of Personality (4 Hours): Psychodynamic school, Behavioristic school and Humanistic school
- vi. Psychometric Assessment of Self through multiple tools (3 Hours)
- vii. The art of making Presentations (3 Hours): Planning and essentials of Impactful power-point presentations
- viii. Oral communication (3 Hours): Public Speaking and Negotiations
- ix. Team Building (4 Hours): In basket team building exercises
- x. Leadership Styles Assessment (3 Hours)

Suggested Readings:

- o Murphy, H., Hildebrant, H., and Thomas, J. (2008). *Effective Business Communication* (7th Edition), Tata McGraw Hill Education.
- o Theobald, T. (2011). *Develop Your Presentation Skills*, Kogan page Limited.
- o Morgan, C.T., King, R.A., Weiss, J.R., and Schopler, J., *Introduction to Psychology*, (4th Edition) Tata-McGraw Hill.

13. Assessment Methodology:

End-term exam – 30% weightage Assignments – 30% weightage Team Building Exercises – 20% Group Presentations – 20%
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14. No. of students to be admitted: *All students admitted to the MBA programme (No of seats: 42) + all students admitted to the MSE programme (No of seats: 10)*

15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: *Classroom with Projector Facility.*

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic Council.
2. 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 Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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)

1. Title of the Course: **Issues and Perspectives in Public Policy (201)**
2. Name of the School/ Centre proposing the course: *School of Business, Public Policy and Social Entrepreneurship*
3. Programme(s) which this course can be a part of: *Masters in Business Administration (MBA); Masters in Social Entrepreneurship (MSE)*
4. Level at which the course can be offered: *Predoctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc): *2 Credit course to form a part of the 2nd trimester of MBA programme / MSE programme*
6. Proposed date of launch: *July 2014 (This will replace the currently taught course Introduction to Public Policy)*
7. Course Team: (coordinator, team members etc): *Nidhi Kaicker, K. Valentina*
8. Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

{Please refer to the rationale behind course restructuring laid out in Principles of Economics}

- *Two important areas the School is interested in are Social Entrepreneurship and Public Policy. It is proposed that these two courses are offered as Foundation courses in the first year, and electives in this area are offered in the second year. At the same time, the School proposes to launch the Masters programme in Social Entrepreneurship in July 2014, and Masters in Public Policy in 2015-16. The foundation course on Public Policy is expected to contain elements of public economics, development economics and welfare theory. Thus, some of the elements of Economics II will be included here. The present course Economics II is removed from the programme structure, as its contents have been moved to Principles of Economics and Issues and Perspectives in Public Policy*

9. If the course is a part of one or more programme(s), choose the categories applicable:
 - a. Foundation (compulsory/ optional)
 - b. Discipline (core/ optional)
 - c. Special interest/ Applications/ Career Oriented Courses (compulsory/ optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
 - e. Compulsory
 - f. Optional/ Elective
 - g. Any other

Compulsory courses offered to MBA / MSE students

10. A brief description of the Course: *The course "Issues and Perspectives in Public Policy" is a foundation course that introduces the participants to basic concepts in public economics, political economy, welfare theory, and aspects of development. SBPPSE understands that business cannot exist in isolation to government and civil society, and a holistic approach to business education is the need of the day. Thus, a foundation course on public policy is appropriate for anyone pursuing an MBA or MSE. There is an ever growing importance of such a course in present day times, as practitioners, governments and academicians continuously debate the public – private ownership and management.*
11. Specific Requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): *It is advised that prior to taking this course, students have a basic understanding of macroeconomic concepts. Hence, this course is sequenced after Principles of Economics, offered in the 1st trimester*
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives: The objective of the module is to discuss issues relating to public policy and the role of public institutions in shaping the business and economic environment

No. of Credits: 2

Contact Hours: 32

Course Content:

- i. Introduction (3 hours): Role of public sector, The welfare state
- ii. Theories of the role of the state (3 hours) - utilitarianism, liberal and libertarian
- iii. Equality and Public Policy (3 hours): The importance of fairness, equality and choice in public services; Inequality.
- iv. Public Choice (3 hours): Collective choice and models of democratic politics.
- v. Social Services (6 hours): Social Insurance, retirement pensions: targeting and poverty relief; Education and Health
- vi. Indian economic environment (3 hours): Indian economy after independence; Planning process, reform process; Models of development
- vii. Welfare theory - Market vs Non Market (6 hours): Market and Non market failures; efficiency arguments and the economic analysis of public goods.
- viii. Private ownership vs. Public Ownership (3 hours): Ownership and provision; Private-public partnership; Bureaucracy and corruption, Models of PPP
- ix. Fiscal budget (2 hours): The government budget; Budget reading and analysis; India's Fiscal Deficit as a concern

Suggested Readings

- o Barr, N. (1998). *The Economics of the Welfare State*(3rd Edition), Stanford University Press
- o Stiglitz, J. (2000). *Economics of the Public Sector*(3rd Edition), W. W. Norton & Company

- Basu, K. (2005). *India's Emerging Economy: Performance and Prospects in the 1990s and Beyond* (1st Edition), Oxford University Press
- Kaur, S. (2003). *Privatization and Public Regulation: The Indian Experience*, Macmillan India
- Vaidhyathan, A., Krishna, K.L. (2007). *Institutions and Markets in India's Development*, Oxford University Press

13. Assessment Methodology:

Mid-term exam – 30% weightage End-term exam – 30% weightage Case study analysis – 20% weightage Field Project – 20% weightage
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**The case study and field project will include both individual and group assessment*

14. No. of students to be admitted: *All students admitted to the MBA programme (No of seats: 42) + all students admitted to the MSE programme (No of seats: 10)*
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: *Classroom with Projector Facility.*

Signature of Course Coordinator(s):

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic Council.
2. 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 Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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)

1. Title of the Course: **Business Ethics and Corporate Social Responsibility (206)**
2. Name of the School/ Centre proposing the course: *School of Business, Public Policy and Social Entrepreneurship*
3. Programme(s) which this course can be a part of: *Masters in Business Administration (MBA); Masters in Social Entrepreneurship (MSE)*
4. Level at which the course can be offered: *Predoctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc): *2 Credit course to form a part of the 2nd trimester of MBA programme / MSE programme*
6. Proposed date of launch: *July 2014 (This will replace the currently taught courses Business Ethics, and Corporate Social Responsibility)*
7. Course Team: (coordinator, team members etc): *Dr. Tuheena Mukherjee / Dr. K. Valentina*
8. Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The course combines important topics of Business Ethics and Corporate Social Responsibility as both these subjects are intertwined with each other. Students and faculty members felt that instead of teaching two of these papers exclusively, it is appropriate to mingle important features of both these courses.
9. If the course is a part of one or more programme(s), choose the categories applicable:
 - a. Foundation (compulsory/ optional)
 - b. Discipline (core/ optional)
 - c. Special interest/ Applications/ Career Oriented Courses (compulsory/ optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
 - e. Compulsory
 - f. Optional/ Elective
 - g. Any other

Compulsory course offered to MBA / MSE students
10. A brief description of the Course: *The Course helps students to understand the relevance of ethics and social responsibility in business. Business is part of society and it is essential that it incorporates sensitivity towards various stake holders, environment and values in general.*
11. Specific Requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): *None*

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives: The objective of the course is to understand the relevance ethics and social responsibility provide for business. As our School proposes to start two Masters Programs the areas of Social Entrepreneurship and Public Policy soon, this course will be beneficial for both those programs too. The course will also provide insights in bringing out the various dimensions of sustainable development- social, economic and environmental.

No. of Credits: 2

Contact Hours: 32

Course Content:

- i. Introduction (3 Hours): Business Ethics in the context of Global Society
- ii. Utilitarianism (3 Hours): Concept, Traditional theories of utilitarianism, Deontology vs Utilitarianism
- iii. Rights and Duties in the Context of Business Ethics (3 Hours): Concept of Rights and Duty, Moral, Legal and Human rights, Kant's categorical imperatives, Libertarian viewpoint
- iv. Justice and Fairness in the context of Business Ethics (4 Hours): Forms of justice, Rawlsian perspective on justice, Socialist perspectives on justice, Capitalist perspective on justice
- v. Virtue Ethics and Ethics of Care (3 Hours): Virtues, actions and institutions, Challenges of Virtue theory, Unconscious moral decision making
- vi. Overview of CSR (3 Hours): Overview of CSR, challenges and Trends, Environment and Institutional context.
- vii. Various Theories of CSR and Internal Organisation of the Corporation (3 Hours): The Corporation, Politics and tension in the organisation.
- viii. CSR in India (3 Hours): Industry sector initiatives, Role of Civil Society, Media, Government etc.
- ix. Stakeholders of Business (4 hours): Consumers, shareholders, suppliers and competitors.
- x. Sustainable Development (3 hours): Brundtland Report, Local, regional and International networks, some successful sustainable models.

Suggested Readings:

- o Velasquez, M.G. (2011). *Business Ethics: Concepts and Cases* (7th edition), Pearson.
- o Albuquerque, D. (2010). *Business Ethics- Principles and Practices* (1st Edition), Oxford University Press.
- o Lawrence, A. (2010). *Business and Society- Stakeholders, Ethics and Public Policy*, (1st Edition), Academic internet Publishers.
- o Chatterji, M. (2011). *Corporate Social responsibility*, Oxford University Press.
- o Crane, A., Matten, D. and Spence, L. (2007) *Corporate Social Responsibility: Readings and cases in Global context*, Routledge.

13. Assessment Methodology:

Mid-term exam – 30% weightage End-term exam – 30% weightage Case study analysis / term papers – 40% weightage

*The case study and term paper will include both individual and group assessment

14. No. of students to be admitted: *All students admitted to the MBA programme (No of seats: 42) + all students admitted to the MSE programme (No of seats: 10)*
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: *Classroom with Projector Facility.*

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic Council.
2. 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 Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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)

1. Title of the Course: **Social Entrepreneurship (301)**
2. Name of the School/ Centre proposing the course: *School of Business, Public Policy and Social Entrepreneurship*
3. Programme(s) which this course can be a part of: *Masters in Business Administration (MBA); Masters in Social Entrepreneurship (MSE)*
4. Level at which the course can be offered: *Predoctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc): *2 Credit course to form a part of the 3rd trimester of MBA programme / MSE programme*
6. Proposed date of launch: *July 2014 (This will replace the currently taught course Introduction to Practice of Entrepreneurship)*
7. Course Team: (coordinator, team members etc): *Nidhi Kaicker*
8. Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):

{Please refer to the rationale behind course restructuring laid out in Principles of Economics}

- *Two important areas the School is interested in are Social Entrepreneurship and Public Policy. It is proposed that these two courses are offered as Foundation courses in the first year, and electives in this area are offered in the second year. At the same time, the School proposes to launch the Masters programme in Social Entrepreneurship in July 2014, and Masters in Public Policy in 2015-16. The foundation course "Social Entrepreneurship" shall replace the existing course "Practice of Entrepreneurship", as it is recommended to add the element of social enterprise and social innovation as a compulsory input. Moreover, this is also the foundation course for MSE, hence the emphasis on Social Entrepreneurship rather than Entrepreneurship alone.*

9. If the course is a part of one or more programme(s), choose the categories applicable:
 - a. Foundation (compulsory/ optional)
 - b. Discipline (core/ optional)
 - c. Special interest/ Applications/ Career Oriented Courses (compulsory/ optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
 - e. Compulsory
 - f. Optional/ Elective
 - g. Any other

Compulsory course offered to MBA / MSE students

10. A brief description of the Course: *The course Social Entrepreneurship is a foundation course that introduces the participants to basic concepts of entrepreneurship and family business management. It is appropriate for anyone who wishes to start his / her new venture or grow an existing business. With the emerging area of Social Entrepreneurship gaining popularity, it is proposed that elements of social entrepreneurship be introduced at this stage.*
11. Specific Requirements on the part of students who can be admitted to this course:
(Prerequisites or prior knowledge level etc): *None*
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives: The objective of this course is to expose students to the establishment and working of a new enterprise and its proper management, particularly with reference to the Social Sector.

No. of Credits: 2

Contact Hours: 32

Course Content:

- i. Introduction (3 Hours): Social Entrepreneurship, how it differs from business and usual, types of social enterprises
- ii. Self-employment (3 Hours): Qualities and pre-requisites of entrepreneurship, Methods to start and expand one's own business, Factors underlying success and reasons for failure, turnaround strategies
- iii. Idea Generation (3 Hours): Social consciousness, Opportunity identification, Demand analysis and market potential
- iv. Positioning and Targeting (3 Hours): Spotting trends and opportunities, Profiling your target customer, Learning from competition, Marketing strategies and promotion, Location planning
- v. Financing (5 Hours): Capital saving and project costing, Working capital requirement, Profit making in perspective, Social cost benefit analysis, alternate sources of funding
- vi. Feasibility Analysis (3 Hours): Technical, commercial, social, economic, financial and managerial feasibility analysis
- vii. Legal concerns (3 Hours): Government support and entrepreneurship, Legal concerns, Ethics and social responsibility, Role of Corporate Governance
- viii. Sustaining the team (3 Hours): Building and managing a winning team
- ix. Evaluation (3 Hours): Evaluating performance of entrepreneurial ventures
- x. Key Focus Areas (3): education, healthcare, rural development, human rights, child welfare, microfinance.

Suggested Readings:

- o Drucker, P. F. (2006). *Innovation and Entrepreneurship* (4th Edition), Harpercollins Publishers
- o Ziegler, R. (2011). *An Introduction To Social Entrepreneurship: Voices, Preconditions, Contexts*, Edward Elgar Publishing
- o Venkatapathy, R., Malar, M., Uma, D. (2010). *Social Entrepreneurship* (1st Edition), Excel Books
- o Mycoskie, B. (2011). *Start Something that Matters*, Random House Publishing Group

- o Bornstein, D., Davis, S. (2010). *Social Entrepreneurship - What Everyone Needs To Know* (1st Edition), Oxford University Press, USA

13. Assessment Methodology:

Mid-term exam – 30% weightage
 End-term exam – 30% weightage
 Case study analysis / term papers – 40% weightage

*The case study and term paper will include both individual and group assessment

14. No. of students to be admitted: *All students admitted to the MBA programme (No of seats: 42) + all students admitted to the MSE programme (No of seats: 10)*
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: *Classroom with Projector Facility, tie-ups with Social Entrepreneurs / NGOs for seminars / workshops and guest lectures.*

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic Council.
2. 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 Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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)

1. Title of the Course: **Strategic Management (401)**
2. Name of the School/ Centre proposing the course: *School of Business, Public Policy and Social Entrepreneurship*
3. Programme(s) which this course can be a part of: *Masters in Business Administration (MBA); Masters in Social Entrepreneurship (MSE)*
4. Level at which the course can be offered: *Predoctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc): *2 Credit course to form a part of the 4th trimester of MBA programme / MSE programme*
6. Proposed date of launch: *July 2014 (This will replace the currently taught courses Competitive Strategy, and Business Policy and Strategic Management)*
7. Course Team: (coordinator, team members etc): *Dr. Kartik Dave*
8. Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
The course integrates the knowledge learnt in the first year of MBA, and to develop an understanding of the language of business strategy. Students and faculty members felt that instead of teaching two papers in this area exclusively, it is appropriate to mingle important features of both these courses. Moreover, this course is best suited for second year students.
9. If the course is a part of one or more programme(s), choose the categories applicable:
 - a. Foundation (compulsory/ optional)
 - b. Discipline (core/ optional)
 - c. Special interest/ Applications/ Career Oriented Courses (compulsory/ optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
 - e. Compulsory
 - f. Optional/ Elective
 - g. Any other

Compulsory course offered to MBA / MSE students

10. A brief description of the Course: *This course recognizes that organizations exist and compete in evolving dynamic environments. In order to survive and succeed in such an environment, businesses require precise strategies. This course is intended to provide students with a range of frameworks, concepts, and tools that can assist students in their efforts to analyze complex business situations, reach conclusions, develop and evaluate alternatives, and recommend specific courses of action to respond to such situations. The strategic emphasis is on the kinds of problems and issues that affect the entire organization, usually as observed from a manager's*

point of view. It takes the perspective that all managers within a firm contribute to the formulation and implementation of successful strategies.

11. Specific Requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): *Foundation courses offered in the functional areas, offered in the 1st Year*
12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives: To develop an understanding of strategic management concepts, research, tools and theories, and develop a framework of analysis that will form the basis of strategic thinking and developing strategy in organizations.

No. of Credits: 2

Contact Hours: 32

Course Content:

- i. Introduction to Strategic Management (4 Hours): What is Strategy, Mission, Vision, Nature and Scope
- ii. Assessing Competitive Position: Internal Analysis (4 Hours): Activities, Resources and Capabilities of the firm, Resource Based View
- iii. Assessing Competitive Position: External Analysis (4 Hours): Environment Analysis, Structural Analysis
- iv. Organisational Structure (4 Hours): Macro and Micro organisational structure, culture and strategy
- v. Competitive Strategy (4 Hours): Generic Strategies
- vi. Mergers and Acquisitions (4 Hours): Mergers, acquisitions and organisational change
- vii. International Strategy (4 Hours): Global strategies, Types of International strategies
- viii. Business and Corporate Level Strategy (4 Hours): Operational Level Strategy and Corporate Level Strategies

Suggested Readings:

- o Walker, G (2009). *Modern Competitive Strategy*, TMH Companies.
- o Wheelen, T. and Hunger, J. (2010). *Strategic Management and Business Policy*, Pearson Publications
- o Hill, C. and Jones, G. (2012). *Strategic Management*, Cengage Publication
- o Porter, M.E. (2010). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*, Simon and Schuster Editions
- o Grant, R. M. (2005). *Contemporary Strategy Analysis: Concepts, Techniques, Applications* (5th edition), Wiley blackwell

13. Assessment Methodology:

<p>End-term exam – 30% weightage Assignments – 30% weightage</p>
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Cases – 20% weightage
Group Presentations – 20% weightage

14. No. of students to be admitted: *All students admitted to the MBA programme (No of seats: 42) + all students admitted to the MSE programme (No of seats: 10)*
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: *Classroom with Projector Facility.*

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic Council.
2. 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 Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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)

1. Title of the Course: **International Business Environment (402)**
2. Name of the School/ Centre proposing the course: *School of Business, Public Policy and Social Entrepreneurship*
3. Programme(s) which this course can be a part of: *Masters in Business Administration (MBA) / Masters in Social Entrepreneurship (MSE)*
4. Level at which the course can be offered: *Predoctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc): *2 Credit course to form a part of the 4th trimester of MBA programme*
6. Proposed date of launch: *July 2014 (This course will replace the currently offered courses Business in a Globalised World, and International Business Environment)*
7. Course Team: (coordinator, team members etc): *Dr. Kancharla Valentina / Kritika Mathur*
8. Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc): *The course combines elements of International Business with mainstream MBA curriculum. However, with the present structure, some repetition has been observed in various courses particularly in the areas of Business in a Globalised World and International Business Environment. Thus, a restructuring is proposed so as to avoid repetition.*
9. If the course is a part of one or more programme(s), choose the categories applicable:
 - a. Foundation (compulsory/ optional)
 - b. Discipline (core/ optional)
 - c. Special interest/ Applications/ Career Oriented Courses (compulsory/ optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
 - e. Compulsory
 - f. Optional/ Elective
 - g. Any other

Compulsory course offered to MBA / MSE students
10. A brief description of the Course: *The course enables participants to understand the opportunities and challenges posed by globalisation of business. It also acquaints the students with the trends in the global business environment.*
11. Specific Requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): *It is advised that prior to taking this course, students have a basic understanding of Economics.*

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives: The objective of the module is to develop an understanding of the key trends in the globalised world and understand international business strategies.

No. of Credits: 2

Contact Hours: 32

Course Content:

- i. Globalisation, Society and International Business (3 hours): Forces behind globalisation, Criticisms of globalisation, Impact of multinational organisation on society
- ii. Global Culture and Business (3 Hours): Dynamics of cultures, behavioural practices affecting business, dealing with cultural differences.
- iii. Political and Legal Environment of Business (3 Hours): Political environment and ideologies, legal issues in international business
- iv. Development Societies and International Business (3 hours): Role of Development Societies in international business
- v. International Agencies and Agri Business (3 hours): International collaborations and agreements; Agreement on Agriculture; FDI
- vi. Economic Environment of Business (4 hours): International economic environment and business
- vii. Trade and Factor Mobility (3 Hours): Interventionist and free trade theories, Dynamics of trade, Factor mobility and business
- viii. Trade Interventions (3 Hours): Government intervention in trade, Tariffs and non tariff barriers to trade
- ix. Exchange Rate (3 Hours): Determination of exchange rates, using derivatives to hedge foreign risk
- x. Strategy of International Business (4 Hours): Global integration and local responsiveness, Global strategy types; Export strategy; Import strategy, Export process

Suggested Readings:

- o Daniels, J.D., Salwan, P., Sullivan, D.P., Radebaugh, L.H. (2010). *International Business: Environments and Operations* (12th Edition), Pearson Education
- o Black, J.S., Sundaram, A.K. (1994). *The International Business Environment: Text and Cases*, Prentice Hall
- o Meier, G. (1998). *The International Environment of Business, Competition and Governance in the Global Economy*, Oxford University Press
- o Shahjahan, S. (2006). *International Business* (1st Edition), Macmillan India Limited
- o Stiglitz, J. (2007). *Making Globalization Work*, Penguin Books India

13. Assessment Methodology:

<p>Mid-term exam – 30% weightage End-term exam – 30% weightage Country study analysis – 20% weightage Other class assignments – 20% weightage</p>
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*The case study and class assignments will include both individual and group assessment

14. No. of students to be admitted: *All students admitted to the MBA programme (No of seats: 42) + all students admitted to the MSE programme (No of seats: 10)*
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc: Classroom with Projector Facility.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic Council.
2. 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 Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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)

1. Title of the Course: **Business Law and Corporate Governance (403)**
 2. Name of the School/ Centre proposing the course: *School of Business, Public Policy and Social Entrepreneurship*
 3. Programme(s) which this course can be a part of: *Masters in Business Administration (MBA); Masters in Social Entrepreneurship (MSE)*
 4. Level at which the course can be offered: *Pre-doctoral/ Masters/ PG Diploma/ BA Honours/ Diploma/ Certificate : Masters*
 5. If it is a stand-alone course, how can it be scheduled: (e.g., as a summer/ winter course, semester-long course, regular or evening course, weekend course, etc): *2 Credit course to form a part of the 4th trimester of MBA programme / MSE programme*
 6. Proposed date of launch: *July 2014 (This will replace the currently taught courses Legal Environment of Business, and Law and Corporate Governance)*
 7. Course Team: (coordinator, team members etc): *Hari Parmeshwar (Adjunct Faculty)*
 8. Rationale for the Course (link with the institutional vision, how it fits into the programme(s), availability of literature and resources, expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc):
Scale, complexity and impact defines the world of business these days. It is the objective of society to promote, regulate and to maintain equity in the affairs of business. Through the enactment of laws it seeks to establish the rights of parties in situations which typically emerge in business. These provisions are in turn tested in cases in the courts.
 9. If the course is a part of one or more programme(s), choose the categories applicable:
 - a. Foundation (compulsory/ optional)
 - b. Discipline (core/ optional)
 - c. Special interest/ Applications/ Career Oriented Courses (compulsory/ optional)
 - d. Practical/ Dissertation/ Internship/ Seminar courses (compulsory/ optional)
 - e. Compulsory
 - f. Optional/ Elective
 - g. Any other
- Compulsory courses offered to MBA / MSE students*
10. A brief description of the Course: *The course attempts to equip the student with the necessary legal concepts in order to be able to function effectively and correctly.*
 11. Specific Requirements on the part of students who can be admitted to this course: (Prerequisites or prior knowledge level etc): *Basic understanding of business and therefore it is offered to students of the second year of MBA.*

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Objectives: The objective of the course is to cover the main laws impacting day to day business and to examine the legal framework so as to understand and adapt to new laws which are enacted from time to time. It also aims to introduce the participants to the legal and non-legal governance mechanisms that affect economic activities. While legal provisions seek to fence in and fence out it essentially encapsulates the intention of the legislature as interpreted and corrected by the judiciary from time to time. The objective will be to make the students understand these concepts, through case studies and class discussions.

No. of Credits: 2

Contact Hours: 32

Course Content:

- i. Basic concepts and provisions (3 Hours): Legal framework – basic principles, Constitution, Recent laws for those with entrepreneurial aims
- ii. Indian Contract Act 1872 (3 Hours): Formation, Discharge
- iii. Special Contracts (3 Hours): Contract management including Arbitration as dispute resolution method
- iv. Important Acts (5 Hours): Sale of Goods Act – 1930; International Trade Law; Consumer Protection Act 1986; Negotiable Instruments Act; Essentials of Banking Law
- v. Companies Act (3 Hours): Features, Types, Doctrines, Incorporation, Commencement, Prospectus, Shares, Debentures
- vi. Company Management (3 Hours): Oppression and Mismanagement, Accounts and Audit; Winding Up; Inspection
- vii. Corporate Governance (3 Hours): Basics; Need for Corporate governance
- viii. Corporate Governance - Cases (3 Hours): Cases of Enron, Satyam, World Com, American Express, Kodak
- ix. Corporate governance provisions under Company Law 2013 and Clause 49 of Listing Agreement (3 Hours)
- x. SCRA –SEBI (3 Hours): Insider Trading, Disclosures, Pen offer, Depositories Act

Suggested Readings:

- o Singh, A. *Law of Contract*, Eastern Book Company.
- o Jain, N.K. (2007). *Company Law and Practice*, Deep & Deep Publications.
- o Kuchhal, M.C. (2010). *Business Law* (5th Edition), Vikas Publishing House
- o Malla, P. (2010). *Corporate Governance History, Evolution And India Story* (1st Edition), Routledge
- o Parthasarthy, S. (2011). *Corporate Governance: Principles, Mechanism & Practice*, Wiley India Pvt. Ltd

13. Assessment Methodology:

Mid-term exam – 30% weightage
 End-term exam – 30% weightage
 Quizzes / Assignments / Case Studies – 40% weightage (4 * 10 per assessment)

14. No. of students to be admitted: *All students admitted to the MBA programme (No of seats: 42) + all students admitted to the MSE programme (No of seats: 10)*
15. Special needs in terms of expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: *Classroom with Projector Facility.*

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies have been incorporated and the revised proposal is submitted to the Academic Council.
2. 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 Board of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 12th February, 2014 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 12th Meeting held on 17 February 2014**Agenda Item**

Discussion on the new courses offered by the School of Culture and Creative Expressions (SCCE) as part of its Masters Programme(s) (residual item from the meeting held on 4 February 2014).

Members present:

Chandan Mukherjee, (Chairperson)

Shyam Menon (permanent invitee)

Kuriakose Mamkoottam (Dean, SBPPSE)

Venita Kaul (Dean, SES)

Honey Oberoi Vahali (Dean, SHS)

Milind Wakankar (SCCE, Special Invitee)

Benil Biswas (SCCE, Special Invitee)

Salil Misra (Dean, SLS, Convenor, SCAP)


Minutes

The faculty of SCCE presented the outline of three courses:

- Comparative Literary Studies II: Introduction to Genealogical Research (four credits)
- Research Methodology (two credits)
- Research Methods in Performance Studies (four credits)

The faculty pointed out the focus of the courses and their place in the structure of the programme. The presentation was followed by discussion. It was suggested that the assessment scheme in each course should be made explicit to the students. The faculty members were asked to include a paragraph on the assessment in the course outline. It was also suggested that the assessment scheme in each course should be framed broadly within the parameters evolved by the AUD.

With that the SCAP approved the courses and recommended that they be placed at the next meeting of the Academic Council for ratification.


Salil Misra
Convenor, SCAP

Ambedkar University, Delhi
Proposal for Launch of a Course

(To be approved by the Academic Council)

1. Title of the Course: Research Methodology (Two Credit Core Course for LA Second Year, Fourth Semester Students)
2. Name of the School/Centre proposing the course : **School of Culture & Creative Expressions (SCCE)**
3. Programme(s) which this course can be a part of : **Masters programme in Literary Arts : Creative Writing**
4. Level at which the course can be offered: Pre doctoral / Masters / PG Diploma / BAHons. / Diploma / Certificate: **Masters level**
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course; semester-long course, regular or evening course, weekend course, etc.)
Once a week for two hours during the Winter Semester
6. Proposed date of launch: **January 2013**
7. Course Team: (coordinator, team members etc.): **Milind Wakankar**
8. **Rationale for the Course** (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.): **The course will be useful to those students in the LA 4th semester cohort how are preparing to write their dissertations.**
9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: **Semester 4, Core**

10. A brief description of the Course:

The aim of this course is to reflect on the genesis (which is to say the incipience) of concepts. We will seek to understand this genesis as a problem for thought, since concepts quickly lose their exotic nature once they are assimilated into accepted notions of knowledge. More strictly, the problem lies in the temporal immediacy of emergent concepts, which is to say the difficulty of apprehending and describing them in their moment. What is the language one would use to tackle this problem? We will attend to some important philosophical trajectories at the moment when they are poised on the brink of an epistemological breakthrough, at a point that is fecund and

generative of future developments in both philosophy proper and in the social sciences. This is where you can juxtapose this material to your own work not only to reflect on the process by which you have arrived at your current understanding of your project, but also to see how you can push all that is incipient in your thought toward that threshold where it will generate new concepts and ideas. We will begin in the first class with a discussion of your projects: please summarize your basic ideas in three to four sentences, focusing on the key question that motivates you. Over the next few sessions we will try to see how this question can serve to irradiate the specific set of texts you have chosen. This way we can map the disciplinary or methodological contexts against which you will come to define your work.

11. Specific Requirements on the part of students who can be admitted to this course:

12. Pre requisites or prior knowledge level etc: **The course is mandatory for all students who enrol for the masters programme in creative writing.**

13. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module):

Week One:

Introduction: What is a Research Question?

Week Two:

Dissertation Writing (Format, Stylesheet, etc)

Week Three:

Specific Features of a Practice-based Dissertation

Week Four:

Hegel, *The Difference between Fichte and Schelling's Systems* (Selection)

Week Five:

Benjamin, 'Epistemo-Critical Preface' to *Origins of German Tragic Drama*

Week Six:

Naipaul (Select Essays)

Week Seven-Fourteen

Discussion of Individual Projects; Presentation (mock-viva) of research

14. Assessment Methodology: Students ability to think through the nature of their work so far in the program is essential: it is they who are required to meditate on the nature of their calling, and to focus on the one single idea or question that has guided them so far. Assessment will be in stages. The first stage will consist of assessing their understanding of the Hegel essay and Benjamin essays as reflected in class presentations. The second stage will involve discussions and repeated presentations of their dissertation idea or question, and eventually if possible the entire dissertation in the weeks leading up to the deadline. 20% Understanding of Class Readings; 30% Class Participation, Attendance; 50% Dissertation Idea, and Discussion of Drafts.

- 1.No. of students to be admitted: All students enrolled in the second year of the programme
- 2.Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

*for Milind
Bansal*

Milind Wakankar
Signature of Course Coordinator(s)

Note:

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

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

Recommendation of the School of Studies:

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

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

1. Title of the Course: **Research Methods in Performance Studies (RMiPS)**
2. Name of the School/Centre proposing the course: **School of Culture and Creative Expressions**
3. Programme(s) which this course can be a part of: **M.A. Performance Studies**
4. Level at which the course can be offered: Predoctoral/Masters/PG Diploma/BA Hons./Diploma/Certificate: **Masters**
5. If it is a stand-alone course, how can it be scheduled?: (e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.)

Semester-long course

6. Proposed date of launch: **Jan 2014**
7. Course Team: (coordinator, team members etc.) **Benil Biswas**
8. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

It is widely known and acknowledged that Performance has played a major role in shaping the social knowledge and perceptions of the masses in the history of pre and post independent India. However, there have been very few academic institutions focusing on critical engagement with performance and its role in contemporary society. The intellectual challenge of critical engagement with the possibilities of the performance art is not addressed by most academic institutions in the country.

As part of our aim to provide the students with maximum possible critical engagement with Performance Studies, this course is planned as a foundation to the research in the area.

9. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:

Semester IV [Core] IV Credit- compulsory

10. A brief description of the Course:

- This course introduces performance studies students to the advanced scholarly research and writing methods and practices in the field of performance studies, with

emphasis on Practice-as-research (PAR), orature, historiography, ethnography as well as performative writing. One will carry out an in-depth study various methods for performance research including ethnography and PaR. Ethnography, involves participant-observation and interviews, in this case connected to rehearsals or the creative process of performance more broadly. One of the many methods, PaR in performance is imagined as a dislocation of the understanding of knowledge as emanating strictly from abstract theorising and scientific rationality to accommodate action based investigations oriented towards practical engagement in the world. This course will also focus on how we record, analyse and disseminate performance events.

One would also seek to understand what frames determine the objects of our analysis, what ethics, aesthetics, and politics shape our access to and understanding of performance work. Reflection on participant observation and field work, field notes, dairies, journals, reviews, histories will inform students towards their own dissertation. The focus will also be on research perspectives arising from minoritarian and postcolonial experiences. Students will study these research methods and choose one approach or more for their final research paper. The course will help and develop the research project in a number of stages throughout the quarter, including: locating sources, constructing an abstract and annotated bibliography, drafting, and re-drafting.

Aim & Objectives:-

- The course will encourage students to Learn methods and steps for writing ethnographies and extending a PaR project.
- This course will engage students to formulate an original argument for a research paper based on analyses of primary and secondary texts/sources.
- This course will further lead the students to develop skills to peer review and respond to their critiques.
- At the end of the course, it is expected that the students will have enhanced their critical writing skills and will be in a position to employ them to craft a final, analytic research paper that could potentially be revised for publication later.

Required texts:

- Madison, D. Soyini, *Critical Ethnography: Method, Ethics, and Performance*. Thousand Oaks: Sage, 2011.
- Booth, Wayne C., Gregory Colomb, and Joseph Williams. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008.
- Pearson, Mike, and Michael Shanks, *Theatre/archaeology*. London/New York: Routledge. 2001.
- Barrett, Estelle and Barbara Bolt (eds). *Practice As Research: Approaches To Creative Arts Enquiry*. London/New York: I.B.Tauris co and Ltd. 2010
- Phelan, Peggy. *Unmarked: The Politics of Performance*. New York: Routledge. 1993.

- Taylor, Diana. *The archive and the repertoire: Performing cultural memory in the Americas*. NC: Duke University Press Books, 2003.

(The course will focus of specific bibliography prepared by each student for their research)

11. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.)

Advanced students of Performance Studies, who have completed the two semester of MA Performance Studies

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

Attached.

13. Assessment Methodology: _

This course requires a substantial amount of reading and writing. Each week we will read and respond to theoretical approaches and address some specific issues about studying Body in Performance.

The course will run for 2 hours per day for 2 days a week. One of the 2 hours session will be conducted as a seminar/workshop, where students are required to make presentations.¹ The number of students expected to attend the course will be 7 to 9.

The activities for each week will include four important steps:

1. Lecture and Assigned Readings
2. Weekly presentations
3. Class Discussion and Critique of assigned readings and presentations.
4. Discussion and analysis of video screenings and performances watched.

Assessment:* 3 home assignments and Presentations, and one end- semester paper (Tentative).

- **3 Graded Final Draft Papers: Each paper will count for 10 percent.** (750 to 1500 words) (Total 3 papers = 30 percent)
- **Term Paper/Performance: 40 percent** of the grade will be awarded to the final submission.(2500 to 3000 words)(40 percent)
- **4 Rough Drafts/Presentation: Each rough draft (attached to the final draft) accounts for 5 points/percent.** The grade reflects one's participation in peer evaluations and revision. Absentee on the day the rough draft/presentation (without prior information) will lose all 5 points. (Total 4 rough drafts = 20 percent)
- **Punctuality and Classroom Participation: 10 percent** will be based on the entirety of one's general participation during class and for discussion. This

¹ Details in the Assessment section.

grade also reflects the student's ability to be present, on time and prepared for class. (10 percent)

*NB:

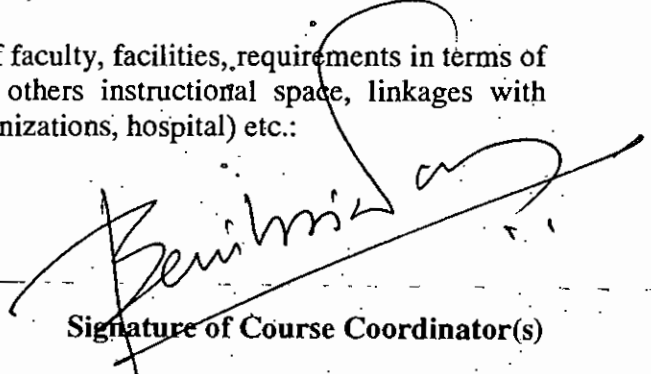
- All students must participate in all course assessments to obtain a passing course grade.
- Any paper *turned in on time* can be rewritten for a better grade.
- Proven plagiarism will result in failure of the class.
- The above mentioned evaluation pattern is subject to the number of students who enrol for this course.

*All students must participate in all course assessments to obtain a passing course grade.

14. No. of students to be admitted: **10 (Maximum)**

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

Table-top/ overhead projection facility.



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 Culture and Creative Expressions:

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

Research Methods in Performance Studies

Week 1: Course Introduction

Syllabus Overview: This course introduces one to the advanced scholarly research and writing methods and practices in the field of performance studies

Reading:

Pearson, Mike, and Michael Shanks, 2001. *Theatre/archaeology*. London/New York: Routledge.

Week 2: Excavating the Research Topic

Reading:

- Booth, Wayne C. Chapter 3, "From Topics to Questions"
- Madison, Soyini. pp. 19-27

Assignment Due at the end of 3rd week: Using the research topic, follow the steps that Booth describes for: 1) narrowing your topic (p. 39); 2) Moving from a topic to a claim (p.39-40), 3) Asking questions of your topic (pp. 40-43); and 4) Discovering your topic's larger significance (pp. 46-47, steps 1,2,&3).

Week 3: Engaging with primary and secondary Sources

Readings:

- Booth, Wayne C., Ch. 7-10

Assignment Due: Annotated Bibliography by week 4

Week 4 & 5: Identifying Methodologies:

One would explore Practice-as-research (PAR), language, historiography, ethnography as well as performative writing.

Readings:-

PaR –

- Barrett, Estelle and Barbara Bolt (eds). *Practice As Research: Approaches To Creative Arts Enquiry*. London/New York: I.B.Tauris co and Ltd. 2010
- Phelan, Peggy. *Unmarked: The Politics of Performance*. New York: Routledge. 1993.
- Bharucha, R. *Theatre and the World: Performance and the Politics of Culture*, London and New York: Routledge, 1993.

Ethnography-

- Sarker Munsu, Urmimala. *A Century of Negotiations: The Changing Sphere of the Woman Dancer in India* in Subrata Bagchi (ed.) *Women in Public Sphere: Some Exploratory Essays*. New Delhi: Primus Books. 2011.
- Bharucha, Rustom. *The Politics of Cultural Practice: Thinking through Theatre in an Age of Globalization*. Wesleyan: Wesleyan University Press: 2000.

- Madison, Soyini. Ch. 1

Music-

- Rocío G. Davis, Dorothea Fischer-Hornung, and Johanna C. Kardux (Eds.) *Aesthetic Practices and Politics in Media, Music, and Art: Performing Migration*. New York: Routledge, 2011
- Diehl, Keila. *Echoes from Dharamsala: Music in the Life of a Tibetan Refugee Community*. Berkeley: University of California Press. 2002
- Korsyn, Kevin Ernest. *Decentering Music: A critique of contemporary musical research*. New York, OUP: 2003

Dance/movement-

- Buckland, Theresa. *Dance in the field: Theory, Methods, and issues in dance ethnography*. New York: St. Martin's Press. 1999

Visual-

- Barthes, Roland. *The Responsibility of Forms: Critical Essays on Music, Art, and Representation*. Transl. Richard Howard. Berkeley: University of California. 1985.
- Sontag, Susan. 1977. *On photography*. New York: Farrar, Straus and Giroux.
- Sontag, Susan. 2003. *Regarding the pain of others*. New York: Farrar, Straus and Giroux.

Week 6: Preliminary Research & Analysis

One would also seek to understand what frames determine the objects of our analysis, what ethics, aesthetics, and politics shape the access to and understanding of performance work.

Readings:

- Madison, Soyini. Ch. 5; plus pp. 160-163 ("Case 3: Community Theatre")
- Booth, Wayne C., Ch. 5 & 6

Week 7: Interviewing and Documenting Performance

One would focus on how we record, analyse and disseminate performance events

Readings:

- Phelan, Peggy. *The Ontology of Performance*.
- Taylor, Diana. *Acts of Transfer*.
- Books/readings to be picked up from the bibliography prepared by the student.

Assignment Due: **Interview/ performance piece.**

Week 8: Participant Observation

One would reflect on participant observation and filed work, field notes, dairies, journals, reviews, histories will inform students towards their own dissertation.

Readings:

•Phelan, Peggy. The Ontology of Performance.

Week 9: Structuring Paper / Writing a Research Proposal

Readings:

- Booth, Wayne C., pgs. 173-86
- Madison, Soyini. pp. 27-49

Week 10, 11 & 12: Draft/ Redrafting the Paper/Performance

Reading:

- Booth, Wayne C., Chapters 13 & 16, 14 & 17.
- Madison, Soyini, Ch. 8

(These weekly sessions will be supplanted by the engagement with specific texts as readings which are central to the research areas of each individual.)

APPENDIX - D

Appendix-D
Resol. No. 5.6/AC(5)/04.03.2014

The minutes of the meetings of the Standing Committee Research (SCR) held on
(a) 21st August 2013 and (b) 8th November 2013

- (a) Minutes of the 16th Meeting of the Standing Committee Research held on
21st August 2013 (Encl. - 1).
- (b) Minutes of the 17th Meeting of the Standing Committee Research held on
8th November 2013 (Encl. - 2).



Minutes of the 16th Meeting of the Standing Committee Research held on Wednesday, the 21st August 2013 at 03.30 P.M. in the (Committee Room of the Vice-Chancellor), Kashmere Gate Campus, Delhi

Present

- | | | |
|-----|--|-------------|
| 01. | Prof. Chandan Mukherjee, Pro-Vice Chancellor | Chairperson |
| 02. | Prof. Kuriakose Mamkoottam | Member |
| 03. | Prof. Honey Oberoi Vahali | Member |
| 04. | Prof. Jatin Bhatt | Member |
| 05. | Prof. Venita Kaul | Member |
| 06. | Prof. Denys P. Leighton | Convener |

SPECIAL INVITEE

07. Dr. Anup Dhar

PERMANENT INVITEE

08. Prof. Shyam B. Menon

Prof (s) Salil Misra and Shivaji K Panikkar could not attend the meeting

Item 1 Minutes of the 15th Meeting of the Standing Committee Research

Read and approved. A change was accepted—as per resolution '7' of the full AC on 10 July 2013—in the number of MPhil seats available in 2013-14 in Women's and Gender Studies: 18 seats instead of 10, with 10 of the candidates being awarded stipends by AUD. The NCT quota of 85% applied to only 10 of the 18 seats.

Item 2 Discussion and approval of RSC admission reports for 2013-14 admission cycle.

RSC reports on MPhil and PhD admission in 2013-14 were **discussed and approved** (see annexures). RSC's could now announce admission results ('first lists' only) with instructions to candidates to take admission by paying appropriate fees no later than Friday, 30 August. RSC's must submit to Student Services a.s.a.p. the lists of candidates and the fees due by *each* candidate (see item 3 below).

Contd....2/-



- 2 -

A tabular format was agreed upon for convenient reporting of admission data. See annexure.

Admission offers have been made for 24 of 25 seats in MPhil Development Practice; 17 of 18 MPhil seats in Women's and Gender Studies; 3 of 4 PhD seats in WGS; 4 of 4 PhD seats in Hindi; 10 of 10 MPhil seats in History; 0 of 4 PhD seats in History; 3 of 6 PhD seats in Human Ecology; 6 of 6 seats in Development Studies. Noted that filling of seats according to Delhi Govt. reservation policies had been conducted programme-wise.

Decided that SCR Convenor would meet with RSC's to determine whether *unfilled reserved category seats* in each programme (totaling 7 in all programmes) could be transferred to other programmes and offered to applicants below cut-offs. 'Second lists' could thereby be announced.

Item 3 Discussion of MPhil and PhD programmes fee structure.

Decided that the formula established by SCR at its meeting on 7 September 2011 be applied in 2013-14. A per credit 'course fee' of Rs. 1,000 would be assessed on a semester basis for research scholars undertaking course work or other directly guided, credited learning activities. In subsequent semesters, upon conclusion of course work, a semester fee of Rs. 3,500 for research registration would be paid. Extra charges are a (one time, refundable) caution fee of Rs. 2,000 and a student welfare fee of Rs. 500 per semester. Candidates proceeding from MPhil to PhD may carry over the caution payment.

Decided that MPhil and PhD scholars required to repeat courses (or complete uncompleted courses), but who are not attending classes, pay a re-submission fee of Rs. 1,000 (for any course regardless of credit value). Those who repeat courses and attend the classes as well as engage in assessment must pay full fees for course repetition (i.e., Rs. 1,000 per credit).

The meeting ended with a Vote of Thanks.

(Professor Chandan Mukherjee)
Chairperson

(Professor Denys P. Keighton)
Convenor



Minutes of the 17th Meeting of the Standing Committee Research (SCR) held on Friday, the 8th November 2013 at 10.30 A.M. in the Ambedkar University, (Committee Room of the Vice-Chancellor), Kashmere Gate Campus, Delhi

Present

- | | | |
|-----|----------------------------|-------------|
| 01. | Prof. Chandan Mukherjee | Chairperson |
| 02. | Prof. Kuriakose Mamkoottam | Member |
| 03. | Prof. Honey Oberoi Vahali | Member |
| 04. | Prof. Salil Misra | Member |
| 05. | Prof. Jatin Bhatt | Member |
| 06. | Prof. Denys P. Leighton | Convenor |

Permanent Invitees

07. Prof. Shyam B. Menon

Special Invitees

08. Prof. Ashok Nagpal

Prof (s) Shivaji K Panikkar and Venita Kaul could not attend the meeting

Item 1 Review of minutes of the 16th Meeting of the Standing Committee Research

Read and approved.

Item 2 Confirmation of PhD candidacy of Ragini Kumari (MPhil scholar in Hindi since 2011).

Decided that Ragini Kumari has fulfilled all conditions for promotion from MPhil to doctoral scholar (cf. Research Studies Regulations §12), w.e.f. 1 November 2013. (Latter was date of RSC SLS meeting at which candidate presented a doctoral research plan and received comments from RSC members.)

Contd....2/-



Item 3 Discussion of status of MPhil Hindi scholars of 2011 batch, about whom RSC SLS recommended provisional PhD enrolment in MS 2013 (RSC SLS meeting minutes of 28 October 2013).

Decided that the 2011 batch MPhil Hindi scholars who had submitted MPhil theses for examination in September 2013 (Lauhar Yadav, Mahendra Prajapati, Sunita, Anant Vijay Paliwal, Nikita Jain and Anita) could not now be registered as provisional doctoral scholars. The RSC recommendation that they be registered as provisional doctoral scholars because their MPhil theses had been submitted for examination could not be accepted under the existing RSR. The contention of the RSC that these MPhil scholars had enrolled with the 'promise' that they were entering an 'integrated MPhil-PhD programme' was misleading and irrelevant: the University had no such programme and SCR and admissions coordinator had provided no public information/advertising to suggest it. These scholars could continue to receive JRF or University stipends as MPhil scholars per rules of the UGC/University. RSR did not prevent admission of qualified scholars of this batch to PhD *before actual award* of their MPhil degrees, but they would be required to go through a proper doctoral admission process. The RSR allowed doctoral admission 'for those who have an M.Phil. . . throughout the year (RSR §4). This could be taken to mean that an admission process for the Hindi MPhil scholars could commence before actual award of their MPhil degrees, and prior to the advertised PhD admissions in May - August. Their doctoral admissions would be confirmed upon award of the AUD MPhil degree.

Item 4 Discussion of aspects of the MPhil Psychotherapy and Clinical Thinking, PhD Women's and Gender Studies and PhD Psychology programmes (not parts of original agenda but included under heading of 'Any Other Item').

Members discussed the RSC SHS meeting minutes of 29 October 2013 and accompanying documents introduced by Professor Oberoi. Issues requiring decisions were:

- (1) Whether to approve changes in implementation of the MPhil PCT programme for scholars of the 2011 batch. This did *not* constitute a recommendation for amendment of the original programme document approved in 2011. It was announced that the programme had been conducted in 2011-2013 with some deviations from the official programme plan due to practical considerations. The specific changes were presented in an annexure to the 29 October 2013 RSC meeting minutes.
- (2) Whether to approve an extension of the doctoral enrolment period for scholars presently enrolled in PhD WGS and PhD Psychology programmes and for scholars subsequently admitted to the programmes (Item 13 in RSC meeting minutes). Proposed extension would require amendment of the RSR.

Contd....3/-



SCR did not take a final decision on these two matters and instead decided that the issues be resolved in subsequent meetings of the SCR. (The next SCR meeting was scheduled for 11 November @ 12:30 p.m.).

Item 5 Discussion of a proposed Standard Operating Procedure for MPhil and PhD thesis submission and examination, along with sample forms and templates relating to the same.

The SOP and other documents had been prepared by Prof. Leighton as implementation of SCR decisions in 2013 to prepare for submission of MPhil and PhD theses for examination. RSR did not provide effective guidelines and explicit directions to the process. The SOP and other documents were circulated in soft and hard copies on 31 October 2013. It was reiterated in connection with the present discussion that, although the SCR had recommended changes in the mode of examining MPhil theses in its meeting on 3 June 2013, these changes required amendment of the RSR. **Decided** that until such amendment, MPhil theses would be examined externally only, as stipulated in the RSR.

Decided that discussion of the documents be continued in the next SCR meeting(s) and that the same documents be circulated to RSC members to elicit comments about examination procedures and about the RSR generally.* Approval of a basic SOP would clear way for examination of theses that have been submitted to date in MPhil Hindi and MPhil History. Other SOP's could be produced for guidance of programmes such as MPhil PCT, MPhil Development Practice and the proposed PhD programmes in SCCE and SoD.

Other matters.

SCR Convenor observed that he had held office since November 2010 and wished to be relieved soon. He was asked to remain on the SCR for an additional six months.

*The documents were circulated as directed by email on 8 November 2013, and RSC members were invited to attend the SCR meeting on 11 November. 11 November 2013 was an SCR follow-up session (12:30 – 2 p.m.), not an official meeting, and was attended by some SCR members. Suggestions were made on 11 November for changes to the SOP and related documents (certificates, forms, letters) prepared for the 8 November meeting. The SOP with supplementary forms dated 13 December 2013 was revised through circulation and is presented to the AC for approval.

The meeting ended with a Vote of Thanks.

(Professor Chandan Mukherjee)
Chairperson

(Professor Denys P. Leighton)
Convenor

NOTE: This document was inadvertently omitted from the SCR documents submitted to the 4th Academic Council (10 and 19 July 2013). It is a supplement to the SCR Meeting Minutes dated 3 June 2013 and is referred to in the same minutes.

SCR Recommendations on Admission and Supervision of Research Scholars
[FINAL: Revised as per SCR discussion on 3 June 2013]

Part I. The subcommittee recommends the following about research supervisory capacity and number of seats occupied in any programme.

- 1.1 Maximum supervisory capacity of 8 research scholars for Full and Associate Professors and maximum 5 research scholars for Assistant Professors. Programme supervisory capacity (PSC) is the sum of supervisory capacities of faculty participating in a programme (as supervisors).
- 1.2 Research scholars are not considered 'under supervision' unless and until they have *completed the course work phase*.
- 1.3 Every research scholar actually enrolled and 'under supervision' (that is, not temporarily de-enrolled, as per RSR) must be counted against a programme's enrollment/supervisory capacity for the whole period of actual enrollment.
- 1.4 As per the existing AUD research studies regulations (RSR), doctoral scholars who have temporarily de-enrolled are subtracted from their supervisors' quotas, but when they re-enroll they must be restored to the supervisory quota calculations. Scholars temporarily de-enrolled and those who are enrolled beyond the 'normal enrollment period' of their programmes shall be removed from the calculation of PSC and from their supervisors' supervisory quotas so as not to hamper fresh admissions to the programme. However, if at any point the number of scholars temporarily de-enrolled exceeds 50% of the PSC, those scholars shall be again counted against the PSC and the faculty supervisory capacities; fresh programme admissions could thereby be limited.

The recommendations above carry the following implications.

(i) RSC's are the appropriate fora for deciding *actual* individual supervisory loads. Different programmes will place different emphasis on direct teaching, guidance and supervision and may place different demands on the participating faculty members. Faculty members who are not recognized as research supervisors could also be engaged in programmes as teachers or in other capacities.

(ii) Programme supervisory capacity (PSC) and 'available seats' (admission capacity) can be calculated on the basis of the faculty supervisory quotas, taking into account faculty members' engagement in the various programmes. PSC must be calculated on the basis of number of faculty members actually engaged in a programme as research guides.

(iii) When any School/programme resumes (say, after a hiatus of one or two admission cycles) or discontinues filling MPhil or PhD seats, the appropriate supervisory quotas must be observed.

(iv) Since MPhil scholars in a programme are not always 'under supervision', the number of MPhil students actually enrolled at any one time *may exceed* the recognized MPhil supervisory capacity of the faculty members contributing to the programme. However, the RSC must ensure that every MPhil student has a supervisor once s/he moves into research phase *and* that no participating supervisor has more research scholars under her/his supervision than the quotas permit.

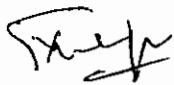
Part II. The subcommittee recommends the following about calculating 'available seats' (for annual or other admission) in any programme:

- 2.1 Once a calculation of PSC is made, an RSC must set a specific number of seats to be filled in an admission cycle (of one year). Programme supervisory capacity ÷ 'normal enrollment period' in years (OR period 'under supervision') = maximum annual admission (MAA). MAA implies engagement of all participating faculty members to their full supervisory capacity. It is not a measure of the number of scholars who could be safely accommodated in a programme. RSC's are advised to admit fewer candidates than the MAA.
- 2.2 With separate MPhil and PhD admissions in the same programme, the RSC must decide a *desired ratio of the number of MPhil to number of PhD scholars*, calculate the programme enrollment capacity in each category (MPhil and PhD), and make the necessary allowance for number of supervision years (as noted above) in determining how many seats are to be filled in each category (MPhil and PhD).
- 2.3 In calculating a number of direct-admission PhD candidates, *allowance must be made for candidates who may be admitted to PhD from MPhil upon completion of MPhil course work with a prescribed course grade average (per RSR and programme documents).*

Part III. Additional recommendations.

- 3.1 External agencies with which AUD has agreements relating to research and teaching may be considered part of AUD, during the validity of the agreement, when determining PSC and available research seats. For example, *specified members* of Pradan and CWDS may be included in calculations of PSC; and when these specified individuals leave those organizations or cease involvement with the programmes under agreement, they must be removed from the PSC calculation. These individuals shall be considered 'internal' supervisors/co-supervisors as long as the University (viz., SCR) is satisfied with the qualifications or expertise of those supervisors. While PSC can be augmented by such means, every MPhil and PhD scholar of the University must ordinarily be supervised or co-supervised by at least one person holding the PhD or equivalent degrees. (Examination of a thesis is a different matter: AUD RSR allows examination by any acknowledged 'expert' regardless of academic qualification.)
- 3.2 Every MPhil thesis is to be examined by one internal and one external expert. The internal expert shall be the candidate's supervisor. Every PhD thesis is to be examined by three external experts. Any additional examiners brought in for cases of inconclusive result (cf. RSR) must be external examiners.

Signed:




Prof. Denys P. Leighton (SCR Convenor)

**Standard Operating Procedure: MPhil and PhD THESIS SUBMISSION,
EXAMINATION, AND RELATED MATTERS.**

(Revised in SCR discussions on 8 and 11 November 2013 and through circulation.)

This document elaborates on the thesis examination provisions of the AUD 'REGULATIONS CONCERNING DEGREES OF MASTER OF PHILOSOPHY (M.Phil) AND DOCTOR OF PHILOSOPHY (Ph.D.)' [Item No. 5.7/BOM.31.05.2010] and shall apply to the following programmes: MPhil in Hindi, MPhil in History, MPhil in Psychotherapy and Clinical Thinking, MPhil in Women's and Gender Studies, MPhil in Development Practice, PhD in Hindi, PhD in History, PhD in Development Studies, PhD in Human Ecology, PhD in Sociology, PhD in Psychology, PhD in Women's and Gender Studies. Revisions or annexures to this SOP may be produced as needed: e.g., for new MPhil and PhD programmes. Alternately, Research Studies Committees overseeing new programmes could communicate to the SCR their formal approval of the present guidelines.

Introduction.

Section 1. On the process of thesis submission and examiner selection (MPhil and PhD).

Section 2. On sending theses for examination; receiving/processing examiner reports; thesis revision/resubmission process.

Section 3. On conduct of oral examinations/vivas, submission of degree recommendation and award of degree and/or transcript.

Introduction.

'Thesis examination' in all AUD MPhil and PhD programmes consists of two parts: (a) the confidential examination by individual examiners of the thesis/portfolio/project documentation resulting in written examiner reports, and (b) an oral defense or 'viva' examination.¹

All AUD MPhil and PhD programmes require production and successful defense of a thesis, per UGC regulations, under supervision of one or more guides (supervisors/co-supervisors). The MPhil programmes in 'Psychotherapy and Clinical Thinking' (PCT) and 'Development Practice'

¹ RSC's must provide statements of the thesis examination process of programmes; these are public documents that should be communicated to the research scholars enrolled in a programme. The statements should clarify the responsibilities of and expectations for the involved parties (e.g., examinees, supervisors, examiners). **Style sheets or guides to thesis preparation and formatting** should also be prepared by the various programmes of the University, to be approved by the SCR and Academic Council.

(DP) do not have clearly separated phases of 'course work' and 'thesis research and writing'. These two programmes feature theses of up to 10 credits that are completed over 1-2 semesters concurrently with course work, 'fieldwork', or clinical engagement, and the theses constitute significant but not central components in the overall training of the professional, i.e. psychotherapist or development practitioner. Candidates in these programmes shall typically submit theses for examination during their final programme semester (i.e., January – May) and their conclusive viva examination could occur during the intersession (a few weeks or months after the close of the actual programme semester). MPhil thesis vivas in these two programmes could be group activities held over a period of one day or several days for candidates of the same cohort. Moreover, external examiners involved with these programmes may examine more than one thesis and participate in more than one viva. **It is understood that all examiners in all programmes shall be officially appointed through the procedures outlined in the present document.**

Section 1.

Thesis examination in all programmes involves designated thesis supervisor(s), the Research Studies Committee (of the School), School Dean and assisting admin. staff ('School Office'), an Examination Committee Chairperson, thesis examiners, members of a Viva Examination Committee and the Standing Committee Research.

Per AUD RSR § 15(xii) a research supervisor [i.e., the 'in-house' one] must address to the SCR a **report certifying the readiness of the candidate's thesis for examination (Thesis Supervisor Submission Certificate)**. The report is signed by supervisor(s) and the RSC Chair (usually, Dean of School) and submitted to the SCR with a **list of recommended examiners and the signed Student Thesis Submission Form**.² At this time a candidate for examination must pay a **thesis processing fee** of Rs. 2000 for an MPhil thesis and Rs. 4000 for a doctoral thesis. (A receipt for this shall be kept by the School Dean/Office.) Appeals for waiver of thesis submission fees may be entertained by the School.

- The Thesis Supervisor Submission Certificate (1) gives the approved/official thesis title, (2) includes a thesis abstract in the format appropriate to the programme and (3) certifies the candidate's completion of all 'pre-examination' requirements. As there is no University Examination Branch/Section, the report certifies that a candidate's written

² In the event of a candidate's co-supervisors disagreeing about the readiness of the thesis for examination, the RSC Chair shall try to broker an agreement. If the RSC Chair is unable to resolve the disagreement, the situation must be reported to the RSC. The latter may propose remedies such as cancellation of co-supervisory situation or assignment of a candidate to a new supervisor.

submission conforms to University requirements regarding number of copies, amount of text, citational format, presentation of data, 'style', etc.

- Lists of potential examiners are created by an RSC in consultation with a candidate's supervisor(s). Per AUD RSR, an examiner may be 'any expert' in the candidate's field of research or practice. Brief statements of examiners' positions/offices/relevant professional activities and credentials should be appended to the list of examiners. An examiner list must be specific to an examinee: an RSC may not submit lists of (multiple) candidates with undifferentiated lists of potential examiners.
- For an MPhil examination, the RSC examiner list names 2-3 potential examiners. An MPhil thesis is examined by two external examiners.³ The official list of examiners is created by the SCR Chair (viz. PVC) from the RSC recommendations and communicated to the relevant School Dean.
- For a PhD examination, the RSC examiner list names 6 potential examiners, all external. (A doctoral examination is wholly external with respect to the written exercise, involving three examiners.) The official list of examiners is created by the full SCR from the RSC recommendations and communicated to the relevant School Dean.
- The SCR Chair or the full SCR, as the case may be, may reject examiner lists and direct RSC's to prepare new ones.

Of examiner names included on the list approved by the SCR, those persons not designated primary examiners (e.g., the first three named in case of doctoral examination) are the alternate examiners. In the event of a first-round examiner being unavailable, or a thesis being returned without being examined by a first-round examiner, a thesis is sent to a person ('alternate examiner') farther down the list (see section 2 below). In cases of MPhil examination, the SCR must identify 3 external examiners from the approved list to obtain two valid examiner reports.⁴ In cases of doctoral examination, the SCR must identify 5 (external) examiners (3 + 2 alternate) to obtain three valid examiner reports. The names of the examiners selected by the SCR are to remain strictly confidential.

³ In its meeting on 3 June 2013, the SCR agreed to seek modification of the existing RSR to allow 'mixed' examination of an MPhil thesis by one in-house and one external examiner. Until the RSR are revised, both examiners of an MPhil thesis must be external examiners. With respect to MPhil examinations involving 'group vivas', viva examiners must still be identified for individual examinees.

⁴ It has been proposed that upon revision of the RSR, MPhil examinations shall be 'mixed' examinations (see footnote 3)—in case of which the SCR would identify one 'in-house' examiner, one external examiner and one alternate external examiner.

Section 2.

The School Dean in receipt of the approved examiners' list shall send to each of the approved examiners an invitation to examine a thesis (**Thesis Examiner Invitation**).⁵ The invitation letter and returning envelope shall bear the same unique alphanumeric examiner code devised as follows: [3 letter code of School: e.g., SDS] E [followed by a number between 1 and 99999: e.g., 00012]; thus SDS E 00012. The examiner accepts the invitation by returning the bottom portion of the letter (in the envelope provided) to the School Dean. The latter accordingly sends theses to examiners by expeditious means such as post or courier, along with a letter stating a specific deadline for submission of examiner report (see next paragraph). Postage/courier costs are charged to the relevant School. The School Dean could send with the examiner report any standard description of the programme in which the examinee is enrolled for the purpose of alerting an examiner to expectations of thesis production (see footnote 1 above). Sealed examiner reports (**Examiner Report**) are returned to the School Dean, who records receipt of the same (with date of receipt) and forwards the sealed reports to the designated examination committee chairperson [ECC].⁶ The examination committee chairperson is the RSC Chair/School Dean or a representative officially named by him/her who cannot be the examinee's supervisor or examiner. The ECC should be an AUD faculty member preferably at the rank of associate or full professor.

The period allowed for examination of an MPhil thesis is four (4) weeks from the date on which the thesis was received by an examiner. The period allowed for examination of a PhD thesis is six (6) weeks (dated from examiner's receipt of the thesis). The School Dean/ECC has discretion to grant an examiner additional time for evaluation—for example, when s/he receives a formal communication from an examiner requesting a reasonable amount of additional time. The main objective in any event is to ensure receipt of the required examiner reports within a reasonable period of time. Problems in this regard (e.g., delays) may be referred to the SCR.

⁵ An honorarium of Rs.3000 is paid to each *external* examiner of an MPhil thesis. An honorarium of Rs. 4000 is paid to each examiner of a PhD thesis. Examiners of written theses invited to attend a viva examination (per Section 3 below) are additionally paid an honorarium of Rs. 2500 plus travel allowance (per University rules). In cases of 'group viva' the honorarium is the same as for an individual viva, assuming the group viva is up to a full day's duration. If such a group viva is conducted over more than one day, the honorarium (Rs. 2500) is multiplied by the number of days of engagement of the examiner. The SCR shall announce changes to this payment schedule from time to time.

⁶ In all of these matters the School Dean is responsible for maintaining confidentiality and ensuring that office staff or others under her/his direction do so.

If an examiner does not communicate acceptance of the examiner role to the School Dean, or if s/he declines to accept the examiner role, or if s/he has not submitted the examiner report to the School Dean within the allowed time period, the Dean must send an invitation letter to the next examiner named on the approved examiners' list. The Dean must communicate *necessary* details to the designated examination committee chairperson (who may indeed be the Dean). In the event of problems in the (written) examination process, such as inability to secure the required number of written examination reports, the examination committee chairperson must report the situation to the RSC, which, in order to resolve the problem(s), could recommend creation of a fresh examination panel or take other appropriate action.⁷ ECC shares only necessary details about this (NOT the names of actual examiners approved previously by the SCR) with the RSC. ECC communicates details about complications (if any) in the examination process to the SCR when submitting a report for closure of a candidate's enrolment (whether in cases of successful completion or of termination of candidacy). Once the SCR/SCR Chair has approved a list of thesis examiners, the SCR/SCR Chair is not involved in the process of securing the examiner reports. However, in cases where an original approved examiner list has been exhausted (i.e., all persons named on the list have been invited or engaged but the requisite valid examiner reports have not been obtained), the SCR/SCR Chair must approve a new examiner list (see procedure outlined in Section 1 above).

RSR §§ 18-20, 23-25 provide formulas for determining a *collective* recommendation of the examiner panel. There are three possible (individual) examiner recommendations:

- Satisfactory--indicating acceptance of written thesis;
- Unsatisfactory--indicating rejection of thesis;
- Recommendation of revision as condition of re-examination ('re-submission') of thesis. Note that a recommendation of 'Resubmission' by any one examiner results in *collective* recommendation of the same.

The School Dean forwards all examiner reports to the examination committee chairperson (ECC), who must share them with the in-house supervisor (and with the 'external' supervisor, as the case may be). ECC and thesis supervisor(s) prepare a **combined report for the candidate** from the actual written examiner reports and provide it to the candidate (examinee) within 14 days of receipt of the written examiner reports. (Original examiner reports are placed in the

⁷ Problems could include inordinate delays in return of examination reports to the University, receipt of flawed or inadequate reports (e.g., examiner giving an ambiguous recommendation, not providing sufficiently detailed comments), or any other situation that, in the view of the ECC, would make it difficult to complete proper examination of the thesis.

candidate's file once a final recommendation for award of degree, or not, is sent to the SCR.)⁸ A combined report gives an accurate and complete account of contents of the separate examiner reports, identifying specific observations with 'Examiner 1', 'Examiner 2', etc. In the event that the result of examination is a recommendation for revision and resubmission of thesis (see below), the combined report shall also include a conclusion/summation of examiner recommendations so that a candidate can take effective steps toward revision.⁹

- If a collective thesis evaluation (report) is Satisfactory, the thesis should proceed promptly to oral defense/viva voce examination (see Section 3 below). A thesis deemed Unsatisfactory cannot proceed to viva. In the latter case the examination committee chairperson prepares a termination report for the candidate that is forwarded to the SCR.
- If a collective thesis evaluation (report) is inconclusive, an MPhil thesis must be sent to a third examiner and a PhD thesis to a fourth examiner (see RSR §§ 20, 25). The third or fourth examiner, as the case may be, is the 'next on the list' approved by the SCR/SCR Chair.
- In the event of an examination panel recommending re-submission of a thesis, the in-house supervisor directs revision of the thesis. A thesis may be re-submitted and re-examined only once.
- For an MPhil thesis recommended for re-submission, the maximum period permitted for revision is four months (starting from the date of receipt of all the examiners' reports by the examination committee chair). This period could be extended under extraordinary circumstances by the RSC, but in the event an MPhil candidate does not submit a revised thesis for re-examination within 9 months, the examination committee chair shall submit a note to the SCR recommending cancellation of the candidate's enrolment. It is understood that the SCR would follow the ECC's recommendation and cancel the candidate's enrolment.
- For a PhD thesis recommended for re-submission, the maximum period permitted for revision is twelve months (starting from the date of receipt of all the examiners' reports by the examination committee chair). The revision period could be extended under extraordinary circumstances by the RSC, but in the event a PhD candidate does not submit a revised thesis for re-examination within 18 months, the examination committee chair shall submit a note to the SCR recommending cancellation of the candidate's enrolment. It is understood that the SCR would follow the RSC's recommendation and cancel the candidate's enrolment. The RSC in any

⁸ SCR members discussed the matter of confidentiality of original examiner reports, some arguing that *original reports should not be shared with an examinee* and others arguing that this was for the designated (in-house) supervisor to decide. It was agreed that the supervisor(s) should provide a 'combined report' for the purpose of helping the examinee deal with possibly contradictory or confusing examiner recommendations.

⁹ This combined report includes the following statement above the signature line(s): 'We the undersigned have prepared to the best of our ability an accurate and complete summary of all reports duly submitted by the written examiners. No observation or comment by any examiner that is substantive in nature, relating to the content of the thesis under examination, has been deleted or withheld. Comments that are not substantive or relevant may have been edited out.' A copy of this combined report is placed in the candidate's file.

- event submits periodic research scholar reports to the SCR and these must mention deviation from (or conformity to) the norms respecting thesis revision.
- The supervisor reports to the ECC about the thesis revision being complete (submitting again a Thesis Supervisor Submission Certificate). Re-examination is normally conducted by the original thesis examiners (Section 1 above). However, in the event of an original examiner being unable or unwilling to re-examine a thesis, an alternate examiner from the longer approved list(s) may be appointed.
 - A thesis that is failed after re-submission cannot proceed to oral defense; the candidate's enrolment in the programme is thereby terminated. The examination committee chair prepares a termination report that becomes part of the erstwhile candidate's official file. (Per RSR, RSC's submit regular status reports to the SCR; these include notification of research scholars completing, or not completing, programme requirements.)
 - When a research scholar's enrolment is terminated due to failure of a thesis, or due to his/her not submitting a revised thesis (under conditions described above), the University shall issue him/her a transcript documenting the completed parts of the programme.

Section 3.

Upon completion of the written examination process with a collective evaluation of Satisfactory ('accepted'), the ECC approves an oral thesis defense ('viva examination') and identifies members of the Viva Examination Committee (VEC). (This is done through a Proceed to Viva Exam Form.) The VEC consists of (1) the examination committee chairperson, (2) the candidate's supervisor and/or co-supervisor, (3) at least one of the (other) examiners of the written thesis, *who shall be provided with all examiners' reports and address these in the viva (in the absence of other examiners).*¹⁰ The ECC sets a date for the viva examination in consultation with the (in-house) thesis supervisor. All supervisors/examiners of the written thesis are permitted to attend the viva examination, but one examiner shall be designated the examiners' representative (category 3 in description of VEC), and for practical reasons, s/he will typically be a local person or one who can travel to the site of the viva examination with minimal expense.

¹⁰ Note that in cases of MPhil viva examination, the thesis supervisor is also usually a thesis examiner and fits categories (2) and (3) of the description of the viva examination committee. The VEC in such cases must consist of at least the chairperson (1) and the supervisor-examiner (2); and every reasonable attempt shall be made to enlist participation in the viva examination of the second ('external') examiner. Should it prove impossible for the 'external' MPhil examiner to participate, the VEC chairperson *could* invite to perform the role of (3) some competent person in the University familiar with the candidate's work and that designated person shall be supplied with the examiners' reports.

The VEC Chairperson may invite to the viva examination other persons who were not supervisors or examiners of the written thesis (see first bulleted section below), but these are not members of the viva examination committee and their opinions are not recorded in the conclusive examination report. It is not required that viva examinations take place in the University: any site could be selected for the mutual convenience of the VEC members, and the 'virtual' presence of one or more members through means of electronic communication may be arranged with the consent of the chairperson.

- The **general purpose of the oral defense/viva examination** is to allow the candidate to respond to—that is, 'defend' against—questions emerging from the written work. It is expected that such questions, though not necessarily all of them, follow from specific comments and questions included in the examiners' written reports. The viva also serves to assure examiners that the candidate is aware of implications of the written thesis/portfolio/project documentation. In the cases of practice-oriented programmes, the viva may serve as opportunity for the candidate to reflect and comment upon relations between aspects of the entire project. **In principle, a thesis viva is an 'open' event.** The various Schools and programmes may adopt different conventions or practices of viva examination that specify roles played by attendees. In any event, the **viva examination committee chairperson must ensure that a viva examination is conducted with decorum, that opinions of various examiners are heard and that a hostile or inappropriately adversarial atmosphere does not develop.**
- A **Viva Examination Report**, with recommendation of award or non-award of a degree, is signed by all viva examination committee (VEC) members attending the viva. (There is no category of repeat of viva examination.) The viva examination report could include any note of dissent from the committee recommendation, but this would not vitiate the collective recommendation. *Any specific recommendations for slight changes to the final manuscript should be presented (promptly) in written form to the candidate by the attending thesis supervisor.*

The ECC/School Dean submits the **viva examination report** to the SCR. This is the **recommendation for award or non-award of the respective degree.** The SCR could request to see the approved (final) version of the thesis. Detailed comments from the viva examination provided to the candidate (i.e., comments supplementary to the VER) need *not* be sent to the SCR. A copy of the viva examination report must be placed in the candidate's file. Any supplementary comments of VEC members could also be placed in the candidate's file at the discretion of the ECC/School Dean.¹¹

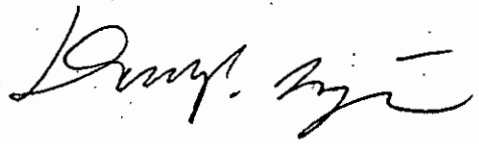
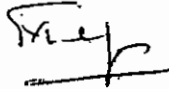
¹¹ The School Dean could delay forwarding the viva examination report to the SCR until he/she is satisfied that changes recommended by examiners have been incorporated into the permanent thesis (document). The ECC is merely expected to check that the candidate has incorporated a reasonable number of explicit recommendations relating to, e.g., format, writing style, grammar and spelling, errors in tables or other representations of data, re-wording of key conclusions. The ECC is *not responsible* for ensuring a polished or 'correct' written document; any

The SCR periodically creates lists of candidates to be awarded MPhil and PhD degrees in all Schools and programmes and indicates the official date/semester of award of degree in each case. (This is done at least once in each semester, excepting semesters in which no MPhil or PhD degrees are awarded in any programmes.) Copies of relevant documents concerning the examination process kept by the candidate's supervisor, the ECC, VEC Chair and the RSC are placed in candidate files maintained by the School. (This means copies of all the forms specified in this document, including the Thesis Certificate Page.) Matters of access to the candidate file are subject to wider University policies and notified RTI rules.

The signed **Thesis Certificate Page** is inserted into the copies of the bound thesis. If the thesis is written in a language other than English, this certificate must nevertheless be written in English. Similarly, a **thesis title page** must be written in English. The English title page could be included *in addition* to that written in another approved language (e.g, Hindi).

Before an examined (and successfully defended) thesis is deposited in the University, the final printed copies of a thesis shall be checked by the School Dean or a person delegated by her/him for their conformity to the University guidelines respecting formatting, etc. The University Library and the relevant School maintain copies of each successfully defended thesis. Electronic copies of a thesis may also be archived by the University and sent to a repository per UCG rules.

{13 December 2013}

SCR Convenor: 
SCR Chair: 

writing errors, or judgments/opinions/conclusions of the candidate 'permitted' by the thesis examiners or other members of the VEC may stand in the final thesis document.

Examiner Code No. [SHE or SLS or SDS etc.] E _____

<p>This is an examiner report on the MPhil/PhD thesis of _____, entitled _____</p> <p>_____</p> <p>School of _____, Ambedkar University, Delhi.</p>

TO THE THESIS EXAMINER:

You are requested to return this form with your summary recommendation indicated in the box 'Item A' below. You must give a clear recommendation of 'Satisfactory' (acceptance), 'Unsatisfactory' (failure) or 'Re-submission' (for revision and re-examination of a thesis). You should also attach to this form a separate, detailed report addressing strengths and weaknesses of the thesis, according to criteria indicated in 'Item B'.

Ambedkar University Delhi Research Studies Regulations (2010) state the following: 'The doctoral thesis must be a piece of research work characterized either by the discovery of new facts, or by fresh interpretation of facts or theories. In either case, it should evince the candidate's capacity for critical examination and judgment. It must be satisfactory as far as its language and presentation are concerned'(Reg. 15.xiv).

No comparable statement of standards has been formulated for MPhil theses. In evaluating an MPhil thesis, examiners are requested to consider the time period in which candidates are expected to complete a thesis: in most AUD programmes, candidates are allowed 6 - 18 months (after course work) for completion of thesis, while in others 4 - 6 months are allowed for thesis work.

Item A: Examiner Summary Recommendation (check one item only).

- Thesis is thoroughly **SATISFACTORY** and should proceed to oral defense.
- Thesis is thoroughly **UNSATISFACTORY** and should not proceed to oral defense.
- Thesis is not acceptable in the present form for oral defense. However, after specific corrections of moderate extent it could be **submitted again for re-examination.**

Examiner initials: _____

[OVER]

FR.

DPK

Item B. Guidelines for detailed examiner report.

- You are expected to provide a printed or typed report and to sign it. Return this form and the detailed report in the envelope provided (that includes your examiner code).
- If your report runs to several pages, be sure to identify the pages of your report as 'Page 1 of 3', etc., and sign each page of the report at the bottom. The name of the examinee and the thesis title should also be included on every page.
- The thesis you are examining conforms to programme requirements with respect to minimum and maximum 'word limits'. If you believe that the thesis *should* be shorter or longer, given the nature of the questions or problems it poses or the conclusions or answers it provides, you may wish to comment on this.
- In commenting on specific aspects of the thesis refer to page numbers, tables, annexures, etc. of the thesis.
- An academic thesis is expected to demonstrate the candidate's awareness of relevant literature, research or 'work' in the field of inquiry/practice—that is, with the activities and accomplishments of other practitioners.
- If you recommend Resubmission (in Item A above), bear in mind that the normal revision period allowed is 4 months for an MPhil thesis and 12 months for a PhD thesis. Be specific in commenting on what should be revised for the thesis to be acceptable. If it seems to you that the candidate would *not* be able to adequately repeat/revise work within the given timeframe, you may wish to change your examiner summary recommendation (Item A). Note that in AUD's system of panel examination of theses, a recommendation to resubmit from even one examiner, in the absence of any recommendation of failure, would result in a *combined recommendation* of resubmission.
- Many candidates will wish to publish or otherwise communicate the results of their research. It would be helpful if you offered specific suggestions for preparing the work for publication.

I pledge that I have evaluated this thesis without bias for or against the examinee. I agree to respect intellectual property rights concerning this thesis and the information and ideas within it.

(SIGNED)

Name of examiner:

Examiner Code No. [SHE or SLS etc] E _____

Date:

57

DPZ

{Thesis certification page:
inserted after thesis title page and signed and dated upon
successful completion of written examination and viva}

THESIS CERTIFICATION PAGE

The thesis of _____, titled

_____ has been duly examined and approved for award of the degree of [Master or
Doctor of Philosophy] in _____ [Programme title], School of
_____.

Thesis Supervisor [typed name with signature below]:

Date:

{repeat above in cases of co-supervisors}

Dean of the School of _____:

Date:

Signature

DPK

VIVA EXAMINATION REPORT.

An oral defense/viva examination of the thesis titled _____, by _____ [candidate name; add enrollment number and name of programme] was completed on _____ [date of viva], in accordance with Research Studies Regulations and other rules of Ambedkar University, Delhi.

The Viva Examination Committee recommends:

_____ that the degree of [MPhil or PhD] be awarded the candidate on the basis of the viva;

_____ that the degree of [MPhil or PhD] not be awarded the candidate on the basis of the viva.

A *summary report on the viva examination*, including any significant dissenting opinions by members of the VEC and mention of any special circumstances of the examination, is herewith attached [report signed by ECC/VEC Chairperson].

(SIGNED)

Name of ECC/VEC Chairperson*:

Date:

(SIGNATURES)

Names of the other VEC Members:

Dates:

*In cases where the Examination Committee Chairperson/Viva Examination Comm. Chairperson is not the School Dean, the latter must sign here:

(SIGNATURE)

Name of School Dean:

Date:




Student Statement of Thesis Preparation

1. Thesis title:
2. Degree for which the thesis is submitted:
3. Specifications regarding thesis format and organization have been closely followed.
4. The thesis has been prepared without resorting to plagiarism.
5. All sources used have been cited appropriately and data are properly presented.
6. The thesis has not been submitted elsewhere for a degree.

(Signature of the student)

Name:

Roll No.:

Programme/School:

Date:

Sr.

DP2

Code No.: [SHE or SLS etc.] E _____

TO:

Dear _____:

The Standing Committee Research of the Academic Council of *Bharat Ratna Dr. B. R. Ambedkar University, Delhi* (AUD) is pleased to invite you to examine the [MPhil/PhD] thesis of _____, entitled _____. The candidate is enrolled in AUD's School of _____. A thesis abstract is enclosed here for your reference. The University upholds rigorous intellectual standards and one means of achieving this is to enlist distinguished scholars and practitioners as thesis examiners. We hope you will agree to examine the aforementioned thesis and we shall appreciate your acumen and critical judgment in the examiner role.

MPhil and PhD theses at AUD are examined by panels of experts and your role in the examination could extend to participation in the oral defense/viva examination after you have submitted your written report. We are pleased to offer you an honorarium of Rs. _____ as a token of our appreciation for your examination of the written thesis. A viva honorarium and Travel allowance shall also be paid if you participate in the oral defense of the candidate.

Should you agree to the examiner role, the thesis/written document shall be sent to you along with an official examiner report form. The examination report must be returned to us within 30 days (for MPhil thesis) or 45 days (for PhD thesis) of your receipt of the thesis. Please return the bottom portion of this letter in the attached envelope.

Sincerely,

Examination Committee Chair

I DO / DO NOT accept the examinership [underline your choice]. The document for examination may be sent to me at:

Email address
or telephone: _____

(SIGNED)

Print name:

Date:

Code No. [SHE or SLS etc.] E _____

S.A.

DPK

Thesis Supervisor Submission Certificate

The MPhil/PhD thesis [underline one] of _____
 [enrolment number _____], with title _____
 _____, is deemed satisfactory for written
 examination.

The candidate has completed all pre-submission requirements of [programme name:]. The candidate's signed copy of her/his thesis submission form and a thesis abstract are attached herewith.

In my/our opinion, the thesis submitted by the candidate is a viable and correctly formatted piece of work representing her/his sincere efforts, and it should proceed to examination at this time.

(SIGNATURE)

Supervisor name (and academic title):

Date:

{Ditto external co-supervisor, if applicable}

Counter-signed by RSC Chair on behalf of the RSC of School _____

Name (and title) of RSC Chair and signature:

Date:

[Handwritten signature]

DPZ

[Title of Thesis]

Comment (dpl1): A4 page. Every line of the page must be horizontally centered with right and left margins of at least 35 mm. No prescribed spacing between sections of the title page, but top and bottom margins must be at least 25 mm and the top and bottom margins must be equal. All characters must be set in the same type of 14 or 16 points. Lower case and upper case letters are used for all text except for the name of the university, which must be set all caps, italics and/or bold may be used only in the title. Characters of different sizes may be used within the title if appropriate to indicate equations or mathematical formulae.

A Thesis Submitted.

in Partial Fulfillment of the Requirements

for the Degree of

[Master of Philosophy / Doctor of Philosophy]

by

[Full (Legal) Name of the Student]

Comment (dpl2): The name must match the name of the student in the enrolment records.

to the

School of _____, Programme in _____

BHARAT RATNA DR. B. R. AMBEDKAR UNIVERSITY, DELHI

Month, Year

JK

DPL

PROCEED TO VIVA EXAMINATION CERTIFICATION

Part A. This is to certify the final results of the written examination of the thesis titled _____, by _____ [name and enrollment number], candidate for the degree of [MPhil or PhD] in _____ [programme and School].

Per AUD RSR [2010] §§ 17-25, the combined final result of written examination is a recommendation of. . .

Satisfactory: the thesis may proceed to oral defense/viva examination.
{Complete Part B on obverse of this form.}

Unsatisfactory: the thesis may not proceed to oral defense/viva examination and the candidate's enrollment is hereby terminated.

(SIGNED)

School Dean/Examination Committee Chairperson:*
Date:

(SIGNED)

In-house supervisor of the candidate:
Date:

*If the ECC is a person designated by the School Dean/RSC Chair, both persons sign this form.

[OVER]



DPL

[Complete this section ONLY if 'Satisfactory' combined evaluation is indicated in Part A.]

Part B. The Viva Examination Committee (VEC) consists of:

- (1) _____ [School Dean or Examination Committee Chairperson];
- (2) _____ [designated in-house supervisor];
- (3) _____ [lead external examiner: designated by ECC];
- (4) _____ [designated external co-supervisor, IF recommended by ECC];
- (5) _____ [any other examiner(s), IF recommended by ECC].

NOTE: VEC must include (1), (2), (3); others are included at the discretion of the ECC.

The viva examination shall be conducted per RSR and University rules within 45 days of the date of this report by the School Dean/ECC. In the event that only one of the external examiners (VEC Member 3 above) is participating in the viva, he/she shall be provided with copies of all duly submitted examiner reports. VEC members may be paid travel allowance per University rules.

(SIGNED)

School Dean/Examination Committee Chairperson:*
Date:

(SIGNED)

In-house supervisor of the candidate:
Date:

*If the ECC is a person designated by the School Dean/RSC Chair, both persons sign this form.

[Handwritten signatures]

APPENDIX - E

A Committee constituted by the Vice-Chancellor to consider the implementation of reservation policy of the Govt. of India for Differentially Aabled for the purpose of employment in AUD both in Teaching and Non-Teaching posts: was held on 12-02-2014 at 11.30 a.m. in the VC's Committee Room, KG Campus.

The members of the Committee are:

1. Professor Chandan Mukherjee, PVC and Dean (I/c Academic Services) (In Chair)
 2. Ms. Sumati Kumar, Registrar
 3. Dr. Rachana Johri, Dy. Dean (Student Services)
 4. Mr. Narendra Mishra, Asstt. Registrar (Admn.)
 5. Dr. Anita Ghai, JMC/NMML from 18.07.2013 till 31.07.2013 (external member)
 6. Dr. Naresh Kumar from 30.12.2013 (external member)
- Asstt. Registrar, University of Delhi

The Excerpt of the report as approved by the Academic Council in its meeting held on 4th March, 2014.

I. Teaching Staff:

The Committee noted that **three per cent** of the vacancies in case of direct recruitment to Group 'A' posts shall be reserved for persons with disabilities of which **one per cent** each shall be reserved for persons suffering from (i) blindness or low vision (**VH**), (ii) hearing impairment (**HH**), and (iii) locomotor disability or cerebral palsy (**OH**) in the posts identified for each disability (as per Order of Govt. of India, Dept. of Per. & Trg. O.M. No.36035/3/2004-Estt. (Res.) dated 29-12-2005.

In the Annexure to Notification No.16-70/2004-DD-III dated 18-1-2007, issued by the Govt. of India, Ministry of Social Justice and Empowerment, the jobs have been identified for Group 'A' posts for University & College Teachers Disciplines. According to this, the reservation for teaching posts is available to **VH** and **OH** categories only. As such if a post is identified suitable for two categories of the disabled and not for the third category, i.e., hearing impairment, reservation of 3% will be distributed between the two categories of disabled for whom it has been identified suitable. All efforts should, however, be made to ensure that reservation is equally distributed between persons with disabilities for whom the post has been identified.

Contd. on p.2/--

II. Non-Teaching Staff:

The committee was informed that AUD had recently advertised non-teaching posts in several cadres, and the reservation for Scheduled Caste, Scheduled Tribe, and PWD had been made as per the Govt. of India rules in this regard. A copy of the advertisement was made available to the Committee and it examined the reservation of various posts made by the AUD for Non-Teaching posts, and found that the reservation was in accordance with the Act/regulations on the subject.

The Committee recommended that it should be ensured that the relevant Rosters for reservation of various posts both Teaching and Non-Teaching have been prepared in accordance with the reservation policy of the Govt. of India, and are in place duly authenticated.

APPENDIX - F

The minutes of the meetings of the Standing committee on Student Affairs (SCSA)
held on (a) 19th June 2013 (b) 31st July 2013 (c) 31st October 2013 (d) 18th
December 2013 and (e) 7th February 2014

- (a) Minutes of the **11th Meeting** of the Standing Committee on Student Affairs held on *19th June 2013 (Encl-1)*.
- (b) Minutes of the **12th Meeting** of the Standing Committee on Student Affairs held on *31st July 2013 (Encl-2)*.
- (c) Minutes of the **13th Meeting** of the Standing Committee on Student Affairs held on *31st October 2013 (Encl-3)*.
- (d) Minutes of the **14th Meeting** of the Standing Committee on Student Affairs held on *18th December 2013 (Encl-4)*.
- (e) Minutes of the **15th Meeting** of the Standing Committee on Student Affairs held on *7th February 2014 (Encl-5)*.



19 June 2013

MINUTES

The 11th meeting of the Standing Committee (Student Services) was held at 10.30 am on 19 June 2013, in the Vice Chancellor's Committee Room, Kashmere Gate campus, Ambedkar University, Delhi.

The following members were present:

1. Professor Kuriakose Mamkoottam (Dean, SS)
2. Professor Venita Kaul (Dean, SES)
3. Dr. Praveen Singh (SHE)
4. Dr. Rachana Johri (Dy. Dean, SS)

Professor Honey Oberoi Vahali, and Dr. Sumangala Damodaran regretted their inability to attend the meeting.

Item 1: Decision on grade cuts of UG students

Based on the recommendation of the academic coordination committee of SUS to impose grade cuts for lack of attendance, which was approved by the Academic Council, a notification was issued imposing the following grade cuts on 26 February 2013:

Attendance percentage in a course	Grade cut
Above 60% but below 70%	1 grade cut
Above 50% but below 60%	2 grades cut
Above 45% but below 50%	3 grades cut
Below 45%	4 grade cut

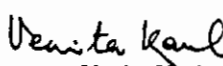
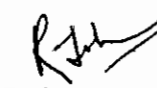
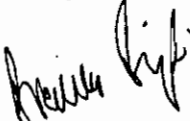

However, while implementing the above grade cut due to lack of attendance at the end of the current academic year 2012-13, 23 cases of semester VI students, 77 cases of Semester IV students and 263 cases of semester II cases were adversely affected. In order to review these cases a moderation committee constituted by the Dean, SUS recommended the following:

1. The penalty of one whole grade for lack of attendance of every 10% less than 70% may be reduced to 0.5
2. In case of students of semester VI, minimum mandatory attendance may be brought down to 60% (instead of 70%) and the 0.5 grade cut for every 10% of attendance may be applied on students with less than 60% attendance.
3. The Dean, SUS has also recommended that the policy on attendance and that of grade cut need to be reviewed.

The standing committee has made the following recommendations:

- (i) SI nos.1 & 2 above recommended by the Dean may be accepted and forwarded for approval of Academic Council
- (ii) Attendance or lack of it should be examined in the context of other related issues like scheduling of classes.
- (iii) Policy on attendance and grade cut may be reviewed.

Under any other item, the Dean, SS reported that Rs.20,000/- has been awarded out of student welfare fund to Ms. Padmasai Lakshmi, a student of SHE, to meet incidental expenses while travelling to Germany to present her paper in a reputed conference.





 Venita Kaul Rachana Johri Praveen Singh Kuriakose Mamkoottam



31 July 2013

MINUTES

The 12th meeting of the Standing Committee (Student Affairs) was held at 3.00 pm on 31 July 2013 in the Vice Chancellor's Committee Room, Kashmere Gate campus, Ambedkar University, Delhi. The following members were present:

1. Professor Kuriakose Mamkoottam (Dean, SS)
2. Professor Venita Kaul (Dean, SES)
3. Professor Honey Oberoi Vahali, (Dean, SHS)
4. Dr. Praveen Singh (SHE)
5. Professor Salil Misra, (Dean, SUS), Special Invitee
6. Dr. Rachana Johri (Dy. Dean, SS)

Dr. Sumangala Damodaran regretted her inability to attend the meeting.

Item: Grade cuts of UG students for lack of attendance

The recommendation of the academic coordination committee of SUS to impose grade cuts for lack of attendance, which was recommended by the Standing Committee (SA) and subsequently approved by the Academic Council, was notified on 26 February 2013 imposing the following grade cuts:

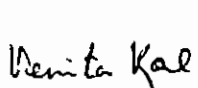
Attendance percentage in a course	Grade cut
Above 60% but below 70%	1 grade cut
Above 50% but below 60%	2 grades cut
Above 45% but below 50%	3 grades cut
Below 45%	4 grade cut


However, while implementing the above grade cut due to lack of attendance at the end of the current academic year 2012-13, 23 cases of semester VI students, 77 cases of Semester IV students and 263 cases of semester II cases who were adversely affected, made a representation for a review of the policy. A subcommittee which was constituted to review the grade cut for lack of attendance recommended that the penalty of one whole grade for lack of attendance of every 10% less than 70% may be reduced to 0.5 thereby reducing the severity of the penalty imposed for lack of attendance. Moreover, such a change in the attendance policy leading to penalty of grade cut was also not considered appropriate to be introduced in the middle of a semester.

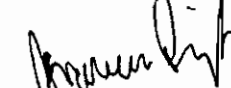
After deliberations the Standing Committee (SA) accepted the recommendation of the subcommittee to revise the penalty of grade cuts for lack of attendance as given below:

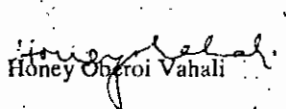
Attendance percentage in a course	Grade cut
Above 60% but below 70%	0.5 grade cut
Above 50% but below 60%	1 grade cut
Above 45% but below 50%	1.5 grades cut
Below 45%	2 grades cut


With the approval of the Academic Council/ Vice Chancellor, the above policy may be announced at the beginning of the current academic session for its immediate implementation.

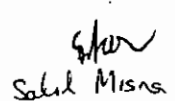

 Venita Kaul


 Rachana Johri


 Praveen Singh


 Honey Oberoi Vahali


 Kuriakose Mamkoottam


 Salil Misra

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अम्बेडकर विश्वविद्यालय, दिल्ली

Bharat Ratna Dr B R
Ambedkar University, Delhi

31 October 2013

MINUTES

The 13th meeting of the Standing Committee (Student Affairs) was held at 2.00 pm on 31 October 2013 in the Vice Chancellor's Committee Room, Kashmere Gate campus, Ambedkar University, Delhi. The following members were present:

1. Professor Kuriakose Mamkootam (Dean, SS)
2. Professor Venita Kaul (Dean, SES)
3. Dr. Praveen Singh (SHE)
4. Dr. Rachana Johri (Dy. Dean, SS)

Professor Honey Oberoi Vahali and Dr. Sumangala Damodaran regretted her inability to attend the meeting.

Item 1: To review the report of the Proctorial Committee on the accident which took place in the University campus on 27 August 2013.

The recommendation of the Proctorial Committee was reviewed by the Standing Committee (Student Affairs). The Committee accepted and approved the following recommendations of the Proctorial Committee:

1. A strong warning letter to be issued to both the students, Abhishek Sharma and Kushank Tanwar, for their negligence and casual attitude shown to the injured person.
2. Parents of both the students to be called to the University and an undertaking to be taken from the parents and the students.
3. Abhishek Sharma to pay all the medical expenditure incurred by Mr Yogesh Kumar, mali (which may include expenses incurred for conducting various tests, x-ray, cost of medicines, plaster, dressing, special diet if any, travel costs for visiting the doctor/hospital etc.).
4. Both Abhishek Sharma and Kushank Tanwar be engaged in obligatory "Community work" for 21 (twenty one) days within the current semester. They would be required to spend one hour each day for the above mentioned number of days with the gardeners of the University helping them in maintaining the University garden and its lawns under the supervision of Shri Daya Chand, Garden Supervisor.
5. Mr Abhishek Sharma may be advised to meet the University counsellor.
6. Mr Kaushak Tanwar will be mandatorily required to meet the Counsellor as he has been involved in earlier cases of indiscipline in the Campus.

Item 2: To approve the policy document on promotion and the dual major in the School of Undergraduate Studies.

The committee approved the procedure for entrance to and completion of Dual-Subject BA Honours Programme and the revised guidelines (August 2013) for promotion of students through programmes, with additional Provisions for De-enrolment, Re-enrolment, and Maximum periods of Enrolment, and calculation of Cumulative Grade Average.

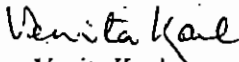
The committee recorded the following amendments proposed by the Academic Co-ordinating Committee of SUS:



- a. The Students must achieve CGA of C+ ('Pure' C PLUS/4.0 out of 10). (Earlier policy required minimum CGA of B Minus/4.5 out of 10)
- b. The Student must complete at least 96 credits of courses according to programme requirements (Foundation, 'Subject', 'free elective' and Special Interest courses). Students may enroll for additional courses (beyond the standard semester courses load of 16 credits) in Semesters 4, 5 and 6, and they may accumulate as many as 104 credits (of courses noted in transcripts and calculated in CGA).
- c. Students must complete 6 of 8 courses from Semester 1-2 to be promoted to Semester 3. Student must complete 14 of 16 courses of Semester 1, 2, 3 and 4 (and all required 'First Year' courses) to be promoted to semester 5.
- d. Students have chances to pass failed course through Partial Repetition schemes approved by the School.
- e. Students not promoted to the successive programme year must complete uncleared courses of the previous semesters. Dean SUS has discretion to allow some 'non-promoted requirements and will not have to 'miss a year'.
- f. Maximum enrollment periods are identified and conditions are given for temporary ('emergency') de-enrolment and permanent de-enrolment from SUS.

The above changes/ modifications will be forwarded for ratification by the Academic Council.

The meeting ended with a vote of thanks.


Venita Kaul


Rachana Johri


Kuriakose Mamkoottam


Prasen Singh

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ENCLOSURE-4

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Bharat Ratna Dr B R
Ambedkar University, Delhi

18 December 2013

MINUTES

The 14th meeting of the Standing Committee (Student Affairs) was held at 11.00 am on 18 December 2013 in the Vice Chancellor's Committee Room, Kashmere Gate campus, Ambedkar University, Delhi. The following members were present:

1. Professor Kuriakose Mamkoottam (Dean, SS)
2. Professor Venita Kaul (Dean, SES)
3. Professor Honey Oberoi Vahali
4. Dr Sumangala Damodaran
5. Dr. Praveen Singh (SHE)

Dr Rachana Johri regretted her inability to attend the meeting.

Item 1: Admission request for Student transfer admission to BA Psychology

The Committee reviewed the application submitted by the student and it was referred to the Lateral Admission Committee, as it was not within the purview of the SC(SA).

Item 2: To review the provisional admission of Ms Vaishnavi Viraj in the School of Development Studies

The Committee discussed the case in detail. Since the candidate does not have the minimum eligibility of a UG degree, the case cannot be considered. The committee recommended that the provisional admission given to Ms Vaishnavi Viraj shall be cancelled.

Item 3: To consider the request received from Ms Kaede Danjo to be a auditing student of BA Honours with a Major in Sociology.

The committee reviewed the application and agreed that more information may be sought from the student before considering the request. The Student Services division was advised to write back to Ms Kaede Danjo asking her the following:

- a. Reason for auditing
- b. Her past academic qualifications
- c. Her current status in India and papers supporting her visa.

The meeting ended with vote of thanks.

Venita Kaul
Venita Kaul

Honey Oberoi Vahali
Honey Oberoi Vahali

Sumangala Damodaran
Sumangala Damodaran

Praveen Singh
Praveen Singh

Kuriakose Mamkoottam
Kuriakose Mamkoottam

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Bharat Ratna Dr B R
Ambedkar University, Delhi

7 February 2014

MINUTES

The 15th meeting of the Standing Committee (Student Affairs) was held at 2.30 pm on 7 February 2014 in the Vice Chancellor's Committee Room, Kashmere Gate campus, Ambedkar University, Delhi. The following members were present:

1. Professor Kuriakose Mamkoottam (Dean, SS)
2. Professor Venita Kaul (Dean, SES)
3. Professor Honey Oberoi Vahali
4. Dr Sumangala Damodaran
5. Dr. Rachana Johri, Deputy Dean SS

Dr Praveen Singh regretted his inability to attend the meeting.

Item 1: ACC, SUS proposal to allow students to take courses in the fourth year after completion of their single-major (or 'SSH') BA (Hons) Degree

The Committee reviewed and approved the proposal of SUS to allow students to take courses in the fourth year after completion of their single-major (or 'SSH') BA (Hons) Degree.

The Students who have completed a single major degree in three years with an *overall grade of at least B Minus* be allowed to take courses in their fourth year immediately after completion of their single-major degree.

The rules and regulations proposed to accommodate the above proposal are as under:

1. Only students who have completed their single-major (or 'SSH') degree within three years (6 semesters) with an overall grade of at least B Minus (≥ 4.5 grade points) will be eligible to apply for doing additional courses in their fourth year. The additional courses could be completed in one or both academic semesters, but the student must be registered for at least the first (Monsoon) Semester.
2. The student must register for courses by 25th July of the same year, immediately after completion of the single-major (or 'SSH') degree in May/June of the same year.
3. Registration for courses of the Monsoon Semester as well as any statement of intent regarding the Winter Semester courses should be given by July 25th.
4. Registration in SUS Foundation Courses will *not* be allowed.
5. The student will be charged course fees commensurate with the prevailing rate per credit for the courses. This will apply even if the student intends to repeat a course done earlier.
6. In case of withdrawal the fees will not be refunded.
7. The student will be subject to the same rules and regulations while being enrolled in these courses as any student in the fourth year of a dual-major BA (Hons) degree.
8. These extra courses will under no means be considered as contributing to the already completed 3-year single-major BA (Hons) degree.
9. At the end of the relevant semester/academic year the student will be provided with a special transcript, which will clearly state the following:



“Transcript for additional credit, not to be used for the 3-year single major degree awarded”.

10. The additional transcript will record the grades obtained in all the courses registered. Non-passing course grades (including 'AB') shall also be recorded. The grades thereby attained shall never be used to recalculate the CGA of the already awarded 3-year BA (Hons) Degree.
11. The student may opt for minimum one course only or up to a maximum of 10 courses (40 credits) during the two semesters. The maximum *semester* course load is 5 courses or twenty credits.
12. The students will not be permitted additional chances (e.g., Partial or Full Repetition) to complete the extra courses. Each course will have to be completed within its semester of commencement.
13. The extra courses taken in the fourth year as prescribed above **will not result in either a 4-year single-major degree or a 4 year dual major degree. If a student is permitted to formally enroll for any postgraduate courses, these credits shall not be counted towards completion of a postgraduate degree or diploma. This too may be mentioned in the special transcript.**

Item 2: To De-enroll ~~4~~ students for non-payment of fess

The Dean (SS) reported that following 12 students have not paid the fees due in the Monsoon Semester 2013:

SUS

- a. Jitin Verma (S132E0017) SSH -1st Semester
- b. Peter Marandi (S122E0064) Psychology - - 3rd Semester
- c. Harshwardhan Saini (S112E0048) Sociology - 3rd Semester
- d. L. Janggoulen Mate (S122E0179) Sociology - 3rd Semester
- e. Nikhil Asthana - (S122E0181) Sociology - 3rd Semester
- f. Anamika Toppo (S122E0150) SSH - 3rd Semester
- g. Abhishek Gupta (S112E0006) Economics - 5th Semester
- h. Kush Baluja (S112E0068) Economics - 3rd Semester

SLS


- a. Shashi Mukund (S133DSC49) Sociology - 1st Semester
- b. Vijay Kumar Pal (S123DEC42) - Economics - 1st Semester
- c. Mahendra Prajapati (S114DH103) M.Phil Hindi - 5th Semester

SHS

- a. Vikram Meena (S134CDP24) MPhil Development Practice - 1st Semester

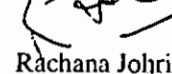
Committee discussed the matter in detail and approved the de-enrollment of these 12 students for non-payment of fees.

The meeting ended with vote of thanks.


Venita Kaul


Honey Operoi Vahali


Sumangala Damodaran


Rachana Johri


Kuriakose Manikootam

APPENDIX - G

The Council ratified action taken by the Vice Chancellor in approving the MoU signed between AUD and (a) Andhra Mahila Sabha (b) Centre for Women's Development Studies (c) CARE India (d) Norwegian Institute of International Affairs; (e) KATHA and (f) British Council

The details of Memorandum of Understanding (MoU) Signed between 19th July 2013 - 4th March, 2014 are as under:-

Sl. No.	MoU between AUD &	Signing of MoU
1.	Andhra Mahila Sabha Andhra Mahila Sabha Academic Campus, Osmania University Road, Hyderabad (Encl.-1)	22.07.2013
2.	Centre for Women's Development Studies (CWDS) 25, Bhai Vir Singh Marg, New Delhi-110001 (Encl.-2)	20.08.2013
3.	CARE India E-46/12 Okhla Industrial Area, Phase-II, New Delhi- 110020 (Encl.-3)	30.08.2013
4.	Norwegian Institute of International Affairs, Oslo, Norway (NUPI) (Encl.-4)	24.10.2013
5.	Impact Evaluation of I Love Reading Intervention in MCD Schools in Delhi (KATHA) A-3, Sarvodaya Enclave, New Delhi-110017 (Encl.-5)	25.10.2013
6.	British Council British Council Division British Deputy High Commission 901, Tower 1, One Indiabulls Centre, Elphinstone Road (West) Mumbai - 400 013 (Encl.-6)	21.11.2013

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भारत रत्न डॉ. बी.आर.

अम्बेडकर विश्वविद्यालय, दिल्ली



Bharat Ratna Dr. B.R.

Ambedkar University, Delhi

Memorandum of Understanding (MoU)

This MoU is executed between Ambedkar University, Delhi, (hereinafter called the 1st Party in this MoU) and State Resource Centre for Early Childhood Education, Andhra Mahila Sabha, Andhra Mahila Sabha Academic Campus, Osmania University Road, Hyderabad – (hereinafter called the "2nd Party") for the conduct of the Study of Impact of Early Learning, Socialization and school readiness experiences in preschool settings on educational and behavioral outcomes along the primary stage" for its Andhra Pradesh component.

The main conditions of this MoU are as under, to which 2nd Party will abide on signing this MoU.

1. The study shall be conducted by the 2nd Party as agreed and within the specified period, i.e. between 1st April, 2013 to 31st March, 2014.
2. The 1st Party shall bear the expenses on this study as per Terms of Reference (Annexure A).
3. The specified budget as per the Terms of Reference is Rs. 30,56,460 (Rs. Thirty Lakhs fifty six thousand four hundred and sixty only) which is to be spent on the Heads as per details provided in Annexure 'B' and as per payment schedule provided at item 6 of ToR (Annexure A), and the amount shall be paid after signing of this MoU by the authorized signatories of both the 1st Party and 2nd Party.
4. Income tax will be deducted at source from the total payment of professional fees and certificate issued as per Income Tax Act, 1961. It is agreed by the 2nd Party that a consolidated TDS certificate will be issued by the 1st Party at the end of the financial year. The 2 Party is expected to submit a self-attested copy of their TAN and PAN Number, while signing this MoU.

Registrar
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Ambedkar University, Delhi
Lothian Road, Kashmere Gate
Delhi-110006
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Lothian Road, Kashmere Gate, Delhi-110 006
Tel : +91-11-23862320, 23863655 Fax : +91-11-23861846
Website : www.aud.ac.in



5. 2nd Party is expected to arrange their work plans in such a way as to enable them to accomplish the objectives of the contract within the mutually agreed time frame and in the most economical manner possible.
6. All conditions and tasks as stated in the attached Terms of Reference (ToR) for the contract remain valid till the end of the contract period up to 31st March, 2014.
7. It is understood between 2nd Party and 1st Party that all information acquired by the 2nd Party in the course of executing the assignment is confidential and may not be divulged to others without the prior permission in writing, of the 1st Party. In particular, any report prepared by the 2nd Party or photographs displayed as a result of this contractual obligation must be cleared by the 1st Party before releasing to anyone outside the Jurisdiction of 1st Party.
8. It may be noted that 1st Party does not provide any insurance coverage for its consultants and its staff and thus cannot be held responsible for any accident or other incident arising in relation to or during this contract. Insurance for accidents, medical expenses, theft or other purpose is the responsibility of the 2nd Party.
9. The 2nd Party shall have to furnish an irrevocable Bank Guarantee in the name of Registrar, Ambedkar University, Delhi, for a sum equal to the amount 2nd Party receives from 1st Party for the study. The currency of the Bank Guarantee should be for the period 3 months beyond the currency of the project/study and submission of final report.
10. 2nd Party shall have to submit a Utilization Certificate from a Chartered Accountant (for the amount received for each Phase), after each Phase is over and shall have to submit original vouchers, Bills and Acquaintance Rolls with details to the 1st Party before the release of the next installment. However 2nd Party may retain the photocopies of all the relevant documents. Within 1 month of the culmination of the contract audited accounts may be submitted by the 2nd party.

Jumari Kumar



Registrar
Bharat Ratna Dr. B. R.
Ambedkar University, Delhi
Lothian Road, Kashmere Gate
Delhi-110006
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11. It is also mandatory that monthly progress report of work and expenditure is submitted by 2nd Party to the 1st Party through email at ceced.aud@gmail.com by 25th of every month.

12. Any power to relax the above MoU and ToR, lies with the 1st Party.

On this ^{22nd} day of July, 2013 this MoU has been signed by both the authorized signatories of 1st Party and 2nd Party for having bound themselves and their successors with the terms as mentioned above of this MoU and the ToR Annexure to this MoU.

Accepted and Agreed

Accepted and Agreed

Authorized Signatory

State Resource Centre for Early Childhood Education
Andhra Mahila Sabha

Registrar



Registrar
Ambedkar University, Delhi
Bharat Ratna Dr. B. R.
Ambedkar University, Delhi
Lothian Road, Kashmere Gate
Delhi-110006
Website : www.aud.ac.in

Terms of Reference (TOR)

1. Centre for Early Childhood Education and Development, Ambedkar University, Delhi is carrying out a longitudinal research study to assess immediate and medium term impact of variations in quality across different kinds of ECE programmes along the primary stage. The study is titled, "Study of Impact of Early Learning, Socialization and School Readiness experience in preschool setting on educational and behavioral outcomes along the primary stage".
2. This research project is a longitudinal study being carried out in three different states; Andhra Pradesh is one of the states included in the study. The study was launched in 2011 in all three states. ASER Centre is coordinating Strand A of the study and CECED is coordinating Strand B and Strand C. The three strands have been described later. CECED is working with state partners in Assam and Andhra Pradesh. In Andhra Pradesh, State Resource Centre for Early Childhood Education, Andhra Mahila Sabha is the State Partner Organization.

As part of the study 902 children (3 ½ - 4 ½ year olds) were pre-tested on school readiness skills in 2011, they were then quarterly followed to estimate their participation, retention and attendance in early ECE centres. The post test was conducted in 2012 where the cohort was assessed on the same indicators of school readiness as in the pre-test. In 2013-2014 the same cohort would be assessed on age appropriate achievement test and would be quarterly tracked to estimate the participation, retention and attendance of children.

3. *The study is composed of three parts:*

Strand A: Larger Sample Survey

Strand B: Longitudinal Study

Strand C: Case Studies

The Andhra Pradesh state partner for Strand B of the study for the pretest and pre-test was State Resource Centre for Early Childhood Education, Andhra Mahila Sabha, Andhra Pradesh. State Resource

Centre for Early Childhood Education, Andhra Mahila Sabha will continue to be the partner for the next phase of the study covered by this MoU. Under Strand B, State Resource Centre for Early Childhood Education, Andhra Mahila Sabha will be required to carry out the following tasks as per the detailed proposal in consultant with AUD:

- I. Completion of 1st follow up tracking of the cohort of 826 children by 30th April, 2013
 - II. Submission of report on 1st follow up tracking
 - III. Submission of report on pathways followed by children to primary school
 - IV. Assessment of the cohort of 826 children on age appropriate achievement test between August, 2013 –December, 2013
 - V. Assessing of the ECE centres/schools attended by the sample cohort of children on quality indicators by conducting Early Childhood Education Quality Assessment Scale Plus (ECEQAS +) between August, 2013-December, 2013
 - VI. Conducting the 2nd follow up tracking of the sample cohort in February – March, 2014
 - VII. Submission of 2nd follow up tracking report
4. The estimated cost of Rs. 30, 56,460 (Rs. Thirty Lakhs fifty six thousand four hundred and sixty only) for the financial year 2013-2014 for Andhra Pradesh.
 5. State Resource Centre for Early Childhood Education, Andhra Mahila Sabha 2nd party of MOU will complete all assigned tasks by 31st March, 2014.
 6. Payment schedule (As discussed in clause 3 of MoU)

S. No	Description of Activities	Percentage of total amount to be released
1	Signing of the MoU	20%
2	After submission of the report on pathway	30%
3	After completion of the field work (assessment of cohort on age appropriate achievement test and assessment of centres/schools on quality indicators)	30%
4	After submission of report on 2 nd follow up tracking	20%

Andhra Pradesh State budget

	Items	Unit	Period	Rate	Total
	Research team				
i	Project Coordinator	1	12 months	27,500.00	3,30,000.00
ii	Research Associate	4	12 months	22,000.00	10,56,000.00
iii	Research Assistant	2	12 months	12,000.00	2,88,000.00
v	Account Support	1	12 months	10,000.00	1,20,000.00
vi	Additional Field Investigators	2	4 months	12,000.00	96,000.00
vii	Honourarium to Project Director	1	12 months	5,000.00	60,000.00
	Sub total (i to vi)				19,50,000.00
2	Travel for central meetings/.training				1,00,000.00
3	Printing of tools and Stationary				50,000.00
4	Field Study including travel , stay etc	6	90 days	750.00	4,05,000.00
5	Follow up tracking	1		1,00,000.00	1,00,000.00
6	Data Entry and computerization	1	12 months	10,000.00	1,20,000.00
7	State level dissemination workshops and seminars	2		25,000.00	50,000.00
8	Field Communication	6	3 months	200.00	3,600.00
	Total				22,76,600.00
					22,76,600.00
					22,76,600.00

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DUPLICATE

ENCLOSURE-2

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AGREEMENT

BETWEEN

AMBEDKAR UNIVERSITY, DELHI (AUD)

AND

CENTRE FOR WOMEN'S DEVELOPMENT STUDIES (CWDS)

1. In a Memorandum of Understanding already signed between the two parties, collaboration between AUD and CWDS has been agreed upon. It will be carried out between the School of Human Studies (SHS/AUD) and CWDS to jointly launch an MPhil/PhD programme in Women's and Gender Studies (WGS).
2. The collaboration shall be carried out through activities which initially shall include:
 - Joint launch of the MPhil/PhD in Women's and Gender Studies
 - Shared teaching and supervision
 - Sharing of teaching and learning material
 - Sharing of information on research and educational programmes
 - Systematic sharing of pedagogies developed through this collaboration with other Women's Studies Centres and the University Grants Commission's programme on Women's Studies
 - Any new activity as deemed necessary by both to further the above cause

For the types of activities described above to take place, an appropriate 'agreement' is hereby formally put in place.

JOINT COORDINATION

3. Each institution shall appoint members/invitees to the following committees:
 - a) Administrative Committee: The committee will periodically review and identify ways to strengthen the collaboration between the two institutions. Membership will consist of the Vice Chancellor, AUD or the designated nominee of the Vice Chancellor and Dean, School of Human Studies (SHS/AUD), and the Director, CWDS or the designated nominee of the Director and designated faculty of CWDS.
 - b) Research Studies Committee (RSC), AUD/School of Human Studies: The RSC is a mandatory body formed within the guidelines provided by the Standing Research Committee (SRC) of AUD. RSC is the School Research Committee of AUD and its purpose is to propose and review research related activities and research programmes conducted by the School, including MPhil/PhD programmes. Membership will be from SHS faculty and one nominated (by

Office of the Registrar
By No. 130/
Date: 26/8/2013



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Director
Centre for Women's Development Studies
25, Bhai Vir Singh Marg,
New Delhi-110001

- CWDS) invitee to represent CWDS in those meetings where matters pertaining to the collaboration are to be discussed.
- c) Coordination Committee: The committee will coordinate the collaboration on its behalf, including institutional, academic and student related issues. Matters pertaining to the Student-Faculty Committee from the MPhil/PhD programme in WGS will be referred to and deliberated upon by the coordination committee. Membership will consist of 1-2 faculty members from each institution.
 - d) Admissions Committee: The committee will oversee all processes and conduct admissions. Membership will consist of 2-3 faculty members from each institution.
 - e) WGS Programme Advisory Committee: This committee will oversee all research related issues, including research supervision, pertaining to the programme MPhil/PhD in Women's and Gender Studies being offered by AUD-CWDS collaboration. Membership will consist of 2 faculty members from School of Human Studies (SHS/AUD); one member from any School other than SHS (AUD); and 2 members from CWDS.
 - f) Collaboration Committee of all teaching faculty: It will meet periodically, at least once towards the end of each semester to review all academic and teaching activities of that semester. Membership will consist of all teaching faculty involved with the collaboration to anchor academic and teaching activities.
4. CWDS has also instituted a sub-committee on Women's Studies that will oversee the coordination process from within the CWDS, which reports and makes recommendations to the Executive Committee of the CWDS, the final decision making authority of the CWDS. One member from AUD will be invited to meetings where matters pertaining to the collaboration are to be discussed.
 5. Both AUD and CWDS are subject to broader policies and regulations of the statutory bodies in each institution. The regulations and processes formalised and followed by the collaboration will recognize the governing structures of AUD and CWDS.

PROGRAMME

6. a) The title of the programme will be the AUD-CWDS MPhil/PhD Programme in Women's and Gender Studies.
- b) The names of both institutions (AUD and CWDS) will be present on the final marks transcripts given to the students. Wherever possible, the joint nature of the programme will be announced such as, the Dean, SHS and Director, CWDS will sign on dissertations/thesis submitted by the students; public documents pertaining to the collaboration and so on.
- c) All teaching/supervision/administrative and any other workload pertaining to the collaboration will be shared equally by members of both, AUD and CWDS.
- d) The CWDS and AUD jointly agree on the structure of the MPhil/PhD programme as outlined in the detailed Course Proposal, which includes course credits, course content, and so on. (Refer to Annexure 2).

Jumari Kumar



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Dr. Indu Agnihotri

Centre for Women's and Gender Studies
25, Bhai V. S. ...
New Delhi-110001

- e) The core courses will be jointly coordinated with at least one member from each institution, including teaching, assessment and evaluation (refer to Annexure 2).
- f) As a general practice, a single supervisor will be assigned to a student for the MPhil/PhD dissertation. The process of allotting supervisors will be undertaken by the WGS Programme Advisory Committee.

FINANCIAL CONSIDERATIONS

7. a) According to the MoU already signed, the MoU imposes no financial obligation on either institution.
- b) AUD will share half the fee submitted to AUD after deducting any/all scholarships/waivers/stipends offered to the students.
- c) Expenses incurred by Faculty, library, guest teaching and so on towards running the programme will be borne by their respective institution.

This Agreement is signed subject to approval by the respective academic/administrative bodies.

Sumati Kumar
Signed by
(Sumati Kumar)
Registrar
AUD

Date: 20.8.2013



Respected
Bharat Rana Dr. B. R.
Arbedkar University, Delhi
Lothian Road, Kashmere Gate
Delhi-110006
Website : www.aud.ac.in

Indu Agnihotri
Signed by
(Indu Agnihotri)
Director

CWDS
Date: 22.8.2013

Dr. Indu Agnihotri
Director
Centre for Women's Development Studies
25, Bhai Vir Singh Marg,
New Delhi-110001

392

Memorandum of Understanding**BY AND BETWEEN**

CARE India
E-46/12 Okhla Industrial Area, Phase II
New Delhi 110 020

AND

Bharat Ratna Dr. B.R. Ambedkar University, Delhi,
Government of Delhi,

This "MoU", is entered into by and between, CARE India having its office at E-46/12, Phase-II, Okhla Industrial Area, New Delhi-110 020, through its Authorized Signatory (hereinafter called CARE which expression unless repugnant to the context and/or expressly excluded shall include its assigns) party of the First [First Party]; AND (b) Bharat Ratna Dr. B.R. Ambedkar University, Delhi, a organisation under Government of Delhi [Second Party].

I. Purpose:

The MOU is between Bharat Ratna Dr. B.R. Ambedkar University, Delhi, hereinafter called grantee and CARE India, hereinafter called granter in this MOU for partnership on Strategic Collaboration on Early Childhood Care and Education. The tasks shall be conducted by the grantee within the specified period as per the terms of reference enclosed as Annexure - I.

II. Period of MOU:

The period of the MoU shall be from from 1st Aug 2013 to 30 Jun 2014. All expenditures paid with the funds provided by this MoU must be incurred for authorized activities that take place or commence during the period of the MoU, as detailed in Annexure - I. [First Party] makes no representation, explicit or implied, as to further participation in the activities after 30th Jun 2014.

III. MOU Amount:

The total estimated amount of this MoU for this period is Rs. Rs.19, 40, 000/- (Rupees Nineteen Lakhs Forty Thousand Only) Total Expenditures should not exceed this amount otherwise agreed by the [First Party] in written.

Payment schedule:

- a) On Signing of MOU Rs. 7,76,000(Rupees Seven Lacs Seventy Six Thousand Only) that is 40% of MOU
- b) On completion of 2 Policy Briefs, 2 lectures, Training AV Clips, National Level Conference Rs. 7,76,000 (Rupees Seven Lacs Seventy Six Thousand Only) that is 40% of MOU.

- c) Policy Brief, 1 Lecture, ELS in preschools and Framework for School Readiness Curriculum Rs. 3,88,000 (Rupees Three Lacs Eighty Eight Thousand Only) that is 20% of MOU

The above payments will be made on submission of payment request along with invoices and deliverable mentioned in the Annexure – I.

IV. ALLOWABILITY OF COSTS

[Second Party] should ensure that costs claimed under this MoU are necessary, reasonable, allocable, and allowable.

The following are a list of costs that are always unallowable:

- a) The funds shall not be used to meet the cost of import or customs duties (or any similar fees) imposed by any Government on goods and services provided, or in any other manner in conflict with the First Party requirements.
- b) Under no circumstances the expenditure will incur for entertainment, gifts, gratuities, donations, alcoholic beverages, fines, interest or penalties allowable under this grant.
- c) Under no circumstances the fund will be used for the expenditure of Capital nature obtaining the fixed assets.
- d) Where not specifically stated, CARE's policy relating to per diem etc. will apply.
- e) Quality Assurance will be paid on time expired and no supporting vouchers will be required.

V. RECRUITMENT

Engagement shall be entirely on contractual basis.

Engagement of the staff should be conducted by [Second Party].

VI. REPORTING

[Second Party] shall provide [First party] and retain in its permanent files the following written reports necessary to monitor the progress of program activity. Reports should be written as per the First Party requirement, if provided or agreed mutually by both parties as per the deliverable mentioned in TOR.

A. Program

The [Second Party] shall submit a Quarterly Activity report to [First Party].

The Quarterly Activity Report shall include a Project Narrative, describing the activities carried out during the reporting period. This narrative should be as specific as possible, detailing dates, names and specific numbers as much as possible. Project results and successful outcomes should be highlighted in the narrative. The narrative should also include any challenges faced or anticipated and the strategies to be implemented to overcome said

challenges.

Obligations: Any balance of funds received from [First Party] that is unused and found to be unnecessary to liquidate outstanding obligations shall be returned to [First Party].

At the completion of the Program, the [Second Party] shall submit to [First party] a report on the progress of activities implemented.

- i) Executive summary of the project's accomplishments and/or shortcomings
- ii) Description of project activities.
- iii) An analysis of the significance of these activities and an assessment of impact towards achieving the goals of the project.

The [Second Party] report will also include any other information necessary for [First party] reporting to the [First Party]. The final report is due to [First Party] by Jun 30, 2014

VI. RESPONSIBILITIES

- A. In carrying out the purpose of the MoU, the designated persons will engage staff of the Second Party or its partner organization, unless otherwise mentioned, for this program only.
- B. The [Second Party] shall be subject to the appropriate oversight procedures. These procedures include the following:
 - a. **Record-keeping.** [Second Party] shall retain financial records, supporting documents, statistical records and all other records pertinent to the expenditures under this MoU for a period of three (3) years from the date the [SECOND PARTY] submits its final report to [FIRST PARTY] under Article VI of this MoU. Records that are the subject of audit findings shall be retained for three (3) years after such findings have been resolved.

All costs shall be supported by properly executed payroll, time records, invoices, contracts, vouchers, or other official documentation evidencing in proper detail the nature and propriety of charges. A legally authorized agent(s) of the [SECOND PARTY] shall sign all cheques. All accounting records, including supporting documents pertaining in whole or in part to this grant shall be readily accessible.

- b. **Program Implementation.** The [SECOND PARTY] shall permit and facilitate periodic site visits by [FIRST PARTY] for the purpose of monitoring field activities. Such visits shall be arranged in advance with the [SECOND PARTY]'s representative. Staff will make themselves available to meet with [FIRST PARTY] staff during such visits and will facilitate visits by [FIRST PARTY] to observe specific field activities and to meet with project participants.

VIII. CERTIFICATIONS

A. Lobbying

By signing the MoU, the [SECOND PARTY] certifies that none of the funds issued under

the MoU shall be used to carry on propaganda or otherwise attempt to influence specific proposed legislation or pending appropriations or to introduce legislation through (i) direct communications with any member or staff or a legislative body or any government official who may participate in the formulation of legislation; or (ii) urging members of the general public to contact members or staff of a legislative body or any governmental official who may participate in the formulation of legislation. The [SECOND PARTY] further confirms that the funds will not be used to influence the outcome of any specific public election or to directly or indirectly carry on any voter registration drive.

IX. LIABILITY

The [SECOND PARTY] shall not hold [FIRST PARTY], its officers, agents and employees liable for loss or damage to property or injury or death to persons or any course of action of whatever nature that may arise out of or during the performance of this MoU.

X. NOTICE

All Notices required or permitted to be given hereunder shall be sufficient if in writing and personally delivered; or if sent by e-mail, post, courier, certified mail, return receipt requested and postage prepaid, addresses as follows:

If to [FIRST PARTY]:

Contact Address:

Suman Sachdeva,
Technical Director-Education
CARE India,
E 46/12, Okhla Industrial Area, Phase - II
New Delhi - 110008

If to [SECOND PARTY]:

Contact Address:

Dr. Venita Kaul,
Centre for Early Childhood Education and Development
Bharat Ratna Dr. B.R. Ambedkar University,
Lothian Road, Kashmere Gate
Delhi-110006

XI. GOVERNING LAWS

This MOU shall be governed by and construed in accordance with the laws of India and jurisdiction shall be at New Delhi.

FORCE MAJEURE arbitration

Neither Party to this MoU shall be liable to the other nor held to be in breach of this MoU to the extent that it is prevented, hindered or delayed in performance or observance of its obligations hereunder by reason of industrial action, strikes, lock-outs, inability to obtain supplies, accidents or any other cause or contingency whatsoever beyond its reasonable control.

XII. RELATIONSHIP

The relationship created under this MoU is that between [FIRST PARTY] and [SECOND PARTY] and in no way creates an employer/ employee relationship between the parties. However, [SECOND PARTY] under all circumstances should certify all scripts, questions for quizzes.

XIII. SEVERABILITY

Any provision of this MoU that is now or becomes hereafter prohibited, illegal or unenforceable in any applicable jurisdiction shall be ineffective to the extent of such prohibition, illegality or unenforceability without invalidating the remaining provisions hereof. In the event that any act required under this MoU is inconsistent with, penalized by or prohibited under the laws of the country or any country having jurisdiction over the MoU and/or either of the Parties hereto, the Party obligated hereunder to perform such act shall be excused from such performance and the MoU shall be construed as if such obligation had not been set forth herein.

XIV. THIRD PARTIES

This MoU is not intended to create any benefit, claim or rights of any kind whatsoever enforceable by any person who is not a party to this MoU.

XV. TERMINATION

- A. If the [First Party] deems it in their best interest to terminate its MoU with [Second PARTY], the [FIRST PARTY] may terminate this MoU by giving [SECOND PARTY] thirty (30) days notice in writing. The [SECOND PARTY] may terminate the MoU for any reason by giving [FIRST PARTY] thirty (30) days notice in writing. In the event the MoU is terminated under this provision, the [SECOND PARTY] shall immediately terminate any obligations that it may have entered into involving funds provided under the MoU and shall settle all outstanding liabilities and all claims resulting from the termination of.
- B. [FIRST PARTY] may terminate the MoU if it is determined that there are significant noncompliance by [SECOND PARTY] with the terms and conditions of the MoU. In the

event [FIRST PARTY] believes there is significant noncompliance, it shall so inform [SECOND PARTY] in writing. Within ten (10) working days after receipt of notification, the [SECOND PARTY] may respond to [FIRST PARTY] indicating steps taken to remedy its noncompliance. Should [FIRST PARTY] determine that these actions are insufficient; it reserves the right to terminate the MoU. Such termination must be in writing and must set forth the reasons for termination. In the event of any such termination, [FIRST PARTY] reserves the right to take such action as may be necessary to recover any unexpected, unobligated and unallowable funds provided hereunder.

XVI. ENTIRE MOU

This instrument and attachments contain the entire MoU and understanding of the parties hereto. It may not be changed orally but only by MoU in writing with the mutual consent of both parties. There is no other contemporaneous understanding or MoU, oral or written, between the parties on said subject matter, and neither party shall be bound by any statement of representation not contained or incorporated herein.

This MoU includes the detailed Terms of Reference and Budget thereof in the Annexure – I and the target of achievement of the performance of the Project along with time schedule as per Annexure – II. The MoU will start on 1st Aug 2013 and end on 30th Jun 2014.

IN WITNESS WHEREOF, For CARE India AND Bharat Ratna Dr. B.R. Ambedkar University, Delhi (AUD), Government of Delhi, by their representatives duly authorized, have executed this MoU.

For CARE India



Name: Dr. Muhammad Musa
Position: CEO and Country Director
Date: 30 August 2013.

For Bharat Ratna Dr. B.R. Ambedkar University, Delhi

Name: Registrar
Position: Bharat Ratna Dr. B. R. Ambedkar University, Delhi
Date:  Lothian Road, Kashmere Gate
Delhi-110006
Website: www...

Terms of Reference for partnership with CECED, Ambedkar University Delhi on Strategic collaboration on Early Childhood Care and Education

Background: CARE India has been working with four states, in partnership of Sarva Shiksha Abhiyan (SSA), in the field of elementary education. CARE, through GEP, provides technical support to SSA on issues of equitable quality education, capacity building of teachers and other education functionaries. CARE has also worked towards strengthening early childhood education post Tsunami in Andaman & Nicobar Islands, Gujarat. The main strategy has been strengthening government system, building functionaries capacities at various levels on preschool education to bring changes at the pre-school center (Anganwadi) level. Considering the importance of early childhood education, CARE has also been planning to consolidate and evolve its ECE strategy. CARE India and CECED, Ambedkar University joined hands to implement a project known as 'Linked for Learning.' This project aimed to develop linkages between home, preschool (anganwadi) and formal school to collaborate for making the three environments child centered, facilitate child's transition from one to another to promote learning. The project was implemented in Samastipur district of Bihar where 50 model sites have been developed in the last one year.

Context: The collaboration between CARE India and CECED, AUD has been largely successful in developing a module on ECCE for use in the preschool centers and an infant stimulation package; the collaboration also has been able to create a model for smooth transition from preschool to primary school. Further, the joint work has raised pertinent issues around early child care and education to voice them at appropriate forums for influencing policy. CARE India has had a partnership with CECED, AUD in the field of Early Childhood Care & Education (ECCE) in order to position itself strategically as a technical agency on ECCE practices. Some of the outputs of the last collaboration are: developing and publishing policy briefs, organizing lectures and seminars with rich outputs, development of a web portal on ECCE, preparing an age appropriate curriculum guidelines and supporting the GEP in developing its strategy around early childhood education and development. Against this backdrop, it is proposed that both the agencies continue to work on issues around ECCE, undertake joint research and learning exercises and organize sharing sessions for larger dissemination of the learning and also for advocacy purposes.

Scope of the Partnership

CARE India seeks a larger partnership with CECED for strategic guidance in ECCE along with a few specific tasks which to be taken up by CECED with support of the Girls' Education Unit at Delhi.

Specific tasks will be:

1. Conduct Policy Research and Publish findings on select themes: CECED will conduct a series of three policy research on the basis of secondary data on different themes in collaboration with CARE. These themes will be selected basing on the findings from our earlier engagement. The outcome of this policy level research will be published/printed for larger dissemination as Policy briefs. The briefs will also be shared widely in national level conferences.
2. Contribute & collaborate on a national level conference on early childhood development practices: CECED will facilitate a national level conference on ECCE in collaboration with various educational institutes, experts and other international agencies. The conference is

expected to provide an opportunity for larger experience sharing and help lay down strategies for developing robust programs for ECCE in the country.

3. Continue to collaborate on national level longitudinal study on ECCE: CECED is facilitating a national level study on ECCE in collaboration with various educational institutes and experts. The study is expected to explore the possibility of developing robust programs for ECCE in the country.
4. Participate & collaborate on a Lecture/Seminar series on early childhood development theme: CECED will organize in collaboration with CARE several lectures/seminars on key issues of ECCE. This series of lectures will help in bringing together several ECCE practitioners and policy makers together in order to contribute to develop a national level ECCE agenda for the civil society.
5. Support ELS in preschools: The task would entail preparation of a report of the Early Learning Standards in preschools.
6. Develop framework for school readiness curriculum: The task will be to develop in a consultative process, the age appropriate curriculum for school readiness for preschoolers.
7. Developing case studies/training clips on ECCE: At least two training audio-video clips will be developed on ECCE which will help practitioners of early childhood development to develop their skills around the theme.
8. Support the Girls' Education Unit in developing and packaging its ECCE expertise: CECED will continue to provide all technical support in terms of development of tools, instruments and modules in ECCE to further strengthen CARE's work in ECCE.

Deliverables

- Policy briefs conducted on 3 select themes and published
- Lectures/Seminars organized on at least 3 select themes of ECCE
- National level study on ECCE conducted and report prepared
- National level conference on ECCE organized
- Training AV clips on ECCE
- Supporting ELS in preschools
- Developing school readiness curriculum
- Technical support on ECCE to GEP

Timeline: From 1st April 2013 to 31st March 2014

Payment Schedule:

Sl.No	Particulars	Payment to be Released (in INR)
1	On Signing of MOU	776000 (40%)
2	2 Policy Briefs, 2 lectures, Training AV Clips, National Level Conference	776000 (40%)
3	1 Policy Brief, 1 Lecture, ELS in preschools and Framework for School Readiness Curriculum	388000 (20%)

COLLABORATION AGREEMENT

between

Ambedkar University, Delhi

and

Norwegian Institute of International Affairs

The Research Council has awarded a grant for the implementation of the following R&D project **The state, globalisation and industrial development in India: the political economy of regulation and deregulation**, hereafter referred to as "the Project". Assigned project number is 225825/H30.

The project is led by Dr. Stein Sundstøl Eriksen at the Norwegian Institute of International Affairs (NUPI), and funded by the Research Council of Norway. A contract has been signed between NUPI, hereafter referred to as "Project Owner", and the Research Council. A prerequisite for this funding award is the provision by NUPI of R&D-related and/or financial resources to the Project.

Ambedkar University, Delhi (AUD)– hereafter referred to as the "Partner" is under obligation to the Project Owner to contribute to the Project as follows:

R&D-related activity:

On behalf of the Partner, Professor Surajit Mazumdar and Professor Chirashree Dasgupta will carry out the following R&D related activities as a part of the project:

1. Data collection/analysis: India's industrial policy
2. Preparation of articles/report: The political economy of regulation and deregulation
3. Participation in project workshops/seminars

Payment

A total amount of NOK 300.000 (approximately USD 50.000) will be disbursed by the Project owner to the Partner as follows:

Activity	2013	2014	2015	2016	Total
R&D incl. other expenses (approx. USD)	50.000 NOK (8.000 USD)	100.000 NOK (17.000 USD)	100.000 NOK (17.000 USD)	50.000 NOK (8.000 USD)	300.000 NOK 50.000 USD

(exchange rate 1 USD = 6 NOK)

The funds will be transferred upon receipt of an invoice from the Partner. The invoice must be submitted no later than September each year. The Partner will also submit a brief report on the utilization of travel funds.

The Partner will provide the Project Owner an external audit of the account twice during the project period. The first must be submitted by 1 September 2014, the second by 1 September 2016. Expenses related to the audit must be covered by the Partner's project funds.

Surajit Mazumdar

Implementation of the project

The Partner is under obligation to carry out all project activities in accordance with accepted research practice, and to comply with all applicable legislation and regulations, as well as all rules and guidelines of relevance to the implementation of the Project, including rules and guidelines relating to ethical considerations as well as recognised quality standards and norms.

The Partner has full responsibility for personnel and finances for internal staff associated with the Project. The Partner is also responsible for filing the required reports for all personal allocations, and bears master-servant liability for internal employees involved in the Project.

The Partner is responsible for providing guidance and following up the work of internal employees involved in the Project, and will cooperate closely with the Project Owner and any other Partners on details regarding the design, execution and follow-up of the collaborative effort.

The Partner is under obligation to ensure that the individuals carrying out project activities on its behalf respect the provisions set out in this agreement, and shall among other things draw up the agreements needed to safeguard the entitlement of said Partner to assume all rights to project results as well as rights to the utilisation of these results.

The Partner is required, in so far as possible, to ensure storage of peer-reviewed scientific articles based on research that is partially or wholly funded by the Research Council in appropriate, open-access digital archives, assuming that storage of this type does not conflict in any way with the author's academic and legal rights and the policy of the professional journals where the research papers will be published.

The Partner agrees that the Project Owner has the overall responsibility for ensuring that the requirements of the contract with the Research Council are met, and gives its consent that all data purchased, collected or collated with project funds shall be available to the Project Owner and the Partner, both during the duration of the project and afterwards.

The Project Owner is under obligation to fulfil the various obligations to the Research Council set out in the General Terms and Conditions for R&D Projects issued by the Research Council, as specified in the contract between the Project Owner and the Research Council.

Date/Place

Jan-Morten Torrissen

On behalf of
Ambedkar University, Delhi

Jan-Morten Torrissen
Head of Administration
NUPI



Registrar
Bharat Ratna Dr. B. R.
Ambedkar University, Delhi
Lothian Road, Kashinere Gate
Delhi-110006
Website : www.aud.ac.in

INDIA NON JUDICIAL

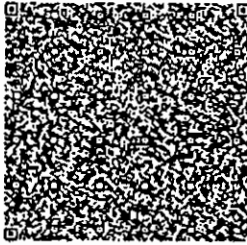
Government of National Capital Territory of Delhi



सत्यमेव जयते

e-Stamp

Certificate No. : IN-DL80701817226131L
 Certificate Issued Date : 25-Oct-2013 12:06 PM
 Account Reference : IMPACC (IV)/dl720603/ DELHI/ DL-DLH
 Unique Doc. Reference : SUBIN-DL72060359460284654206L
 Purchased by : KATHA
 Description of Document : Article Others
 Property Description : A-3, SARVODAYA ENCLAVE NEW DELHI-17
 Consideration Price (Rs.) : 0
 (Zero)
 First Party : KATHA
 Second Party : DR B R AMBEDKAR UNIVERSITY OF DELHI
 Stamp Duty Paid By : KATHA
 Stamp Duty Amount (Rs.) : 50
 (Fifty only)



Please write or type below this line.

Memorandum of Understanding

Between

Dr. B.R. Ambedkar University, Delhi

And

KATHA

This Memorandum of Understanding (MOU) is between KATHA, hereinafter called the "Grantor" and Dr. B.R. Ambedkar University, Delhi, hereinafter called the "Grantee" for conducting the project titled 'Impact Evaluation of I Love Reading Intervention in MCD Schools in Delhi'.

Statutory Alert:

1. The authenticity of this Stamp Certificate should be verified at "www.shclstamp.com". Any discrepancy in the details on this Certificate and as available on the website renders it invalid.
2. The onus of checking the legitimacy is on the users of the certificate.
3. In case of any discrepancy please inform the Competent Authority.

General Conditions

1. The study shall be conducted by the Grantee in 2 phases within the specified period, which is 1st November, 2013 to 31st July, 2014. The present MOU is for the period 1st November, 2013 to 31st July, 2014 and hence covers both the first and second phase.
2. The first phase of the study will involve carrying out the baseline and report preparation of the baseline study. The first phase will be from 1st November, 2013 to 31st March, 2014. The grantee will carry out the following tasks in the first phase.

No	Tasks	Timelines	Deliverables
FIRST PHASE- BASELINE			
1.	Preparation of Tools	November, 2013	Tools
2.	Training of Investigators	November, 2013	1 training
3.	Baseline Data Collection	December, 2013 to January, 2014	Fieldwork
4.	Data Entry and Analysis	February, 2014	
5.	Preparation & Submission of Draft Baseline Report	March, 2014	Draft Baseline Report
6.	Submission of Final Baseline Report after including the feedback from KATHA	April, 2014	Final Baseline Report

3. The second phase of the study will involve carrying out the end line survey and report preparation of the end line study. The second phase will be from 1st April, 2014 to 31st July, 2014. The grantee will carry out the following tasks in the second phase.

No	Tasks	Timelines	Deliverables
SECOND PHASE- END LINE			
1.	End Line Data Collection	April, 2014- May, 2014	Fieldwork
2.	Data Entry and Analysis	May, 2014	
3.	Preparation & Submission of Draft End Line Report	June, 2014	Draft End line Report End Line Report
4.	Submission of Final End Line Report after including the feedback from KATHA	July, 2014	Final End Line Report

Prakash Kumar

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4. The Granter shall bear the expenses of this study in both first and second phase.
5. The specified budget for the first phase is INR 513700/- as specified in Annexure 1 and the payment schedule is as follows.

Particulars	Payment Schedule
On Signing of MOU	40% of total amount
On completion of Fieldwork	30% of total amount
On Submission of Final Base Line Report	30% of total amount

6. The specified budget for the second phase is INR 400200/- as specified in Annexure 1 and the payment schedule is as follows.

Particulars	Payment Schedule
In the Beginning of Second Phase (1 st Week of April, 2014)	40% of total amount
On completion of Fieldwork	30% of total amount
On Submission of Final End Line Report	30% of total amount

7. Grantee is expected to arrange their work plans in such a way as to enable them to accomplish the objectives of the contract in the most timely and economical manner possible.
8. The Grantee has full responsibility for personnel and finances for internal staff associated with the project.
9. It is understood between Grantee and Granter that all information acquired by the Grantee in the course of executing the assignment is confidential and may not be divulged to others without prior permission from the Granter, in writing. In particular, any report prepared by the Grantee or photographs displayed as a result of this contractual obligation must be cleared by the Granter before releasing to anyone outside the Jurisdiction of the Granter.
10. It may be noted that Granter does not provide any insurance coverage for its consultants and its staff and cannot be held responsible for any accident or other incident arising in relation to or during this contract. Insurance for accidents, medical expenses, theft or other purpose is the responsibility of the Grantee.
11. In the event of a breach of this MOU by a Party (the "Breaching Party"), the other Party may notify the Breaching Party of such breach. A Breaching Party shall have thirty (30) days, commencing upon the date notice is delivered to the Breaching Party, to cure the breach or otherwise satisfy fully any outstanding obligations under

[Signature]


[Signature]

this MOU, unless the non-breaching party agrees to extend this right to cure. Failure to cure such breach within the period to cure shall give rise to a right in the other Party to terminate this MOU.

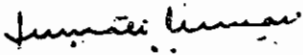
12. Either Party may terminate this MOU, for any or no reason upon giving thirty (30) days written notice to the other Party, and the Parties agree to engage in a reasonable negotiation regarding the winding up of the collaboration.
13. In case of any dispute resulting from or related to this MOU, the Parties agree to attempt to resolve such dispute amicably, and shall escalate within their respective organizations, any such dispute.
14. The MOU shall be governed as per the laws of Republic of India.
15. This MOU is not intended, nor should anything herein be construed, to create the relationship of partners, joint ventures, principal and agent, employer and employee, or other fiduciary relationship between the parties hereto.
16. This MOU constitutes the entire, integrated agreement of the parties about the subject matter of this MOU and any previous agreements, understandings, and negotiations on that subject cease to have any effect.
17. Nothing herein is intended nor shall be construed as creating an exclusive arrangement between the parties. This MOU shall not prevent the Parties from carrying out individually or in cooperation with a Third Party, research in the areas covered in this MOU.
18. The terms of relaxing the above mentioned MOU shall be decided and agreed on mutually.

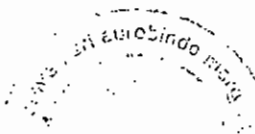
On this ---- day of October, 2013 this MOU has been signed by both the authorized signatories of Granter and Grantee for having bound themselves and their successors with the terms as mentioned in the above MOU and the Budget attached to this MOU.

Accepted and Agreed


Authorized Signatory
KATHA

Accepted and Agreed


Registrar
Ambedkar University, Delhi




Annexure 1

Budget of the Baseline 1st November,2013- 31st March, 2014					
S. No	Items	Rate (in INR)	Unit	Months	Total Amount (in INR)
1	Project Assistant	25000	1	5	125000
2	Field investigators	15000	8	2	240000
3	Training of Investigators	4000	1		4000
4	Field Work	200	8	30	48000
5	Data Entry, Analysis and Report Writing	30000			30000
6	Stationary	20000			20000
Sub Total from 1 to 6					467000
Overhead Charges @10%					46700
TOTAL BUDGET FOR BASELINE					513700

Budget of the Endline 1st April,2014- 31st July, 2014					
S. No	Items	Rate (in INR)	Unit	Months	Total Amount (in INR)
1	Project Assistant	25000	1	4	100000
2	Field investigators	15000	8	2	240000
3	Training of Investigators	4000	1		4000
4	Field Work	200	8	30	48000
5	Data Entry, Analysis and Report Writing	30000			30000
6	Stationary	20000			20000
Sub Total from 1 to 6					442000
Overhead Charges @ 10%					44200
TOTAL BUDGET FOR ENDLINE					486200

BRITISH COUNCIL Vendor Creation/Amendment Form		FABs Master Data Location India							
Part 1-to be filled in by the member of BCD staff requesting vendor creation/amendment and submit it to the Procurement for approval									
Name: (of person requesting)									
Department/Unit:									
Signed:		Date:							
New Vendor <input type="checkbox"/> Pls tick if One Time Vendor <input type="checkbox"/>									
Mandatory attachments (check box to confirm attached). Your request will be returned if any of the relevant attachments are missing: Bank detail supportings <input type="checkbox"/> Proposal / Quotations / Agreement / Contract Copy <input type="checkbox"/> Other required Docs <input type="checkbox"/>									
Vendor Amendment <input type="checkbox"/> - Please fill / complete those fields required for amendment.									
Vendor Name		Vendor name on SAP							
Vendor Number:		Type of Amendment							
Reason/ Justification for Amendment :									
Vendor Account Group: (Pls tick) <input type="checkbox"/> ZVND - Expenditure Vendors <input type="checkbox"/> ZINV - Examiners/Inspector		<input type="checkbox"/> ZCON - Consultants <input type="checkbox"/> Grant Vendor							
Material Group(s): max 3 Code: <table border="1" style="display: inline-table; width: 100px; height: 40px;"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table> Desc: <table border="1" style="display: inline-table; width: 100px; height: 40px;"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>									
*Use Material Groups and GL Code list on Intranet - check the Material Group links to the relevant GL code (http://intranet.britishcouncil.org/As/Guidance/Materialgroups.XLS)									
Part - 2 to be filled in by the vendor									
Vendor name (As On Bank Records)		Pan/Tax Vat / S.Tax							
AMBEDKAR UNIVERSITY DELHI									
Address Line 1: LOTHIAN ROAD, KASHMERE GATE, DELHI Line 2: Line 3: PIN Code/ City: 110006 Country / Region: INDIA Phone no / Mobile: Fax / E-mail:									
Attach an original quotation, invoice from the supplier, to confirm name and address details									
(11 digit code provided by the Bank)									
Bank Name & Branch Address		IDBI BANK, 13, ALIPUR ROAD, CIVIL LINES, NEW DELHI-110054							
Bank account number		133810400000523							
Account type		SAVINGS ACCOUNT							
IFSC Code		IBKL0001338							
IBAN / SWIFT CODE- vendors overseas									
Account holder name		AMBEDKAR UNIVERSITY DELHI							
Attach cancelled cheque and affix a stamp of the organisation.									
Currency:		<input type="checkbox"/> INR <input type="checkbox"/> Other: please specify.							
Payment Terms:		<input type="checkbox"/> 30 days from invoice date							
Payment		<input type="checkbox"/> Bank Transfer (* Attach bank details from supplier + cancelled cheque)							
Company Code: IND1 <input type="checkbox"/>		GBR1 <input type="checkbox"/>							
		Any Other							
Vendor Declaration Form									
Type of business - tick one									
<input type="checkbox"/> Sole trader <input type="checkbox"/> Public limited company <input checked="" type="checkbox"/> University (incl schools, colleges)		<input type="checkbox"/> Partnership <input type="checkbox"/> LTD (Private limited company) <input type="checkbox"/> Co-operative							
		<input type="checkbox"/> Charity <input type="checkbox"/> Association/club/institute <input type="checkbox"/> Other public body/ government							
Vendor Eligibility Confirmation and Information			Vendor Response						
Part 3 - To be filled by all the vendors			Pls tick						
1	Have you ever been terminated for non-performance on a contract? If YES, provide details as an attachment.		No						

2	Have you ever been suspended or debarred by any government, a UN agency or other international organisation? If YES, provide details, including date of reinstatement, if applicable (as an attachment).		No
3	BCD policy prohibits the use of Child Labour. Confirm that you have never employed child labour and obey all relevant employee health and safety standards as applicable in the respective countries.	Yes	
4	Confirm that you obey all the environmental norms and regulations as applicable	Yes	
5	Officials not to benefit: Confirm that no Official of the BCD has received or will be offered by vendor and its sub-vendors, any direct or indirect benefit arising from this solicitation or any resulting contracts.	Yes	
6	We confirm that we/sub-vendors are not engaged in any activity that would put it, if selected for this assignment, in a conflict of interest with the Council.	Confirm : Yes	
7	Relation with any BCD Staff will not lead to disqualification of the vendor, but non-declaration of the relationship at the onset of the contract will lead to black-listing of the vendor from the Council. I Confirm that I do not have any relation with any BCD staff member or their immediate family are an owner, officer, partner or board member or have a financial interest in either vendor or its sub-vendors	Confirm : Yes	
If No, please define the BCD staff member(s) involved and relationship with the BCD staff			
Part 4 - To be filled by only Expenditure vendors			
1	Year when your firm/organisation was established?	2008	
2	In what province/state/country is your firm/organisation established?	Delhi India	
3	Basic Business Details	Higher education & research	
	Turnover (Current Year To Date)	NA	
	Turnover (Last 2 Years)	NA	
	No of Employees	NO	
Do you have Formal links with other business?(If yes, please Specify)			
	Is it owned by a group (If yes, Please Specify)	NO	
	Quality Certification (If any)	NA	
	Quality Checking Procedure in Place(If any)	NA	
Signature <i>[Signature]</i>		Date: 21/11/13	
		 Registrar Bharat Ratna Dr. B. R. Ambedkar University, Delhi Lohison Road, Kashmere Gate Delhi-110006 Website: www.auid.ac.in	
Part 5 : Approval by ERMF Procurement Process Owner			
Documentation attached? Y/N			
Comments			
Approved: signed & dated			
For Hub use only			
Part 6 : Set up/amendment on SAP:			
1. Vendor Creator (Purchasing View):			
Comments			
Vendor No:			
Set up completed: signed & dated			
2. Vendor Creator (Accounting View):			
Comments			
Set up completed: signed & dated			

APPENDIX - H

**The Council noted that the Second Annual Convocation of Ambedkar University,
Delhi held on 11 January 2014**

Second Annual Convocation was held on 11th January 2014 in the Auditorium, AUD, Kashmere Gate Campus, chaired by the Vice Chancellor, AUD, Professor Shyam B. Menon.

Shri Jairam Ramesh, Minister of Rural Development was the Chief Guest and delivered the convocation address.

In this convocation, 243 graduands were presented for the award of BA, MA degrees and PG Diplomas, of whom 39 were in the School of Undergraduate Studies, 111 in the School of Liberal Studies, 23 in the School of Development Studies, 21 in the School of Human Ecology and 49 in the School of Human Studies. 165 out of 243 received the degree/ diploma in person at the convocation on 11th January 2014, and 78 of them were awarded degree/diploma in absentia.

The detailed statistics are enclosed at (Annexure-VIII).

The matter is reported to the Academic Council.

Ambedkar University, Delhi
Second Annual Convocation
11 January 2014, 11.00 A.M.
MINUTE TO MINUTE PROGRAMME

10.20 A.M.	Assembly of members of procession outside the Auditorium, Kashmere Gate for robing
10.45 A.M.	The Chief Guest will be received by the Vice Chancellor, Dean (Academic Services), Dean (Student Services), and the Registrar
10.50 A.M.	The Chief Guest will be led to the robing area outside the Auditorium to put on the stole and will be introduced to the procession members by the Vice Chancellor
10.55 A.M.	The Procession (led by the Registrar) consisting of the Chief Guest, Vice Chancellor, Members of the Court, Members of BoM, Members of Academic Council, Members of Finance Committee, Dean, Academic Services, Dean, Student Services, Deans of Schools, Advisor, Planning, Librarian, CoF, Director, IT and the Registrar will enter the Auditorium.
11.00 A.M.	With the permission of the Vice-Chancellor, the Pro-Vice Chancellor will declare the Convocation open
11.05 A.M.	Welcome Address by the Pro -Vice Chancellor
11.15 A.M.	Presentation of recipients of Diplomas/ Degrees by the respective Deans of Schools
	Award of the Degrees by the Vice Chancellor
11.35 A.M.	The Registrar requests the Vice Chancellor for conferment of Diploma/ Degrees " <i>in absentia</i> "
	Conferment of Degrees " <i>in absentia</i> " by the Vice Chancellor
11.40 A.M.	Address by the Vice Chancellor
11.50 A.M.	Introduction of Chief Guest by the Vice-Chancellor requesting him to deliver the convocation address
11.55 A.M.	Convocation Address by the Chief Guest
12.15 P.M.	Vice Chancellor reads out the Oath to be taken by all graduates
12.20 P.M.	The Pro-Vice Chancellor with the permission of the Vice Chancellor will declare the Convocation Closed and make announcement for the National Anthem
12.25 P.M.	After the Convocation, Vice-Chancellor, Members of the Procession will join the Chief Guest for a group photograph in front of the Auditorium.
12:30 P.M.	After the group photograph, the Chief Guest along with the Vice-Chancellor and his team members will join the procession members for refreshments in the area situated outside the Auditorium

SUMMARY OF AWARDING THE DEGREE CERTIFICATE IN 2ND ANNUAL CONVOCATION, DATED 11TH JANUARY, 2014

(Programme wise list)

<u>OVAL ALL LIST OF STUDENTS FOR CONVOCATION (243)</u>		<u>AWARDED ON 11TH JANUARY 2014 (165)</u>	
SCHOOL OF STUDIES	# of Degrees	SCHOOL OF STUDENTS	# of Degrees
School of Undergraduate Studies	39	School of Undergraduate Studies	
1. BA Honours in Economics-25		1. BA Honours in Economics-	22
2. BA Honours in History-2		2. BA Honours in History-	01
3. BA Honours in Psychology-10		3. BA Honours in Psychology-	08
4. BA Honours in Social Science & Humanities-2		4. BA Honours in Social Science & Humanities-	02
School of Liberal Studies	111	School of Liberal Studies	
1. MA in Economics-40		1. MA in Economics-	34
2. MA in English-27		2. MA in English-	19
3. MA in Sociology-29		3. MA in Sociology-	20
4. MA in History-15		4. MA in History-	11
School of Development Studies	22	School of Development Studies	
1. Postgraduate Diploma in Development Studies-1		1. Postgraduate Diploma in Development	00
2. MA in Development Studies-22		2. MA in Development Studies-	08
School of Human Ecology	21	School of Human Ecology	
1. MA in Environment & Development -21		1. MA in Environment & Development -	10
School of Human Studies	49	School of Human Studies	
1. MA in Psychology (Psychology Clinical Studies)-35		1. MA in Psychology (Psychology Clinical Studies)-	21
2. Postgraduate Diploma in Gender Studies -1		2. Postgraduate Diploma in Gender Studies -	01
3. MA in Gender Studies-13		3. MA in Gender Studies-	08
Total	243	Total	165

413

AWARDED ON 11TH JANUARY 2014 (IN ABSENTIA) (78)

SCHOOL OF STUDIES	# of Degrees
School of Undergraduate Studies	
1. BA Honours in Economics-	03
2. BA Honours in History-	01
3. BA Honours in Psychology-	02
4. BA Honours in Social Science & Humanities-	00
School of Liberal Studies	
1. MA in Economics-	06
2. MA in English-	08
3. MA in Sociology-	09
4. MA in History-	04
School of Development Studies	
1. Postgraduate Diploma in Development Studies-	01
2. MA in Development Studies-	14
School of Human Ecology	
1. MA in Environment & Development -	11
School of Human Studies	
1. MA in Psychology (Psychology Clinical Studies)-	14
2. Postgraduate Diploma in Gender Studies-	00
3. MA in Gender Studies-	05
Total	78

भारत रत्न डा. बी.आर.
अम्बेडकर विश्वविद्यालय, दिल्ली



Bharat Ratna Dr B.R.
Ambedkar University, Delhi

OVAL ALL LIST OF STUDENT FOR CONVOCATION (243)

(Academic Session wise list)

SCHOOLS OF STUDIES		# of Degree
School of Undergraduate Studies		
BA Honours in Economics		25
BA Honours in History		2
BA Honours in Psychology		10
BA Honours in Social Science & Humanities		2
Academic Session	2010-2013	
School of Liberal Studies		
MA in Economics		40
MA in English		27
MA in Sociology		29
MA in History		15
Academic Session	2011-2013	
School of Development Studies		
Postgraduate Diploma in Development Studies (Flexible Exit)		1
MA in Development Studies		22
Academic Session	2011-2013	
School of Human Ecology		
MA in Environment & Development		21
Academic Session	2011-2013	
School of Human Studies		
MA in Psychology (Psychology Clinical Studies)		35
Postgraduate Diploma in Gender Studies (Flexible Exit)		1
MA in Gender Studies		13
Academic Session	2011-2013	
Total		243

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली



Bharat Ratna Dr B.R.
Ambedkar University, Delhi

AWARDED ON 11TH JANUARY, 2014 (165)

(Academic Session wise list)

SCHOOLS OF STUDIES		# of Degree
School of Undergraduate Studies		
BA Honours in Economics		22
BA Honours in History		01
BA Honours in Psychology		08
BA Honours in Social Science & Humanities		02
Academic Session	2010-2013	
School of Liberal Studies		
MA in Economics		34
MA in English		19
MA in Sociology		20
MA in History		11
Academic Session	2011-2013	
School of Development Studies		
Postgraduate Diploma in Development Studies (Flexible Exit)		00
MA in Development Studies		08
Academic Session	2011-2013	
School of Human Ecology		
MA in Environment & Development		10
Academic Session	2011-2013	
School of Human Studies		
MA in Psychology (Psychology Clinical Studies)		21
Postgraduate Diploma in Gender Studies (Flexible Exit)		01
MA in Gender Studies		08
Academic Session	2011-2013	
Total		165

भारत रत्न डा. बी.आर.
अम्बेडकर विश्वविद्यालय, दिल्ली



Bharat Ratna Dr B.R.
Ambedkar University, Delhi

AWARDED ON 11TH JANUARY, 2014 (IN ABSENTIA) (78)

(Academic Session wise list)

SCHOOLS OF STUDIES		# of Degree
School of Undergraduate Studies		
BA Honours in Economics		03
BA Honours in History		01
BA Honours in Psychology		02
BA Honours in Social Science & Humanities		00
Academic Session	2010-2013	
School of Liberal Studies		
MA in Economics		08
MA in English		09
MA in Sociology		04
MA in History		
Academic Session	2011-2013	
School of Development Studies		
Postgraduate Diploma in Development Studies (Flexible Exit)		01
MA in Development Studies		14
Academic Session	2011-2013	
School of Human Ecology		
MA in Environment & Development		11
Academic Session	2011-2013	
School of Human Studies		
MA in Psychology (Psychology Clinical Studies)		14
Postgraduate Diploma in Gender Studies (Flexible Exit)		00
MA in Gender Studies		05
Academic Session	2011-2013	
Total		78

APPENDIX - I

The Council noted the creation of the Advisory Committee for International Partnership (ACIP)

In pursuance of the resolution of the 15th Board of Management meeting held on 21st January 2014, approval is hereby conveyed to the constitution of an Advisory Committee on International Partnerships (ACIP) comprising of the following members:-

- | | |
|--|---------------|
| 1. Pro-Vice Chancellor | - Chairperson |
| 2. Dean (Planning) | - Member |
| 3. Dean, Student Services | - Member |
| 4. Dean, Academic Services | - Member |
| 5. Two members from among the Deans of Schools | |
| i) Prof. Salil Misra, Dean, School of Liberal Studies | - Member |
| ii) Prof. Venita Kaul, Director, School of Education Studies | - Member |
| 6. One member of the Board of Management | |
| Prof. Ashok Nagpal | - Member |
| 7. One member of the Academic Council | |
| Prof. Denys Leighton | - Member |
| 8. Registrar | - Member |

The tenure of the above nominated members at Sl. no. 5, 6 & 7 are for a period of 2 (Two) years with effect from the date of issue of this notification.

The Advisory Committee on International Partnerships (ACIP) shall have the following functions:

- a) To assess new proposals for international partnerships with reference to the mission and objectives of the University.
- b) To effect due diligence on the proposal, the terms of reference of the proposed partnership/collaboration, and MoU or other such instruments that are to be executed.
- c) To seek legal vetting, if needed, on the draft MoUs or such instruments of partnership.
- d) Advise the Vice Chancellor on an interim approval for the partnership.
- e) Engage with the Government of NCT of Delhi for the statutory approval.
- f) Make necessary recommendations to the Vice Chancellor with regard to the approval to execute the MoU or such instruments of partnerships.

The ACIP shall be located within the office of the Dean Planning, till the Office of a Dean International Partnerships is established through due process.

APPENDIX - J

The Council noted the creation of the Advisory Committee on Research and Project Management (ACRPM)

In pursuance of the resolution of the 15th Board of Management meeting held on 21st January 2014, approval is hereby conveyed to the constitution of an Advisory Committee on Research and Project Management (ACRPM) comprising of the following members:-

- | | |
|---|---------------|
| 1. Pro-Vice Chancellor | - Chairperson |
| 2. Dean, Academic Services | - Member |
| 3. Dean (Planning) | - Member |
| 4. Two members from among the Deans of Schools | |
| i) Prof. Jatin Bhatt
Dean, School of Design | - Member |
| ii) Professor Venita Kaul,
Director, School of Education Studies | - Member |
| 5. One member from among the Directors of Centers | |
| Dr. Anup Dhar
Director, Centre for Development Practice | - Member |
| 6. One member of the Board of Management | |
| Prof. Ashok Nagpal | - Member |
| 7. One member of the Academic Council | |
| Dr Praveen Singh | - Member |
| 8. Registrar | - Member |
| 9. Controller of Finance | - Member |

The tenure of the above nominated members at Sl. no. 4, 5, 6 & 7 are for a period of 2 (Two) years with effect from the date of issue of this notification.

The Advisory Committee on Research and Project Management (ACRPM) shall have the following functions:

- a) To assess the proposals for projects with reference to the mission and objectives of the University.
- b) To effect due diligence on the project proposal and any instrument of collaboration and/or partnership that are to be executed.
- c) To effect a scrutiny of the financial agreements
- d) To advise the Vice Chancellor on approval of the project and execution of instruments of collaboration, partnership, receiving of grants, etc.
- e) To ensure smooth institutional facilitation of the approved project by way of financial management organization support etc.
- f) To review the progress of projects and to effect peer assessment of the outcomes of the project.

The Academic Services Division shall provide the secretarial support to the Committee.
