

**Ambedkar University, Delhi (AUD)**

**School of Liberal Studies (SLS)**

**Board of Studies**

Minutes of the First Meeting, 5 March 2013

The first meeting of the recently constituted Board of Studies of SLS was held on 5 March at 2.30 in the committee room of the School of Human Studies (SHS) at the Kashmere Gate campus of AUD.

Agenda Items:

-Discussion on the masters programme in Economics

-Discussion on the masters programme in History

The following members were present:

Prof. Denys P.Leighton

Prof. Milind Wakankar

Prof. Manoranjan Mohanty

Prof. Nasir Tyabji

Prof. S.B.Upadhyay

Prof. Geetha Venkataraman

Prof. Alok Bhalla

Prof. Santosh Kumar Singh

Prof. Arindam Banerjee (special invitee)

Prof. Tanuja Kothiyal (special invitee)

Prof. Salil Misra (Convenor)

Prof. Uday Kumar and Prof. Maitreyi Choudhary, external members, had earlier expressed their inability to attend the meeting.

Arindam Banerjee, the programme coordinator of MA Economics, initiated the discussion on the masters programme in Economics. He presented the rationale and structure of the MA Economics programme and provided the course details. The broad rationale and objective of the programme was to develop an enquiry through critical perspectives within the discipline and explore the possibilities of interdisciplinary collaborations. The programme engages with different traditions of economic thought and explores the synergies and contestations between

them. The programme also endeavours to develop socially-sensitive approaches of looking at and analysing contemporary economic problems.

The students are adequately trained and exposed to quantitative tools and political economy approaches. There is also a scope of specialization through baskets of elective courses in quantitative methods, political economy, environmental economics, behavioural economics, etc. The programme requires a student to complete 10 Core Courses and 6 Elective Courses, of which at least 3 should be from within the discipline. The pedagogy consists of class lectures, discussions, laboratory sessions, field work, data analysis assignments, etc. The teaching in the courses is also supplemented by a two-week workshop on Mathematical methods and Political economy at the beginning of the Monsoon Semester.

The members of the Board of Studies approved of the MA Economics programmes. They also provided two broad categories of suggestions. The first category of suggestions was regarding additional courses that the programme should try to include. There were suggestions for elective courses on Technological Development, Labour Economics, Comparative Economic Development (studying economic development outside India and Europe) and Ethics of Economics. The other category of suggestions was regarding re-ordering of course sequence. There was a suggestion that 'Theories of value and Distribution' should be a Core course in Semester 1 and Statistics and Data Exploration can be shifted to Semester 2. The other suggestion in this category was whether the Indian economy course can be taught in any of the earlier semesters. Currently, this is a compulsory course in Semester 4.

The Board advised the programme coordinator, MA Economics to discuss these suggestions with the Economics faculty. With that, the Board approved the masters programme in Economics.

Tanuja Kothiyal, the programme coordinator of MA History, presented an overview of the masters programme in History. The rationale of the Masters Programme is to impart knowledge of historical phenomenon as well as to transmit skills of historical analysis. The programme is designed on the basis of the premise that a long term processual approach to history teaching could only be evolved by doing away with periodisation. In course of the programme the students are expected to engage with certain core debates in history writing as well as newer ideas and themes that have emerged over the last few decades. The programme attempts to challenge disciplinary frontiers by constantly engaging with themes that were understood to belong to other disciplines, as well as employing methodological approaches emerging from disciplines like economics, sociology, anthropology, literary theory and criticism among others.

The programme attempts to carry this approach forward through three key components, the core courses, electives and the research papers. The present structure has four core courses spread over three semesters, that the students are expected to do in the order that they are offered. The electives offered are basketed in two categories, of South Asia and Comparative history and a student is expected to complete at least 8 credits in each basket. In the fourth

semester students are expected to undertake the writing of a research paper of 8-1000 words, under the supervision of a faculty member. The research paper (8 credits) would be based on primary sources, and would be analytical in nature.

The programme in its present format was approved by the board of studies. The members however made a few suggestions which would be discussed in the MA History Programme Committee. The suggestions were broadly of three kinds. The first regarding the structure suggested that the present range of core courses leaves out certain core themes like Nationalism and economy though they are represented in the electives category. The absence of core theoretical perspectives in courses like Making of Modern world and Power Culture and Marginality was also pointed out. The second suggestion was to include papers on Ambedkar, Gandhi, Religion, Gender Studies, South India, Asian History, Revolutions, Technologies etc in the elective basket. The third suggestion pointed towards lack of pre-modern perspectives in the programme. It was also suggested that the programme should make opting of courses outside the discipline a structural requirement.

The Board advised the programme coordinator to discuss the suggestions made with the Faculty of History. With that the Board approved the masters programme in History.

The structures of the two programmes will now be placed before the Standing Committee on Academic Programmes (SCAP) constituted by the Academic Council.

Salil Misra

Convenor, Board of Studies

SLS, AUD

**Minutes of the First Meeting of the Board of Studies, School of Liberal Studies/School of Undergraduate Studies held on Tuesday the 18<sup>th</sup> October 2011 at 2.30 P.M. at the Kashmere Gate Campus, Ambedkar University, Delhi (AUD)**

**Members Present**

- |                               |                 |
|-------------------------------|-----------------|
| 1. Prof. Denys P.Leighton     | Member          |
| 2. Prof. Honey Oberoi Vaheli  | Member          |
| 3. Dr. Satyaketu Sankrit      | Member          |
| 4. Dr. Praveen Singh          | Member          |
| 5. Dr. Usha Mudiganti         | Member          |
| 6. Dr. Rohit Negi             | Member          |
| 7. Dr. Krishna Menon          | External Member |
| 8. Dr. Saumyajit Bhattacharya | External Member |
| 9. Dr. P.K.Basant             | External Member |
| 10. Dr. Chirashree Das Gupta  | Special Invitee |
| 11. Dr. Diamond Oberoi        | Special Invitee |
| 12. Dr. Tanuja Kothiyal       | Special Invitee |
| 13. Dr. Santosh Kumar Singh   | Special Invitee |
| 14. Prof. Salil Misra         | Coordinator     |
| 15. Prof. Geetha Venkataraman | Coordinator     |

Before talking up the agenda items, the coordinators welcomed all the members of the Board of Studies and briefly introduced the academic programmes started by the two schools.

**Item No. BS.1.1**

To discuss and consider the masters programme in Economics started by the School of Liberal Studies (SLS).

The Board discussed at length both the structure of the programme and different courses within it. It was suggested that the basket of optional courses should be enlarged to include courses on “Economic Thought”, “Forms of Contemporary Capitalism” and Gender and Economics”. Some of these courses can also be offered to students from outside Economics. It was also observed that the Discipline needs more faculty members in order to do justice to the range of courses to be offered.

**Resolution No. BS.1.1**

The Board resolved to approve the Masters Programme in Economics proposed by the SLS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

**Item No. BS.1.2**

To discuss and consider the Masters Programme in English started by the School of Liberal Studies.

The Board discussed at length the distinctive features, core characteristics, vision and structure of the MA English Programme. A few suggestions were made during the course of the discussions. The basket of courses available to students should be enlarged by including relevant courses from other disciplines. Faculty members from other disciplines should be involved in some of the courses offered by the English faculty. It was also suggested that the School of Liberal Studies should design a few common foundational courses which will thematically connect all the disciplines which are placed under the broader rubric of the School of Liberal Studies.

**Resolution No. BS.1.2**

The Board resolved to approve the Masters Programme in English proposed by the SLS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

**Item No. BS.1.3**

To discuss and consider the Masters Programme in History started by the School of Liberal Studies.

The Board discussed the structure of the programme and made a few suggestions. These pertained to the content of some of the courses, addition of new courses to the basket, and collaboration with other Schools to design some common history courses relevant for all students.

**Resolution No. BS.1.3**

The Board resolved to approve the Masters Programme in History proposed by the SLS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

**Item No. BS.1.4**

To discuss and consider the Masters Programme in Sociology started by the School of Liberal Studies.

The Board the Item and made a few suggestions. These pertained to the content of some of the courses and the desirability of exposing MA Sociology students to relevant courses outside the discipline and also the School.

**Resolution No. BS.1.4**

The Board resolved to approve the Masters Programme in Sociology proposed by the SLS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

(Item Nos. Bs.1.5 to BS.1.11 to be added by Geetha)

**Item No. BS.1.12**

To discuss the assessment and evaluation policy of AUD.

The Board discussed the assessment document presented by Prof. Denys Leighton and made a few suggestion.

**Resolution No. BS.1.12**

The Board resolved to approve the assessment and evaluation policy of AUD as applicable to the programmes offered by the SUS and the SLS.

**Minutes of the Second Meeting of the Board of Studies, School of Liberal Studies/School of Undergraduate Studies held on Wednesday the 9<sup>th</sup> of January 2013 at 2.30 P.M. at the Kashmere Gate Campus, Ambedkar University, Delhi (AUD)**

Members Present

1. Dr P.K. Basant, Jamia Millia Islamia - External Expert
2. Dr Saumyajit Bhattacharya, Kirorimal College, DU - External Expert
3. Dr Krishna Menon, Lady Shri Ram College for Women, DU - External Expert
4. Prof Geetha Venkataraman, Dean(SUS), AUD - Internal Member
5. Prof Honey Oberoi Vahali, Dean(SHS), AUD - Internal Member
6. Prof Salil Misra, Dean(SLS), AUD - Internal Member
7. Prof Denys P Leighton, SLS/SUS, AUD - Internal Member
8. Dr Satyaketu Sankrit, SLS/SUS, AUD - Internal Member
9. Dr Sumangala Damodaran, SDS, AUD - Internal Member
10. Dr Rachna Chaudhary, SHS, AUD - Internal Member
11. Dr Rohit Negi, SHE, AUD - Internal Member
12. Dr Praveen Singh, SHE, AUD - Internal Member
13. Dr Usha Mudiganti, SLS/SUS, AUD - Internal Member
14. Ms Deepti Sachdeva, SHS, AUD - Internal Member
15. Prof Shyam B Menon, Vice Chancellor, AUD - Special Invitee
16. Dr Chirashree Dasgupta, Dy.Dean, SUS, AUD - Special Invitee

Before taking up the agenda items, the Dean of the School of Undergraduate Studies welcomed all the invitees and members of the Board of Studies and briefly explained the context of the School's attempt to hold more frequent BOS meetings starting with this second meeting of the BOS. The Board then took up the following agenda items in the meeting:

## **Item 2.1: Confirmation of the minutes of the previous BOS meeting held on 18 October 2011.**

The minutes of the previous meeting held on 18<sup>th</sup> October 2011 were presented to the Board for approval.

### **Resolution 2.1**

The minutes of the previous meeting held on 18<sup>th</sup> October 2011 were approved unanimously by the Board.

## **Item 2.2: Matter arising from the previous minutes**

### **2.2.1 Courses approved in previous BOS meeting**

The Board in the previous meeting had approved a set of courses for each of the seven majors. Out of these, the set of foundation courses approved in the previous meeting was presented in the course proposal format which has been developed for the School.

The Board discussed briefly both the structure of the programme and different foundation courses within it. There was an opinion that the compulsory foundation course 'Introduction to Social Sciences' could come in a later semester after the student has had some exposure to particular areas within the social sciences.

The Dean shared the experience of both students and faculty members about the compulsory foundation courses with respect to large class size, the pedagogical problems related to transaction of large courses and the impact on workloads of course and programme teams; the students' perception of the usefulness of these courses, and the contradictory outcomes in which the students have passed the discipline courses but failed the foundation courses. The Board appreciated problems and at the same time underscored the importance of the compulsory foundation courses and discussed in particular the language proficiency courses.

The Hindi Adhar Pathakram course was discussed. Since it is meant to be taught to newcomers, the course needs a more contemporaneous approach. One could have less of Bhakti poets from pre-modern times and the course team was asked to



consider the proposition to bring in poets like Nazir Akbarabadi, Ghalib and Mir and align the course into the stream of Hindi -Hindustani tradition.

On the course - Indian Constitution and Democracy, it was suggested that it should be structured in a way that helps people connect the constitution and lived life.

The Board opined that the course Environment: Issues and Challenges also needs to be reviewed with regard to its structure and content as it appeared too heavy for a foundation course.

It was also opined that the course titled 'Hindi sahitya ke itihaas ki rooprekha' needs to be carefully recast. This is because books dealing with the history of Hindi literature very easily merge into a narrative that strengthens communal readings of history.

The Dean informed the Board that the Academic Council of the University had formed a Committee to review all foundation courses. The Committee had already started its work and would be holding a workshop to review with various course teams for all the foundation courses in SUS.

### **Resolution No. 2.2.1**

It was decided that the Dean would invite the external expertson the Board to the workshop to integrate the process of the review with the role of the Board in curriculum development.

### **Item 2.3: Reporting**

#### **2.3.1 Decisions of the Academic Council**

The Dean reported the changes in promotion rules that had been approved by the Academic Council and accordingly proposed changes to the School's promotion rules to ensure compliance with the University level rules.

#### **Resolution No. 2.3.1**

The Board approved the change in promotion rules at the School level and authorised the Dean to formulate the rules and implement those in accordance to the University's policy as formulated by the Academic Council.

### **2.3.2 Mid term review**

The Dean reported to the Board of Studies that the University had completed its mid-term review process and that the report of the MTR had come up with various suggestions related to staffing and operation of the School of Undergraduate Studies.

#### **Resolution No. 2.3.2**

The Board decided that the mid term review report should be circulated to all members of the Board so that this matter can be taken up in a subsequent meeting after all members are apprised of the detailed recommendations of the mid term review.

### **2.3.3 Other related matters**

The Dean reported to the Board the experience with implementation of attendance rules in 2011-12. Based on this, certain changes in attendance rules – especially penalties in the form of grade cuts were discussed.

#### **Resolution No. 2.3.3**

The Board approved the Dean's suggestion of a review of attendance policy in the School of Undergraduate Studies.

### **Item 2.4: Approval of foundation course titled 'Introduction to Gender: Concepts and Realities'**

The course proposal for '**Introduction to Gender: Concepts and Realities**' was discussed in detail and the Board appreciated the structure and content of the course. The Board however felt that the course content was too heavy for a first semester foundation course and suggested a revision of the syllabus. Another suggestion that came up was that the current syllabi could be bifurcated into two offerings, one being a first semester foundation course and the other a sixth semester special interest course

#### **Resolution no 2.4**

The Board asked for the course proposal for 'Introduction to Gender: Concepts and Realities' to be revised and re-submitted.

## **Item 2.5: Approval of Special Interest Courses**

### **2.5.1 Computer applications in project management**

The course proposal for '**Computer applications in project management**' was discussed.

#### **Resolution no 2.5.1**

The Board approved the course proposal for '**Computer applications in project management**'.

### **2.5.2 Digital storytelling from the field**

The course proposal for '**Digital storytelling from the field**' was discussed in detail and the Board appreciated the structure and content of the course.

#### **Resolution no 2.5.2**

The Board approved the course proposal for '**Digital storytelling from the field**'.

### **2.5.3 Legal literacy and applications in India**

The course proposal for '**Legal literacy and applications in India**' was discussed.

#### **Resolution no 2.5.3**

The Board approved the course proposal for '**Legal literacy and applications in India**'.

### **2.5.4 Understanding disability through media**

The course proposal for '**Understanding disability through media**' was discussed.

#### **Resolution no 2.5.3**

The Board approved the course proposal for '**Understanding disability through media**'.

**EOD**

# **Ambedkar University, Delhi (AUD)**

## **School of Liberal Studies (SLS)**

### **Board of Studies**

Minutes of the Second Meeting, 20 March 2013

The second meeting of the recently constituted Board of Studies of SLS was held on 5 March at 2.30 in the committee room of the School of Human Studies (SHS) at the Kashmere Gate campus of AUD.

Agenda Items:

-Discussion on the masters programme in Sociology

-Discussion on the masters programme in English

The following members were present:

Prof. Alok Bhalla

Prof. Maitreyee Chaudhuri

Prof. Udaya Kumar

Prof. Denys P. Leighton

Dr. Preeti Mann

Professor Manoranjan Mohanty

Dr. Satyaketu Sankrit

Dr. Santosh Kumar Singh

Prof. Nasir Tyabji

Prof. S. B. Upadhyay

Dr. Diamond Oberoi Vahali

Professor Geetha Venkataraman

Dr Milind Wakankar

Prof. Salil Misra (Convenor)

Dr. Santosh Kumar Singh presented the structure of the masters programme in Sociology. He highlighted the overall objectives of the programme and the larger vision behind it. The Masters Programme in Sociology at AUD is designed to equip students with the knowledge and skills that will make them engaged citizens of the world capable of critical thinking and reflexive action. The unique approach of the program is its focus on orienting students to the relationship between text and context, between sociology and society, and between the past and present. Over the course of their program, students develop a reflexive awareness of the historicity of the social and the ability to locate the history of the discipline within the sociology of knowledge. In so doing, he argued, we aim to ensure that, while their learning is relevant in today's market-driven world, as sociologists, they are also equipped to critique the commodification of knowledge in a consumerist economy. The MA programme in Sociology at AUD envisages its students as compassionate researchers and active learners who are committed to making a difference in the world.

The curriculum in Sociology at AUD achieves this by means of innovative courses that sharpen students' communication skills and professional capabilities. Our unique courses on

*Workshop on Expressions* and *Organizational Exposure* demonstrate this orientation. The former is aimed at developing students' writing, library research and presentation skills as it takes them through the mechanics and protocols of various genres of writing—from proposals to reports, theses and dissertations. The latter course introduces students to a range of organizations in and around Delhi that are engaged in social science research and advocacy, and hence to the world of employment opportunities for sociologists in the NGO, governmental, and private sectors.

The programme's vision and pedagogical philosophy complements AUD'S thrust on inter-disciplinarity and hands-on learning to create a more humane world. This is amply reflected in the way the programme consciously attempts to make a departure from the conventional ways of teaching Sociology.

During the discussion that followed, a large number of suggestions were made by the members. Some of the comments pertained to the structure of the programme as a whole. A few comments were related specifically to some courses (e.g., Sociology of Indian Society, Culture Hierarchy and Difference, Social Theory). Some members also commented on some of the terms and concepts employed in various courses. There were also suggestions to introduce some new courses (e.g., Sociology of Knowledge). Some part of the discussion focused on the linkages of the MA programme with a research programme in the University.

The members of the Board advised the programme coordinator to discuss all the comments and suggestions with the Faculty of Sociology. With that the Board approved the MA programme in Sociology.

The MA programme in English was presented jointly by Dr. Diamond Oberoi Vahali and Prof. Alok Bhalla.

The Masters Programme in English proposes to dismantle the hierarchy between British Literature and other literatures in English, including literatures in translation. It seeks to bring into focus the significance of literatures belonging to lesser known languages and regions. Strengthening the overall vision of Ambedkar University, this Programme hopes to orient students towards engaged and reflective scholarship. A concern with social and literary margins will consistently guide the Programme's overall vision, philosophy and content. It is hoped that the Programme's ethical concern with linking education to the lives and struggles of individuals and communities will enable the students to form a holistic understanding of literature. It will also help them to develop deeper psychic, social and creative sensibilities. It is further envisaged that through this Programme the students will develop a critical sensibility towards the larger politics of culture, society and state so that they actively and artistically interrogate and intervene within the givens of the hegemonic political and cultural order. Students will be offered a wide range of inter-disciplinary courses which will help them situate literature in the context of other disciplines.

The general Areas of Study designed by the English Faculty are based on the assumption that no literary canon or tradition can be fixed once and for all. It has to be rediscovered and recreated by each new generation of students, readers and critics in response to their own historical or cultural location.

The Areas of Study for the current English Programme are as follows: Literatures of North America and British Isles; Forms in Literature; Literature and the other Arts; Themes in

Literature; Colonial and Postcolonial Literatures; World Literature in Translation; Literary and Cultural Theory; English Language Education; Translation: Theory and Practice; Oral, Indigenous and Folk Imagination; Literatures of the Indian Subcontinent.

The presentation of the programme structure was followed by discussion. The general comments focused on three aspects. First, some of the comments pertained to the general structure of programme, its purely elective nature, absence of any core component and the absence of any dissertation writing as part of the programme. Second, some members suggested the inclusion of new courses focusing on the literature of global south and also on general themes such as Literary Criticism. Three, some of the suggestions pertained to the Reading lists of some courses. It was suggested that that reading lists should also include secondary works and commentaries apart from the classical texts.

The Board advised the programme coordinator to place all the comments and suggestions before the Faculty of English and have an intense discussion around them. With that, the Board approved the MA programme in English.

Both the programmes will now be placed before the Standing Committee on Academic Programmes (SCAP) constituted by the Academic Council of AUD.

Salil Misra

Convenor,

BOS, SLS

Ambedkar University, Delhi (AUD)

**Ambedkar University, Delhi (AUD)**

**School of Liberal Studies (SLS)**

**Board of Studies (BOS)**

Minutes of the Third Meeting of the Board, 2 May 2014

The third meeting of the Board of Studies of SLS took place on 2 May 2014 (2.30 - 5 p.m.) in the committee room of the School of Human Studies (SHS) at the Kashmere Gate campus of AUD.

The following members were in attendance:

Prof. Nasir Tyabji

Prof. S.B.Upadhyay

Dr. Diamond Oberoi Vahali

Dr. Suchitra Balasubramanyam

Dr. Satyaketu Sankrit

Dr. Santosh Kumar Singh

Dr. Taposik Banerjee, special invitee

Prof. Denys P. Leighton

Prof. Salil Misra (Convenor)

Absent: Professor Udaya Kumar, Dr. Milind Wakankar, Prof Maitrayee Chaudhuri, Prof. Manoranjan Mohanty, Dr. Preeti Mann, Professor Chandan Mukherjee.

**Items on the Agenda:**

1. Preparing a list of subject experts for selection committees.
2. Discussion of the addition of new courses as part of the MA programme in Economics, already approved.
3. Discussion of the addition of a new two-credit course as part of the MA programme in Sociology, already approved.
4. Discussion of the addition of new courses as part of the MA programme in English, already approved.
5. Discussion of the renaming of two MA English courses approved by the previous BOS.
6. Discussion of the (re-)addition of a dissertation requirement to the MA programme in English, already approved.



## Minutes

1. The Board discussed the list of subject experts for selection committees for the disciplines of Economics, English, Hindi, History, Maths and Sociology. After some discussion and the addition of a few names, the list was approved. It is recommended that the list be placed before the Academic Council for final approval.
2. Dr. Taposik Banerjee, representing the Economics faculty, made a presentation about four courses that will be added to the basket of the optional courses as part of the MA programme in Economics. The programme has already been approved by the BOS and the Academic Council. Following is the list of the courses:
  1. Aspects of Ecological Economics
  2. Game Theory I
  3. Game Theory II
  4. Labour and Development

The presentation was followed by discussion. The Board sought some clarification on the relationship between the courses Game Theory I and II and the justification for having two separate courses on Game Theory.

After some discussion, the Board approved all the MA Economics courses and recommended that they be placed before the Academic Council for final approval.

3. Dr. Santosh Kumar Singh, representing the Sociology faculty, made a presentation on a two-credit course on “Modern Indian Social Thought”, as part of the MA programme in Sociology, already approved. The purpose of the course is to focus on the debates surrounding modernity and nation-building in India. The course would be complementary to another MA Sociology course offered in the first semester, entitled “Sociology of the Indian Society”.

The presentation was followed by discussion. The Board found the course both important and interesting, but felt that the proposal was too general and needed coherence. It was suggested that both the themes and the thinkers covered in the course needed a sharper focus. It would be more relevant to construct the course around a single axis which should then shape the choice of the sub-themes and the thinkers. The course could be meaningfully built around the Idea of India, which could then be captured with the help of some key writings and texts. The Board decided to refer the course back to the Sociology faculty for additional discussion and consultation. The course proposal could then be resubmitted to the Board.

4. Dr. Diamond Oberoi Vahali, representing the English faculty, made a presentation of the following three new elective course to be added to the basket of the MA English courses:
  - Native American Literature

- Modern Indian Drama and Theatre
- Understanding Poetry: Form, Thought and Expression

The course “Native American Literature” aims to fill a major gap in the teaching of regular courses on American Literature--which do not address sufficiently the voices of dissent against the very notion of America--by paying attention to voices expressed in writings of Native American. The proposed course will survey this literature. The course “Modern Indian Drama and Theatre” is designed to introduce students to drama as an important genre of literature. The course will engage students with varied and rich dramatic and theatrical traditions of India, locating them within the discourses of modernity, nationalism and post-coloniality. The course “Understanding Poetry: Form, Thought and Expression” will introduce the students to different forms of poetry through an analysis of select poems by poets of several periods in history and different parts of the world.

The presentation was followed by discussion. The Board approved the courses “Native American Literature” and “Modern Indian Drama and Theatre” and recommended that these be presented before the Academic Council for final approval.

The Board found the course “Understanding Poetry: Form, Thought and Expression” to be too general, amorphous and confusingly structured. It was suggested that the English faculty discuss the outline of the course and make it more selective, theme-based and coherent. The extent of poetic forms/structures covered in the existing course proposal was too vast. A re-formulated proposal could be brought back to the Board for approval.

5. Dr. Diamond Oberoi Vahali, representing the English faculty, presented a proposal for the renaming of two MA English courses, already approved. It was proposed that the current MA course entitled “Shakespeare on Screen” should be renamed “Shakespeare’s Many Adaptations”. The justification for the change is that the new course focuses on both screen and literary adaptations. Likewise it was proposed that the title of the MA English course “Poet and the City: The Experience of European Modernism” should be changed to “Metropolis and Modernity I: The Poet in Europe, 1850-1945”.

The Board approved the change in the titles of the two courses.

6. Dr. Diamond Oberoi Vahali, representing the English faculty, presented a short report on the dissertation component in their MA English programme. She stated that the issue of the dissertation had come up in the previous Board meeting held in 2013. The English faculty had then proposed to jettison the dissertation requirement of MA English because the responses of the students from the first MA English batch were not positive. The Board in 2013 recommended that the faculty reconsider the idea of the dissertation. The English faculty decided in 2013-2014 to re-introduce the dissertation requirement as an *elective* component of the MA programme and sought retroactive approval of the Board. Four credits would be allotted to the MA dissertation. In 2013-14 a total of 11 students had opted for the dissertation. The relevant titles along with names of the supervisors and students were reported to the Board.

Dr. Vahali's presentation was followed by discussion. The Board recommended that the English faculty should consider increasing the credit weightage of the dissertation from 4 credits to either 8 credits or 6 credits in view of the fact that students have been expected to write dissertations of between 10,000 and 12,000 words. It was also suggested that the English faculty consider the possibility of making this dissertation compulsory, even though the programme has no other compulsory component. It was also suggested that in case the faculty does not want to increase the credits then they should reduce the number of words of said dissertation from 10,000-12,000 to 5,000-6,000. The Board instructed the English faculty to discuss all these issues and consider the Board's suggestions.

The Board approved the inclusion of a dissertation component in MA English in 2013-2014.

Salil Misra  
Convenor, Board of Studies (BOS)  
School of Liberal Studies (SLS)  
Ambedkar University Delhi (AUD)

**Ambedkar University Delhi (AUD)**  
**School of Liberal Studies (SLS)**  
**Board of Studies**

**Minutes of the Fourth Meeting on 23 September 2016**

[10: 30 a.m. – 1:30 p.m. in Staff Lounge, Kashmere Gate campus]

This was the first meeting of the new SLS Board of Studies notified on 25 May 2016. This meeting is counted as the fourth meeting of the BoS since the separation of the Boards of Studies of SLS and SUS in 2012.

The following members were **present**:

Prof. Denys P. Leighton (Convenor), Prof. Salil Misra, Prof. Chandan Mukherjee, Prof. Geetha Venkataraman, Prof. Radharani Chakravarty, Prof. Gopalji Pradhan, Prof. Sanjay Kumar Sharma, Prof. Dharendra Datt Dangwal, Prof. Smita Tewari Jassal, Dr. Niharika Banerjea, Dr. Arindam Banerjee, Dr. Vikram Singh Thakur, Dr. Rohit Negi, Dr. Anup Kumar Dhar, Dr. Venugopal Maddipati, Prof. Manoranjan Mohanty, Prof. S. B. Upadhyay, Prof. Nasir Tyabji.

(Quorum obtained.)

The following members **did not attend**:

Prof. Satyaketu Sankrit, Prof. Ramprasad Sengupta, Prof. Rajni Palriwala, Dr. Brinda Bose.

Agenda items circulated before the meeting along with MA Economics and MA History course proposal forms:

--Welcome and introductions.

--Discussion of the MA Economics programme and new course proposals.

--Discussion of the MA History programme and new course proposals.

--Brief presentation about a proposed School of Letters.

--Any other matter.

(1) Professor Leighton introduced Board members and informed them about key developments in the School since the previous Board meeting in May 2014.

(A) The first NAAC review of AUD was conducted in September 2014 and resulted in grade 'A' (notified in December 2014). Professor Leighton as Dean SLS had briefed NAAC delegation members about the SLS programmes. Two questions that NAAC visitors asked in response to this briefing were (1) why were MA theses/research seminars compulsory for MA History and MA Sociology students, optional for MA English students, and not required at all for MA Economics students?; and (2) why was this learning activity conducted differently in three programmes, with the MA Sociology research seminar conducted across Semester 3 and 4, and the research seminar for MA English and MA History students conducted in Semester 4? *The NAAC team commented on the*

*pedagogical value of the thesis requirement and recommended that it be made uniform across SLS MA programmes, that it carry the same credit weightage in all programmes, and that the concerned faculty groups consider re-designing the requirement so that it occupies the same time period in all programmes (e.g., either one semester or two).* Prof. Leighton had promised to convey these recommendations to the SLS Board of Studies.

(B) Professor Leighton introduced Professor Radha Chakravarty as recent appointee in comparative literature and translation studies and noted ongoing discussions (since 2015) about introducing one or more MA and MPhil-PhD programmes in these areas. Professor Chakravarty had declined to present any report on the substance of past discussions or to speculate about organizational changes. Nevertheless, she and Professor Leighton noted the possibility of these proposed programmes of AUD being housed in a new School, the School of Letters (SoL). This could involve migration of the MA English programme currently in SLS to SoL.

(2) Dr. Arindam Banerjee (Assoc. Prof. of Economics) presented an overview of the MA Economics programme and introduced course proposals for (a) **‘Networks: Theories and Applications’**; (b) **‘Econometric Methods for Policy Evaluation’**; (c) **‘Labour and Development’**; (d) **‘Natural Resource and Energy Economics’**; (e) **‘Introduction to Machine Learning’**; (f) **‘Environmental Economics’**. All of these proposed courses were designed as *elective* rather than compulsory courses and each of them carried 4 credits.

Courses A, C, F had been taught before or were being taught during the current semester (Monsoon Semester 2016), and since the last Board meeting, and **retrospective approval** was sought for them. The Board Convenor apologised for the circumstances of having to seek retrospective approval from the Board.

Courses B, D and E had not yet been taught and consequently **prospective approval** was sought for them.

Dr. Banerjee described the programme and noted some adjustments to the programme structure approved in previous BoS meetings. He made brief comments on each of the newly proposed elective courses. There followed a discussion about the functions of research methods courses. Some members asked why ‘Introduction to Research Methods in Economics’ was an elective course and not required of MA Economics students during the first two programme semesters. Did the proposed elective ‘Econometric Methods for Policy Evaluation’ represent some dilution of econometrics within the suite of compulsory (Sems. 1-2) courses? One member referred to studies by economics educators reporting on the supposed under-preparedness in methodology of many of today’s doctoral scholars in economics and related fields. One member expressed the view that many students going into postgraduate programmes in economics and related social sciences failed to appreciate the importance of methodology and were unable to evaluate the significance of ‘classic texts’ in economics; the MA Economics programme should focus attention on ‘classic texts’ in economic science.

With reference to proposed courses D and F, a member inquired about whether there was presently or had been co-teaching arrangements in environmental economics between the MA Economics programme and the School of Human Ecology. (While it appeared that course D was significantly different in perspective from courses in the MA Environment and Development programme, there appeared to be overlap between 'Environmental Economics' (course F) and MA Environment & Development courses.

About 'Labour and Development' (course C) a member observed that there was insufficient attention to migrant labour (both 'domestically' and in relation to international flows), to trade unions and to labour questions in political discourse generally.

**Dr. Banerjee promised to convey these observations and concerns to the faculty group and all six course proposals (A – F) noted above were accepted and approved.**

- (3) Proposals were presented for the following courses to be offered in the MA History programme: (a) '**Hunger, Disease and Welfare in India: 1750s - 1950s**'; (b) '**Partitions in South Asia**'; (c) '**Society and Culture in Early Modern Europe**'. All of the proposed were elective course and each carried weight of 4 credits.

Courses A and C had been taught before or were being taught during the current semester (Monsoon Semester), and since the last Board meeting, and **retrospective approval** was sought for them. The Board Convenor apologised for the circumstances of having to seek retrospective approval from the Board. The circumstances included several regular faculty members of the MA History programme having been on leave between Monsoon Semester 2014 and Winter Semester 2016 and additional electives having to be offered in place of those taught by those faculty members on leave.

Courses B had not yet been taught and consequently **prospective approval** was sought for it.

Members discussed proposed course A at some length with several suggestions made about the course conceptualization and content. The course designer, Professor Sanjay Sharma, is a Board member and was therefore able to introduce the course proposal and reply directly to questions and comments. Professor Sharma was able to demonstrate that several criticisms raised by other members were in fact dealt with by the course as designed. **The course ('Hunger, Disease and Welfare in India. . .') was therefore approved.**

There was insufficient time remaining for discussion of proposed MA History courses B and C. The Convenor closed the meeting with the promise to take up proposed MA History courses in the next meeting of the Board in October. After some discussion about availability of members **the next Board meeting was tentatively set for 28 October 2017.**

SUMMARY OF DECISIONS:

- Course proposals (MA Economics electives) for **‘Networks: Theories and Applications’**, **‘Econometric Methods for Policy Evaluation’**, **‘Labour and Development’**, **‘Natural Resource and Energy Economics’**, **‘Introduction to Machine Learning’**, **‘Environmental Economics’** are approved, with some suggestions for revision.
- Course proposal for **‘Hunger, Disease and Welfare in India: 1750s – 1950s’** (MA History elective) is approved.

Convenor, Board of Studies

SLS, AUD

**Ambedkar University Delhi (AUD)**  
**School of Liberal Studies (SLS)**  
**Board of Studies**

**Minutes of the Fifth Meeting on 28 October 2016**

[10:30 a.m. – 1:30 p.m. in Staff Lounge, Kashmere Gate campus]

Minutes of the fourth meeting of the Board of Studies held on 23 September 2016 had not been prepared for confirmation in the meeting of 28 October. The fifth meeting was scheduled to begin at 10 a.m. on 28 October but due to confusion about the meeting time began only at 10:30 a.m., after a quorum was obtained.

The following members were **present**:

Prof. Denys P. Leighton (Convenor), Prof. Geetha Venkataraman, Prof. Radharani Chakravarty, Prof. Gopalji Pradhan, Prof. Sanjay Kumar Sharma, Prof. Dharendra Datt Dangwal, Dr. Niharika Banerjea, Dr. Arindam Banerjee, Dr. Anup Kumar Dhar, Prof. S. B. Upadhyay, Prof. Nasir Tyabji, Prof. Rajni Palriwala.  
(Quorum obtained.)

**Special invitees present:** Dr. Pallavi Chakravarty, Dr. Shailaja Menon, Dr. Anil Persaud.

The following members **did not attend**:

Prof. Satyaketu Sankrit, Prof. Salil Misra, Prof. Chandan Mukherjee, Prof. Ramprasad Sengupta, Prof. Manoranjan Mohanty, Dr. Brinda Bose, Dr. Vikram Singh Thakur, Dr. Rohit Negi, Dr. Venugopal Maddipati.

**Agenda items** circulated before the meeting along with MA History and MA Sociology course proposal forms:

--Discuss and approve changes to courses and programme structure of the MA History programme. (NOTE: proposals for the courses 'Partitions in South Asia' and 'Society and Culture in Early Modern Europe' had been previously circulated for discussion in the 23 September meeting but were not discussed in that meeting. Proposals for courses titled 'Histories of Nothing' and 'Censorship and Transgression in Modern India' were circulated before the 28 October meeting.)

--Discuss and approve changes to courses and programme structure of the MA Sociology programme. Course proposals were circulated prior to the meeting for (a) 'Industrial Society and Health', (b) 'Relationships and Affinities', (c) 'Transnational Feminisms'

--Any other matter.

- (1) **A proposal was circulated in the meeting re: the MA History programme** (agenda item prepared by Professor Misra as MA History Programme Coordinator on behalf of the history faculty group). The proposal was for Board members to approve or turn down a **recommendation to lower the passing grade for the compulsory Semester 4 research paper** (MA 'thesis') from B MINUS (as was the convention in other MA programmes of the university) to C PLUS (the passing grade for 'taught' courses in BA and MA programmes of the university). A higher passing grade for MA thesis



courses was stipulated by the AUD general assessment evaluation policy approved by the AUD Board of Management in May 2010 and ratified by the Third and Fourth AUD Academic Councils (2012 and 2013).

Professor Misra was unable to attend the meeting, so the rationale for this recommended change was explained by the BoS Convenor (who taught in the MA History programme). . . Students of the MA History programme, like students of all other AUD MA programmes, are required to obtain course grades of C PLUS or higher for all ‘taught’ courses of their programme but must obtain course grades of B MINUS for ‘thesis’ courses. Several MA History students between 2011 and 2016 obtained grades of (only) C PLUS in many of their compulsory and elective courses of the first three programme semesters—i.e., had cumulative programme average of Semesters 1 – 3 very near to C PLUS (4 points on a 10-point scale). As many as 15% of MA History students in each batch admitted 2011 - 2015 were unable to obtain grades in the ‘thesis’ course higher than C PLUS *on the first attempt* in spite of the faculty’s efforts to help them achieve a higher standard. These students were therefore required to register for an additional semester or two (Semesters 5 and 6) to repeat the exercise and obtain grades of B MINUS or higher. Reasoning that some students were incapable of achieving a thesis grade B MINUS, the programme faculty proposed that such students be spared repeating the research exercise in an additional year of study in order to obtain the required thesis passing grade. (Note that all MA History students failing the thesis course the first time had managed to obtain grade of B MINUS or higher on the second attempt.)

Board members discussed the proposal at length and asked several questions about the MA History programme design and the ‘thesis’ requirement in particular and about the pass/failure rates in other MA programmes with a thesis requirement. **Members decided to accept/approve the proposed changes with immediate effect (for the 2016-17 year) and the proposal may therefore proceed to next level of approval.** However, members recommended that the School either re-consider the thesis as a *requirement* for MA History programme completion or that MA History faculty endeavour to provide students of the programme with more support, enforce more back-stopping and carefully calibrate performance benchmarks for the ‘thesis’ course as well as taught courses. The Convenor said that these observations would be conveyed to the concerned faculty.

(2) MA History course proposals were discussed.

‘**Censorship and Transgression in Modern India**’ (elective, 4 credits) was introduced by the course designer, Dr. Shailaja Menon, and discussed. Several questions were asked about the design of the course. E.g. . . Is the course about institutions and practices of censorship, implying state action and regimes of control (for instance, ‘legislative’), or does it focus on norms of social behaviour that are enforced by social institutions, whether or not these are recognized as elements of state apparatus? How does the course approach fundamental relations between ‘state’ and ‘society’, or does it provide a theoretical model that doesn’t require such distinction? Given references in the course outline to pre-modern (including ‘ancient’) societies practicing censorship for ‘regulation of the moral and political life of the population’, as well as course modules dealing with the (modern) liberal state and its alternatives, how does the course propose to help students ‘understand the

meta-narratives which dominate knowledge production and critique them'? While the legal-ethical-philosophical dimensions of such a course are appreciated, the course's historical dimension is attenuated and under-developed: there should be more attention to historicity and historical transitions (shifts in historical conditions and in the 'meta-narratives' of 'knowledge production'). **The Board concluded that the course proposal should be re-worked in consultation with the history faculty group. The course could not be considered deliverable in its present state.**

'Partitions in South Asia' (elective, 4 credits) was introduced by the course designer, Dr. Pallavi Chakravarty, was discussed, and the following observations and suggestions made. In the initial module placing the partition of South Asia from 1947 in global context, some of the cases mentioned do not lend themselves to comparison with that of South Asia: for example, occupations or partial occupations by other states in the cases of Germany, Korea and Vietnam after 1945. Israel/Palestine needs to be considered in closer relation to the dismantling of the Ottoman empire. 'Borderlands' issues should be highlighted and narrativization of social conflict attendant upon India's partition given more attention. Members agreed that it was challenging to decide what issues to include or exclude in such a course, which ranges from political and administrative considerations of state division and re-bordering to refugee crises and autobiographical narratives. One member commented that that proposal presented dangers of 'over teaching'. **The course was approved in principle** but further discussion with the history faculty group over conceptualization and matters of detail was advised.

'Histories of Nothing' (elective, 4 credits) was introduced by the author of the proposal, Dr. Anil Persaud. Some discussion of the proposal occurred in his presence and the discussion continued after he had to excuse himself from the remainder of the meeting due to other obligations. (Communication over the course proposal in fact continued into the subsequent Board meeting on 17 November 2016.) Because of the kinds of objection members raised to the course, and the course designer's inability to stay for the whole discussion on 28 October, the Convenor allowed an unusual or non-standard procedure in order to produce a conclusion to the Board's deliberation: Dr. Persaud forwarded to the Convenor his written response (dated 2 November) to the observations he witnessed on 28 October, and the Convenor forwarded the letter by email to Board members on 3 November with the instruction 'I request you to read the letter/note [of Dr. Persaud] and send me (individually) your comments, along with your vote to either accept or reject the proposed course'. Key observations and objections to the course proposal (expressed in the meetings on 28 October and 17 November and in emails) are as follows.

In the 28 October meeting the Convenor observed that the course was fundamentally interdisciplinary as well as deliberately 'non-standard' (in comparison with other MA History courses) in its transaction, with a distinctive field-work element. Some of the subsequent discussion was about the practicality of the field-study element and the mode of evaluating the students' field-work. On a more conceptual level, several members claimed (1) that the course was *not* about Nothing but rather about absences, antinomies, negations or indeterminacy; (2) that the course was overly abstract and could not successfully be used to teach students about the possibility of a unified nothingness; (3) that the indeterminacy/ies highlighted by the course could not be historicized and that therefore the course should not be offered as a history course. It

was observed that several course modules were individually interesting, stimulating, and linked to excellent learning materials ('texts'), but that the whole assemblage could not stand together. It was argued, with reference to assessment, that writing a 'historical paper based on any of the themes taken up in the course but located in a landfill. . . [in Bhalaswa, Gaziabad or Okhla]' was a learning activity too difficult to conduct in a programme with so much allocated *classroom* learning time. One member recommended that this kind of learning exercise (and its assessment) would be more suitable for an MPhil course. Another member wondered whether 'giving back to the people' was a realistic or necessary academic requirement of an MA course. One member recommended that course modules 3 and 6 be dropped in order to make the course more manageable, both conceptually (ideas) and in terms of volume of readings and issues covered. **No definite conclusion about the proposed course (i.e., to approve or disapprove it) was reached in this meeting.**

- (3) Discussion/approval process of MA History course 'Society and Culture in Early Modern Europe' and three MA Sociology courses (noted above) was deferred to the next meeting (proposed for mid-November).

#### SUMMARY OF DECISIONS:

- Proposal by MA History programme faculty to lower the passing grade of the research paper/thesis (Semester 4) from B MINUS to C PLUS is **approved**.
- 'Censorship and Transgression in Modern India' (proposed MA History elective course) is **not approved** in the present form and recommendations for revision have been made.
- 'Partitions in India' (proposed MA History elective course) is **approved**, with recommendations for revision.
- **No definite conclusion was reached** in this meeting about 'Histories of Nothing' (proposed MA History elective course); deliberation would continue.

Convenor, Board of Studies

SLS, AUD

**Ambedkar University Delhi (AUD)**  
**School of Liberal Studies (SLS)**  
**Board of Studies**

**Minutes of the Sixth Meeting on 17 November 2016**

[10:00 a.m. – 1:30 p.m. in Staff Lounge, Kashmere Gate campus]

The sixth meeting of the Board of Studies was held on 17 November 2016. Minutes of the 28 October meeting had not been prepared for confirmation in the meeting of 17 November.

The following members were **present**:

Prof. Denys P. Leighton (Convenor), Prof. Salil Misra, Prof. Radharani Chakravarty, Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan, Prof. Sanjay Kumar Sharma, Prof. Dharendra Datt Dangwal, Dr. Niharika Banerjea, Dr. Arindam Banerjee, Dr. Anup Kumar Dhar, Prof. S. B. Upadhyay, Prof. Nasir Tyabji, Prof. Rajni Palriwala, Dr. Brinda Bose.

(Quorum obtained.)

**Special invitees present:** Dr. Rinju Rasaily.

The following members **did not attend**:

Prof. Geetha Venkataraman, Prof. Chandan Mukherjee, Prof. Ramprasad Sengupta, Prof. Manoranjan Mohanty, Dr. Vikram Singh Thakur, Dr. Rohit Negi, Dr. Venugopal Maddipati.

**Agenda items** circulated prior to the meeting along with MA History and MA Sociology course proposal forms:

--Discuss and approve changes to courses and programme structure of the MA History programme: proposals for 'Histories of Nothing' and 'Society and Culture in Early Modern Europe' (both circulated for the Board meetings of 23 September and 28 October).

--Discuss and approve changes to courses and programme structure of the MA Sociology programme. Course proposals had been circulated prior to the 28 October meeting for (a) 'Industrial Sociology and Health', (b) 'Relationships and Affinities', (c) 'Transnational Feminisms'

--Any other matter.

- (1) Discussion continued of the proposed MA History elective '**Histories of Nothing**' that was begun on 28 October. The Convenor summarized the main points of the discussion on 28 October and referred to additional comments and recommendations that members had supplied by email between 3 and 11 November in response to the additional note sent to the Convenor by Dr. Anil Persaud. (The substance of the email comments has been communicated in the minutes of the 28 October BoS meeting.) He stated that whole fabric of members' observations in discussion and in the emails led him to conclude that the course **should not be transacted in the manner proposed and that the course proposal undergo further discussion by the faculty before being re-submitted to the BoS. The Convenor/Dean SLS stated that he would bring this to the attention of Dr. Persaud and the history faculty group. Members agreed to this.**

- (2) Dr. Rinju Rasaily (special invitee) gave an overview of the MA Sociology programme and the relationship between compulsory and elective/optional courses and requirements. The Board discussed the proposed MA Sociology elective courses (a) **‘Relationships and Affinities’**, (b) **‘Industrial Sociology and Health’**, (c) **‘Transnational Feminisms’**. (A) was a compulsory course of 4 credits. (B) and (C) were elective courses of 4 credits.

Observations and suggestions made about **‘Relationships and Affinities’**. . . There should be a better balance between theoretical and empirical studies of family relations and other affinities. While it was bold to design a course around affinities that exist beyond those of ‘kinship’, marriage and family, some care should be taken to de-limit these as well: what kinds of relationships constitute ‘affinities’ and what kinds of human bonds or solidarities could be left out (taken up in other courses)? Does this course build upon the other compulsory course on politics-economics-society and, if so, does it present an alternative conceptualization of given and chosen relationships (and social structures)? Some readings (e.g., for Unit I) are from annual reviews of literature and a course such as this one should rely on texts that are more substantial than literature surveys. **The proposal was not approved in the form given and re-working was advised.**

The proposal for **‘Industrial Sociology and Health’** was introduced by the course designer, Dr. Rinju Rasaily. Observations and suggestions by the Board. . . The course appeared to consist of two halves whose fit was uncertain: one about industrial sociology and the other about public health. The order of course units/modules also invited re-thinking. The portions on industrial sociology appeared overly defined by Western historical experiences. The portions on public health might refer more directly to colonial legislation and its implementation (in India). Contemporary health and welfare challenges in the informal labour sector could be attended to, along with corporatization of health care and weakening of state-provided services. With these recommendations, **the course was approved.**

The proposal for **‘Transnational Feminisms’** was discussed with the following observations and recommendations. . . If transnational feminisms are distinct from international or global feminisms, some clearer positioning of the claim should be made at the outset. (There is a course on global feminisms in another AUD MA programme.) Similarly, Indian ‘national’ feminist traditions need to be acknowledged to highlight continuities and departures in feminist practice up to the present. Re: assessment pattern, the ‘term paper topic write up’ should be given greater weightage. The final written document (term paper) should also be given greater weightage. With these recommendations, **the course was approved.**

- (3) The Board discussed the proposed MA History course **‘Society and Culture in Early Modern Europe’**, which was introduced by the Convenor (who was designer of the course). Observations made by members were as follows. . . The organization of rubrics or topics in terms of course readings (i.e., having the course texts dictate the thematic arrangement of the course) should be re-thought. There were probably too many topics (if not too many readings) for students to handle in a single course. More focused attention could be given to the ‘Scientific Revolution’ and to systemic and

‘political’ violence in early modern Europe. With these suggestions for revision, **the course was approved.**

- (4) The Convenor announced that proposed courses of MA English, including several in the areas of comparative literature and translation studies, would be discussed in one or more meetings to be scheduled between mid-January and late February 2017. He repeated comments made in the two preceding Board meetings to the effect that he had underestimated the time required to discuss proposed courses; he had believed it possible to discuss as many as five or six course proposals in a single Board meeting. He thanked members for their thorough manner of discussing the proposals introduced to them in the meetings of the Monsoon Semester 2016.

#### SUMMARY OF DECISIONS:

- ‘Histories of Nothing’ (MA History elective course) is **not approved** in the present form and recommendations for revision have been made.
- ‘Relationships and Affinities (proposed MA Sociology compulsory course) is **not approved** in the form proposed. The course proposal should be revised before forwarding to the Standing Committee Academic Programmes (SCAP) for approval.
- ‘Industrial Sociology and Health’ (MA Sociology elective) is **approved** with suggestions made for revision.
- ‘Transnational Feminisms’ (MA Sociology elective) is **approved** with suggestions made for revision.
- ‘Society and Culture in Early Modern Europe’ (MA History elective) is **approved** with suggestions made for revision.

Convenor, Board of Studies

SLS, AUD

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Board of Studies**

Minutes of the Seventh meeting of the BOS held on 9 October 2017

Dhirendra Datt Dangwal, who became Dean of SLS from 1 August 2017, is now new Convenor of the BOS. The Convenor of BOS welcomed the members. He also welcomed and introduced Prof. Tanuja Kothiyal as new BOS member. The Board expressed gratitude to Prof. Denys Leighton for the work he had done as a Convenor of the Board.

**Following members were present:**

Prof. Dhirendra Datt Dangwal  
Prof. Denys Leighton  
Prof. Sanjay Kumar Sharma  
Prof. Smita Tewari Jassal  
Prof. Tanuja Kothiyal  
Dr. Arindam Banerjee  
Dr. Niharika Banerjee  
Dr. Rohit Negi  
Prof. Rajni Palriwala  
Prof. Ashok Acharya  
Dr. Brinda Bose  
Dr. Anil Persaud special invitee  
Dr. Rukmini Sen special invitee  
Dr. R P Kundu special invitee

**Regrets:** Prof Geetha Venkataraman, Dr. Venugopal Maddipati, Professor Anup Kumar Dhar, Professor Praveen Singh, Dr. Priyasha Kaul, Prof. S.B. Upadhyay, Prof. Nasir Tyabji

**Items on the agenda**

1. Approve lists of experts to serve on faculty selection panels.
2. Discuss and approve MA Sociology course.
3. Discuss and approve courses and structure of MA History Programme.
4. Discuss and approve courses and structure of MA Economics programme.
5. Any other matters raised by Board Members, with approval of the Dean SLS.

**Agenda no 1:**

The Board discussed the lists of expert for Selection Committees for the disciplines of Sociology, Economics, History and Mathematics. After some discussion suggestions were made for correcting certain names, and including new names. As members wanted more time to come up with some more names, it was decided to give one week time to members to suggest more names to the Convenor of BOS. The lists have been updated on the basis of suggestions made and it will be placed before the Academic Council for final approval.

**Agenda no 2:**

Dr. Rukmini Sen was invited to present her course to the BOS. She presented revised draft of her sociology course 'Relationships and Affinities'. Her course was initially discussed in the Sixth BOS meeting held on 17 November 2016 and various suggestions were made. The Board had recommended that the course need to be revised along the lines suggested during the discussion and the revised draft should be placed again before the BOS. The revised draft was result of inclusion of suggestions made in the previous meeting. In her presentation Dr. Sen highlighted the aspects she has included in this draft. Again certain suggestions were made. Many suggestions were relating to readings, particularly shifting readings from one module to another. There was a suggestion to include some readings on motherhood. There was also a suggestion to include issues of ownership of land and inheritance in the course. The attention of Dr. Sen was also drawn to the fact that while the first three modules discuss kinship and affinities in global context, the last module focuses primarily on India. There was also an observation that in the current draft, unlike in the previous one, there is less emphasis on affinities.

The Board approved the course and advised Dr. Sen to include some of the suggestions made during the discussion.

**Agenda no. 3:**

- A. The history discipline group proposed to make a change in eligibility for taking up seminar (or research) paper in the fourth semester by MA History students. It is suggested that for taking research paper in the 4<sup>th</sup> semester student should clear or pass at least 40 credits of course work or ten courses, which should include all four core courses. The BOS accepted this recommendation.
- B. Dr. Anil Persaud was invited to present the revised draft of his course 'Not a history of Nothing'. This course was discussed and various suggestions were made in the 6<sup>th</sup> meeting of the Board on 17 November 2016. The Board had recommended that suggestions made during the discussion should be incorporated and the course proposal should be resubmitted to the Board for approval. Dr. Persaud presented the revised proposal to the Board. As he has already once taught this course he explained how students perceived it. The feedback given by students, he argued, helped him in revising the course.



Board members made various suggestions. It was suggested that modules need to be connected more clearly. What constitute the 'value' should be clearly defined as there is a module on 'value'. It was also suggested that as the course intends to bridge the gap between sciences and social sciences, there should be more readings from pure science. Finally, the Board suggested Dr. Persaud to retain the old title of the course 'History of Nothing' which looks more suitable than the current title 'Not a History of Nothing'. Dr. Persaud agreed on this. The BOS suggested that some of the suggestions made during the discussion should be incorporated and in principle approved the course.

- C. The revised draft of the course 'Censureship/ transgression in Modern India' could not be taken up for discussion as Dr. Shailaja Menon, who proposed the course, was not present as she was on leave.

#### **Agenda no. 4:**

Dr. R. P. Kundu, M. A. Economics Programme Coordinator who was a special invitee, presented the revised course structure of economics. He informed that the Economics Faculty collectively reviewed its M.A. Programme in its meeting held on March 08, 2017 and decided to propose the following change in the Programme structure:

'Econometrics and Data Analysis' presently an elective course should be made a core course and be offered in the second semester and 'International Trade and Capital Flows' which is currently a core should become an elective. The reasons for the suggested change are as follows: 1. It was felt that a core course in econometrics which builds on the first-semester 'Statistics and Data Analysis' course is required to equip students with the minimum essential understanding and skills in econometrics required for all M.A. students. 2. It was also felt that the number of core courses should not increase beyond 10. 3. 'International Trade and Capital Flows' is a more specialized course and some of the topics in this course can be covered in courses like Macroeconomics – I, Macroeconomics – II and Capitalism, Colonialism and Development and other courses. It was felt that the course 'International Trade and Capital Flows' can be offered as an elective.

The Board discussed it and approved this change and allowed these changes to be effected in the MA Economics programme from the next semester.

#### **Agenda 5:**

The Board noted that there is at present no detailed or prescribed procedure for forwarding course/programme proposals for its consideration and approval. There is no Committee of Courses or other body that is specifically designed to mediate between faculty and the BOS in matters of course/programme approval.

The BOS also discussed the possibility of involving external experts in discussing proposed course. It was suggested that nothing prevents any faculty member proposing course from consulting external members. But it was also underlined that making it mandatory makes the process complicated and delays the process of getting courses passed.

The Board agrees that all proposals for courses, programmes, or for changes in programme structures and implementation should be forwarded with a signed cover note from the relevant

programme coordinator on behalf of the programme committee. The programme Committee should discuss all proposals in detail and maintain the records of discussion which should be sent to the BOS through the Dean.

The cover note to the BOS should be signed by the Dean and should accompany the standard course proposal forms that are signed by the prospective course coordinators. The cover note should provide details about meetings or formal discussions of the course proposal(s) or programme, indicating dates of the discussions and persons involved in the same. The cover note may mention substantive recommendations that have brought a course proposal to the BOS.

Further, it was suggested that discussion on course proposal within the discipline group should start well in advance and course proposal recommended by the discipline group (with note and signature of the programme coordinator) needs to be submitted to the Dean at least six months prior to proposed launch of the course.

#### **Summary of decisions taken:**

1. The lists of experts (for Mathematics, Sociology, History and Economics) to serve on faculty selection panels approved.
2. M. A. Sociology course 'Relationships and Affinities' approved.
3. i. Minor change in MA History Programme approved which is: The eligibility for taking up seminar (or research) paper in the fourth semester is passing of at least 40 credits of course work or ten courses, which should include all four core courses.  
ii. The Board approved the Course 'History of Nothing'.  
iii. The discussion on the revised draft of the course 'Censorship / transgression in Modern India' has been deferred as Dr. Shailaja Menon, who proposed the course, was on leave.
4. The Board approved the decision of economics faculty to make the following change in MA programme in economics: 'Econometrics and Data Analysis' (earlier an elective) becomes a compulsory core course and will be offered in the second semester and 'International Trade and Capital Flows' which is currently a compulsory core shall become an elective.

Dhirendra Datt Dangwal  
Convenor of BOS  
School of Liberal Studies  
Ambedkar University Delhi.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Board of Studies**

Minutes of the Eighth meeting of the BOS held on 22 March 2018

The Convenor of BOS welcomed the members. He also welcomed and introduced Prof. Rajendra Kundu as new BOS member.

**Following members were present:**

Prof. Dharendra Datt Dangwal  
Prof. Denys Leighton  
Prof. Smita Tewari Jassal  
Prof. Tanuja Kothiyal  
Prof. Praveen Singh  
Prof. R P Kundu  
Dr. Niharika Banerjee  
Dr. Rohit Negi  
Dr. Venugopal Maddipati  
Prof. Ashok Acharya  
Prof. Nasir Tyabji  
Dr. Preeti Sampat, special invitee  
Dr. Bidhan Chandra Dass, special invitee  
Dr. Anil Persaud, special invitee  
Dr. Shailaja Menon, special invitee  
Dr. Dhiraj Nite, special invitee  
Dr. Pallavi Chakravarti, special invitee  
Dr. Yogesh Snehi, special invitee

**Regrets:** Prof Geetha Venkataraman, , Professor Anup Kumar Dhar, Prof. S.B. Upadhyay, Prof. Sanjay Kumar Sharma Dr. Arindam Banerjee Prof. Rajni Palriwala, Dr. Brinda Bose

**Items on the agenda**

1. Discuss and approve Two MA Sociology courses.
2. Discuss and approve Four MA History courses
3. Discuss and approve Guidelines for Assessment and Evaluation in MA History Programme.
4. Any other matters raised by Board Members, with approval of the Dean SLS.

**Agenda no 1: Discuss and approve Two courses of MA sociology**

- A.** Dr. Preeti Sampat, special invitee, presented her course 'Capital, Value and Infrastructure' to the Board members. She highlighted the main features of the course. The Board members discussed the course and following observations and suggestions were made. There were queries relating meaning of terms used in the proposal. Term like 'materiality', and 'structure' have been used in more than one way, hence need to be defined clearly. There is irony of using, it was suggested, 'infrastructure' and 'circulation' simultaneously. Similarly use of the term 'emerging economy' is problematic after 2008 recession: world was pulled out of the crisis by China and India. In India there is inefficiency in use of infrastructure, this gap is unusual? Is it possible to theoretically build up on this gap? Creating infrastructure also involves lot of subsidies. And infrastructure and corruption are also linked in India, require some special attention.

There was query how this course is linked to the course 'Economy, Polity and Society'. And what about the genealogy of fear, of dispossession and debate around citizenship and governance. What about the roles of gram sabhas on giving consent for projects.

There was suggestion that rather than talking of one fixed trip to one fixed destination, Jaipur in this case, it should be left open. Suggestions were also made on assessment and evaluation pattern of the course.

The Board approved the course subject to revising it along the lines of suggestion made.

- B.** Dr. Bidhan Chandra Dash, special invitee, presented his proposed course 'Interpretations of Castes: Writings and Representations' explaining its main features. The Board members made various observations and gave suggestions which were as follows. It was observed that the course was very long, on the one hand talking about academic writings on caste covering all significant texts on the other arguing that academic writings have not been able to capture many aspects which the course intends to address. In the process the course has become very long. Members argued that it is wrong to assume that it is the only course on the caste and then trying to include everything in it which makes it difficult to hold together.

The first module is about representation but what about ethics of authenticity. Further there was a suggestion that narratives can be added into every module. While first module is about 'ourselves' and fractions of 'ourselves' in the beginning, why then Dalit perspective and humiliation and violence are coming later as separate modules. The course talks that caste is present everywhere, then why a separate module on 'Caste Rural and Religion' and there will be field visit- where and why when caste is everywhere. Class participation – fortnightly Journal will be self-reflection, the question was asked how self-reflection (one's own experience) is evaluated.

The proposed course has two parts, perspectives (academic writings) and lived experiences. It can focus on second part only because first part may be covered in other courses (like Social Exclusion and Cultural Hierarchies and Difference) as well. There was suggestion to include Periyar in the course as he is missing. Further, it was suggested that representation and interpretations need to be theorised. Similarly, it was argued that perspective of historians, political scientists can be included.

The BOS members felt that this course needs to be reworked and presented again to the BOS.

**Agenda no 2:**

**Agenda no. 3:**

**Agenda 5:**

**Summary of decisions taken:**

Dhirendra Datt Dangwal  
Convenor of BOS  
School of Liberal Studies  
Ambedkar University Delhi.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Board of Studies**

Minutes of the Ninth meeting of the BOS held on 20 April 2018

The Convenor of the BOS welcomed the members.

**Following members were present:**

Prof. Dharendra Datt Dangwal  
Prof. Denys Leighton  
Prof Geetha Venkataraman  
Prof. Sanjay Kumar Sharma  
Prof. Smita Tewari Jassal  
Prof. Tanuja Kothiyal  
Prof. Praveen Singh  
Prof. R P Kundu  
Dr. Arindam Banerjee  
Dr. Niharika Banerjee  
Dr. Venugopal Maddipati  
Prof. Nasir Tyabji  
Dr. Shailaja Menon, special invitee  
Dr. Pallavi Chakravarti, special invitee  
Dr. Yogesh Snehi, special invitee

**Regrets:** Professor Anup Kumar Dhar, Prof. S.B. Upadhyay, Prof. Rajni Palriwala, Dr. Brinda Bose Prof. Ashok Acharya, Dr. Rohit Negi.

**Items on the agenda**

1. Discuss and approve MA History seminar courses 'Partition of Indian Subcontinent and its Aftermath'
2. Discuss and approve MA History courses 'Censorship/Transgression in Modern India'.
3. Discuss and approve 'Guidelines for Assessment and Evaluation in MA History' Programme.
4. Any other matters raised by Board Members with approval of the Dean SLS.

**Agenda no 1:**

Dr. Pallavi Chakravarty, special invitee, presented her course 'Partition of Indian Subcontinent and its Aftermath'. She explained that this is an M. A. History seminar/ research paper course. It encourages

students to look at one of the most tragic events in the history of the subcontinent. There has been a shift in the historiography on partition with the focus now on the legacy left behind. The 'long Partition', as some scholars term it has several un or under explored themes which remains the focus of this seminar paper. At the same time with publication of many original documents of that period, research on this theme is greatly enabled. Thus, students would be encouraged to explore any one theme ranging from the meaning and celebration of independence in the subcontinent to what is left of the legacy of partition today. The idea is to understand this defining moment in the subcontinent's history from the perspective of what is its meaning rather than pondering on what led to this catastrophe for after all knowing or unknowingly we live with its consequences till date. Students will have to, in this seminar, engage with secondary as well as primary sources to explore several themes on this subject. The idea is to adopt an interdisciplinary approach in order to construct a 'total history' of this event, hence, apart from the conventional archives, students will also be encouraged to engage with alternate archives: literature, cinema, and oral testimonies. An attempt will be made to plug-in the gaps in our narratives on partition by exploring themes which have so far been dealt with rather sparingly.

There were some queries and suggestions. There was a suggestion that this seminar paper may involve ethnographic work. Collaboration across disciplines on imparting skills in ethnography should be explored. This training is essential; otherwise students tend to take a few random interviews to write their seminar paper.

There was also a suggestion to reconsider use of the term aftermath in the title. Aftermath in its broad meaning, it was suggested, may cover everything that happened in the country after partition.

The Board passed the seminar course subject to incorporation of suggestions made during the discussion.

#### **Agenda no 2:**

Dr. Shailaja Menon, special invitee, presented her course 'Censorship/Transgression in Modern India' to the Board explaining its main features. The course looks, she argued, critically at the state as well as social censorship. For understanding state censorship various attempts at imposing censorship by colonial as well as post-colonial state are discussed. A society in imparting social values also tends to police ideas and thoughts that it thinks dangerous under the pretext of public morality. This censorship, she argued, will also be the focus of the course.

Board members made various queries. There were suggestions that certain themes like Press and Postal Censorship can be included. It was suggested that the idea of tolerance has remained un-interrogated and the notion of aesthetics also needs to be questioned.

It was also underlined that the course is premised on the notion that censorship is always bad. This requires, it was suggested, rethinking. There is need to properly historicize censorship. Like one needs to differentiate things like wartime censorship, or self-censorship, which along with other things may normally be correct.

Few corrections were suggested. This cannot be a 4th semester course as all history electives are opened to students of both semesters. It was also suggested that it is not correct way of writing that 'there is no course on Censorship offered in any Indian university'. And that assessment needs to be aligned with AUD assessment and evaluation policy.

#### **Agenda no. 3:**

Dr. Yogesh Snehi, MA History Programme Coordinator and special invitee, presented 'Guidelines for Assessment and Evaluation in MA History'. He explained main features of the Master Programme in History and its structure. MA programme consists of four core courses and a number of electives. In total students are required to complete 64 credits, out of which 8 credits can be non-history courses, taken from within or

outside the school. One of the central aspects of the programme is compulsory seminar paper or research paper, consisting of eight credits.

Completing all four core courses successfully, along with seminar paper, is essential to pass the programme. It was proposed by the history faculty that to take up the seminar paper or research paper, which requires special skill imparted through four core courses, students should complete successfully all core courses. The fourth core course is offered in the third semester. If a student fails in the core course offered in the 3<sup>rd</sup> semester, he or she cannot complete it until the 5<sup>th</sup> semester (as this core course is offered only in the monsoon semester). In this way the student will take up the seminar course or the research paper only in the sixth semester (taking three years to complete MA degree).

Some members felt that this is a very harsh punitive clause. A student who has passed 54 credits successfully, but failed in the 4<sup>th</sup> core course of 4 credits, will have to wait for a year to complete the degree. The Board asked how pedagogically writing the seminar paper is linked to passing of all four core courses. And how does not passing one core course hinder development of a historical sense essential for writing a research paper?

There was a suggestion to make only passing first year core courses essential for taking seminar paper, or if passing all four core courses is crucial then shift fourth core course to the second semester. And it should be made clear to the students that seminar course can be taken up only in the fourth semester of their progression in the programme.

The Board passed the document on the condition that the history faculty revise the document in the light of the suggestions made during the discussion.

#### **Summary of decisions taken:**

1. The Board passed the seminar course 'Partition of Indian Subcontinent and its Aftermath' subject to incorporation of suggestions made during the discussion.
2. The Board passed the course 'Censorship/ Transgression in Modern India' subject to incorporation of suggestions made during the discussion.
3. The Board passed the document 'Guidelines for Assessment and Evaluation in MA History' subject to incorporation of suggestions made during the discussion.

Dhirendra Datt Dangwal  
Convenor of BOS  
School of Liberal Studies  
Ambedkar University Delhi.