

SCHOOL OF LETTERS**Minutes of First Board of Studies Meeting held on 16 May 2017****People present:**

Prof Alok Bhalla (External Expert)

Dr Amit Singh

Dr Bodh Prakash

Dr Diamond Oberoi Vaihali

Prof Gopalji Pradhan

Dr Gunjeet Aurora,

Prof Jawarimal Parakh (External Expert)

Dr Milind Wakankar (External Expert)

Dr Mrityunjay Tripathi

Prof Radha Chakravarty (Chair)

Dr Rajan Krishnan

Prof Salil Misra

Mr Sandeep R. Singh

Dr Sanju Thomas

Prof Satyaketu Sankrit

Dr Shad Naved

Mr Shelmi Sankhil

Prof Smita T. Jassal

Prof Sonya Gupta (External Expert),

Dr Vikram Singh Thakur

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- Prof. Radha Chakravarty welcomes the experts and opens the meeting.
 - Begins with a round of introductions.

Reporting Items:

- Credit structure of IPTA course is to be changed. Course is to be divided in Parts I and II offered in two successive semesters.
- Change in credit structure of MA English dissertation (from 4 credits in semester IV to 8 credits across semesters III and IV).

Discussion of courses submitted to BOS:

A. English Courses:

1. Folklore and Folkloristics: Presented by Amit Singh

Remarks: It was decided that the course should be reformulated and resubmitted to BOS-SOL.

- Salil: what is the potluck assessment? How are foodways connected to folklore practices?
- Amit: foodways is a topic of folklore.
- Salil and Prof. Bhalla: assessment of 20% on potluck?
- Sonya: potluck not reflected in any of the course modules.
- Smita: the course is too vast. Some of the issues can be taken up in discussions. Maybe the course could be about oral traditions vis a vis the literary traditions. Then the folk linkage with orality: one way to go about it. The course is looking at too many things. Asks the course to be focused more.
- Amit: all the readings will go in a course reader. Not all texts will be for discussion.
- Rajan: exciting course. The course has to have a lecture plan. But somewhere the course outline does not offer a way to reflect on folklore.
- Milind: extremely ambitious course. A bibliography of a hundred dissertations. Instead of a survey/encyclopedic approach, can we work with questions instead? Folk is a fertile place to begin asking questions. Question of marginality and subalternity – with folk as the horizon for city-based students. Folk and modernism is another theme? Ex. Ramanujan as a point to question the folk. The question of *lok* in Hindi. Not just info about the folk. Pick up the film *Paheli* (modernist version of a folk story).
- Salil: course needs to have inclusivity and some exclusivity too in the interest of coherence.

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- Prof. Parakh: this is only a 4 credit course. Can't fit all the readings in it. Panchat'antra, for example, is not folk lit. Where does the folk exist? Folk is differentiated across caste. Ex: 1857 can be approached through folk songs. Please specify what folklore is in the first place.
- Alok Bhalla: the course is very diffuse. Why is children's literature folk tale? Connect with modernity, social transformation. Why does folklore become important in India and Europe? Folklore is just about being disciplined in India. Why the belated entry of folklore in academic study? Course needs to be reorganized and reconceptualized. How has folklore been studied? Most of the course bibliography comes from the Euro American tradition: Function of the course should be to theorize rather than itemize.
- Amit: Indian readings and debates are part of the reading list.
- Satyaketu: Renu – *lok* in Renu is a very strong element. *Git* also a part of these stories. Ramacharitamans has *lok* elements. These could be good elements of a course.
- Sonya: course wants to give lot of information: a perspective based approach may be more desirable. Gender, caste (Prem Chowdhry) can enrich this course further.
- Amit: student discussion can address many of the above issues.
- Prof. Bhalla: fewer texts to show the ways in which older formulations have been used by major writers. We need to move out of overwhelming students with theoretical formulations.
- Salil: modules need to be explained. A basic reformulation.
- Smita: structure the course around questions.
- Rajan: module becomes a kind of breaker in the semester. Specify each module and what is expected of a student.
- Bhalla: go back to the English programme to discuss the course outline. Begin teaching the course in Monsoon 2017.
- Milind: we expect AUD to make pioneering efforts in the field.
- Smita: folklore would interest Sociology students.
- Sonya: maybe think of dividing this course across two semesters.

2. **Translating India:** Presented by Sanju Thomas.

Remarks: The course was recommended for SCAP with some reformulation.

- Course arises from MA interviews responses about mother tongue. Introduces students to concepts of translation, especially in India.
- Salil: modules do not carry descriptions. That will help the students.
- Bhalla: need to rethink the entire notion of translation in India. India has always translated. Translation does not begin in colonial times. We don't have any text in the course_ we have only theory. Example: of Gandhi as a translator. In what was has translation been used to define something called India?

The course title is drawn from a cliché. Can call it "Translation in India" – clearer translation.

This university should make an effort towards understanding how translation is used.

Why is translation manipulative and subversive?

'Unity and diversity' and translation?

Let's have more texts in the course.

We have no criticism of translations in India.

Absence of southern and north eastern languages.

- Milind: translation is a deeply unsettling matter. Ex: Wolf Man and Schreber. We need more texts about what it means to have translation traces within us.

Course details and 'subversive' need to be relooked at.

Translation intensities.

- Smita: Shulman translation of Telugu poetry. Translation in India: often our translators are abroad. Controversy around translations in the Clay Library. Linguistic diversity and translation: to open up the world of India.

Example of Dara Shikoh: Upanishads into Persian. Persian text goes out to the West.

Ways to grab the interest of the students.

Narayana Rao: *A Poem at the Right Moment*

- Prof. Parakh: make a proper course outline. Module 5: translating gender and caste: replace it with "social and cultural aspects of translation". "Politics of translation" should be the final module. Process of translation should come last.

Translation examples come solely from literature. What about other genres/discipline based translation?

Courses are too ambitious.

- Rajan: possibility on campus to contribute to such a course through various languages.
- Sonya: Example: Roberta Menchu in India. Baby Kamble was available in Spanish translation before English. Persian complicates the whole picture even more.
- Radha: does this course presume student is proficient in two languages?
- Alok Bhalla: translation can map a new kind of India.
Act of translation is a serious; not derivative.

3. Remembering Partition: Presented by Vikram Singh Thakur (co-designed by Diamond, Bodh and Vikram)

Remarks: The course was recommended for SCAP with suggestions reincorporated.

- Rajan: choice of texts determine the perspective on partition. The framework has to be laid out if it's not there in the document. Vagueness about the course plan. What is the course discussing?

- Bodh: choice of novels, distributed across regions and time frames. Some key issues of perspective: communalism and national identity; individual and the partition; representation debates.
- Diamond: various issues dealt with through student presentations.
- Rajan: choice of texts is not incidental to a course such as this. If you leave the choice of texts open then the course vision is not clear. Representations are not equivalent. The course has to specify what it is going to discuss.
- Salil: ideally course needs to be discussed apart from the identity of people teaching it.
- Diamond: we can have broad rubrics and module.
- Smिता: make modules across implications for society and individual.
- Bodh: open ended readings to accommodate the many languages that cover partition.
- Prof. Parakh: memoirs should be included in the main readings. Course is based mostly on translated texts. There is an important Hindi novel: *Chhapon ki wapasi*.
- Alok Bhalla: Changes in attitudes to partition -- The Heart Divided (Mumtaz Shah Nawaz); what is the picture in Pakistan? Bangladesh: Sunil Gangopadhyaya's novel. Credits for Garam Hawa: Ismat and Kaifi? Krishna Baldev Rai, *Guzra hua zamana*. Partition is not just prose.

4. Asian Canadian Literature: presented by Dr. Amit Singh

Remarks: The course was recommended for SCAP with the suggested changes/suggestions.

- Prof. Misra suggested that since Prof. Narang will be teaching this course in the Monsoon 2017 semester, his name should also be added along with that of the course co-ordinator.
- There was discussion on the term Asian Canadian and it was felt that the term needed to be problematised further, in order to take into account the diversity of the Asian community in Canada. Prof. Bhalla suggested that other ways of demarcating the community need to be explored and one such probable term could be 'Canadian Writers from India'. He also suggested that the course be opened up to new possibilities and take into account the new directions taken by the Indian community. The history of the very first arrivals be considered.
- No changes were made to the title of the course but it was felt that it is important to tell the students what it excludes and includes in its reference.
- Prof. Misra and Prof. Gupta suggested that course be fleshed out and be more descriptive.
- It should have modules with clearly laid out objectives as these will help pedagogically.
- Dr. Wakankur said that the course was very metrocentric and mostly dealt with questions of diaspora, minorities in the metro. He suggested that the course explore

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ways of linking the diasporic experience with that of the anti-colonial struggle as in the case of Black Atlantic literature. Is there an Asia Pacific or Asia Atlantic connection? Critical readings were felt to be very 'multi-culti.'

B. Comparative Literature and Translation Studies Courses:

1. Narrative and Narratology: Presented by Sandeep Singh

Remarks: The course was recommended for SCAP with the following changes/suggestions:

- Dr. Wakankur said the course was interesting and appreciated the economy of the course. He said that there wasn't however, sufficient link between narrative and life in the course. He referred to Paul Ricoeur's three volume, *Time and Narrative* in order to emphasise its importance for critical texts. The inclusion of Aristotle's text in the book points to the link between poetics and rhetoric and these are linked to the question of recognition. He pointed to the link between narrative and life and the philosophical question of why people tell stories. Dhvanyaloka points to the link between Dhvanya and natya. An analogy can be made at two ways of looking at life. The opening chapter of 'Time and Narrative' which deals with Augustine's *Confessions* was referred to as well. Link it with the Dhvanyaloka at the level of the experience of the text.
- Dr. Rajan suggested that the inclusion of Augustine's text can allow for the first section of the course to dispense with other readings.

2. Lyrical Pasts: Presented by Dr. Shad Naved and Dr. Mrityunjay Tripathi

Remarks: The course was recommended for SCAP with the following changes/suggestions:

- There was a lot of discussion pertaining to the title, more specifically the term 'Indo-Islamic' used in the title. Prof. Parekh stated that the title of the course 'Indo-Islamic' was problematic and that the religious aspect was being emphasised more over the literary. The tradition of Islam was not separate from Indo. If the relation is absent in the course then why does it need to be reflected in the title? Prof. Misra stated that the title pointed to the element of syncretism and should not be understood as pan Islamic. He suggested that time could be referred to in the title. Political correctness can sometimes lead to a loss of essence. Literature can be a part of the influence of religion.
- Prof Parekh suggested that the composite culture that emerged out of this syncretism be referred to in the title.

- Prof. Sankrit said that Hindustani could be used. He asked which texts would be taught in Indo as Braj and Dakhni are not very different from Hindi. Since variants of Hindi will be taught, Indo means Sanskrit only.
- However, Prof. Misra felt that the course would lose its distinctiveness by using Hindustani or Kavita. Composite would be an ideological term. He said that the hyphen suggests a unique literature with overlaps and distinctions.
- Prof. Radha suggested that since the title referred to more of an interface, a line of description could be provided in the course regarding this to avoid confusion. No changes were made to the title of the course.
- Responding to the title Dr. Wakankur said that Islam is more of an 'ambient idiom' and that there is a lack of understanding regarding 'ambient idiom'. The course is an archaeology of the present. Readings are an attempt to go back and excavate the past. Read back and look at the fissures, ruptures and schisms. Composite flattens out these ruptures. The term Indo-Islamic is a good term as it points to the hyphen, the problems. It is appropriate for the 'retroactive archaeological project' that the course is. He raised the following points:
 1. Prior to the text some experiential point of entry is required. Rhetorical mobilisation of the text should be prior. Lyric poetry of the Indo-Islamic poetry is precisely the ability to inhabit that rhetoricity.
 2. Reconciliation at the level of dhvani: poetics and rhetoric.
 3. Appreciating the module on seasons he said that this brings in the question of temporality which should be analysed.
 4. Rhetorical, temporality, experiential unites with affect. Links to the modern, queer aesthetic. Prising open and coming up with a lexicon of rhetorical, psychological terms.
 5. Suggested that it could be a good PhD course.

R Chakravarty
(Chair, Board of Studies)

**Minutes of the 2nd Board of Studies Meeting of the School of Letters,
Dr. Bhimrao Ambedkar University, Delhi**
Kashmere Gate Campus.
06.11.2017

Members present:

1. Professor Alok Bhalla
2. Professor Gopalji Pradhan
3. Professor Radha Chakravarty
4. Professor Salil Misra
5. Professor Satyaketu Sankrit
6. Dr. Bodh Prakash
7. Dr. Diamond Oberoi Vahali
8. Dr. Milind Wakankar
9. Dr. Rajan Krishnan
10. Dr. Shad Naved
11. Mr. Sandeep R. Singh
12. Mr. Shelmi Sankhil

The following Agenda items were taken up for discussion:

1. Proposed list of experts for Selection Committee for Comparative Literature and Translation Studies (CLTS), English (Eng), and Hindi (Hin):

Some of the selection criteria for the list were clarified: (i) No individual can be on the BoS and the SC at the same time. (ii) Names of experts based outside the country can be added if so agreed by the BoS. (iii) It is expedient to include only professors in the list.

More names were added to the proposed list. A name from the Hindi list was deleted on technical grounds. The revised list will be submitted to the University for approval.

2. MA Electives in CLTS:

a. Literatures of Contact (coordinator: Dr. Shad Naved):

This course was co-taught as an Open Elective by Prof. Radha Chakravarty and Dr. Shad Naved in the Winter Semester of 2017. It had been submitted to the BoS of the School of Liberal Studies, to which CLTS was attached at the time, but never came up for review.

The following ideas and suggestions emerged from the deliberations:

- The word limit for term papers be reduced to 3000-4000 words as students have to cope with the demands of several courses in a single semester.
- Hindi translations of Omar Khayyam in the 1930s, and reasons for the absence of Urdu translations, be discussed.
- The *Arabian Nights* be recognized as an important text for exploring the theme of 'encounters' in the context of Europe.
- Anne Michael's *Winter Vault* be considered for the "Migrancies" module.

- Other novels besides Amitav Ghosh’s *Sea of Poppies* be considered for the course, such as Jennifer Egan’s *Manhattan Beach*, the Sudanese novel *Season of Migration to the North* and Mohsin Hamid’s *Exit West*.
- Texts by Conrad (travel writing), Byron (migration), Goethe, Tagore (‘Crisis in Civilisation’) and Joseph Campbell (*The King and the Corpse*) be considered for inclusion.
- The relevance of nature paintings be discussed in exploring connections between cultures (Mughal and Persian, etc.)
- Some mythic and philosophical material be added to the course. Worldviews, quests and notions of psychic time be explored through folk materials.
- Alternatively, the themes be pinned to one text/moment and accordingly unpacked, to explore the connections between them.
- The text *The Millennial Sovereign* be read as a fitting introduction to the *Baburnama*.
- Two Hindi novels, *Lal Pasina* and *Akhari Girmitiya*, be referred to in relation to the colonial encounter.
- The module on encounters involve tracing patterns of movement, designs, and transformation of interiorities. Encounters be historicized in the context of colonialism and imperialism.

The course was approved for submission to SCAP after suitable revisions.

b. Philology for our Times (Coordinator: Mr. Sandeep R. Singh):

The course was offered by Dr Shad Naved in the Monsoon Semester of 2016. It had been submitted to the BoS of the School of Liberal Studies, to which CLTS was attached at the time, but never came up for review.

The following ideas and suggestions emerged from the deliberations:

- Philology be the point of entry for bringing in translation concerns, using specific texts as examples.
- Aristotle’s *Poetics* be included, and read historically in the light of his biography, and also in relation to later re-workings, e.g. by Ricoeur.
- *Philosopher’s Notebook* be included, to foreground Nietzsche’s ideas on Philology.
- Nietzsche and Kosambi be treated as ‘anomalous’ moments, to consider whether it would be more productive to take a single text/moment, or take several texts/moments for students to work on.
- Assessments be prescribed keeping in mind the overall burden on students who have to satisfy the demands of multiple courses.

The course was approved for submission to SCAP after suitable revisions.

c. Perspectives in Translation (Coordinator: Prof. Radha Chakravarty):

Proposed date of launch: Winter Semester, 2018.

The following ideas and suggestions emerged from the deliberations:

- Weightage of marks for Term Paper/Translation Project be increased to 40%, in view of the quantum of work involved. The need for extensive writing practice for MA students who will progress to research be balanced against the constraints faced by students who must fulfill the requirements of multiple courses in a single semester.
- In some cases, a draft of the final paper be considered as an assignment.
- Translation be treated as an entry point for critiquing Eurocentricism in comparative literary studies. *The Heathen in His Blindness* by S.N. Balagangadhara, wherein the author launches a scathing attack of social science vocabulary, and Spivak's *The Death of a Discipline*, a critique of Eurocentric Comparative Literature using translation as a wedge, be considered for the reading list.
- Writings from literatures of Southern India and the North East be featured in the course.
- The language of the course module descriptions be linked more closely with the introductory course description.

The course was approved for submission to SCAP after suitable revisions.

3. MA Elective in English:

Twentieth-century Russian Literature: presented by Dr. Bodh Prakash (for Coordinator Dr. Bhoomika Meiling):

The course was offered once in 2015.

The following ideas and suggestions emerged from the deliberations:

- It be clarified at the outset whether the final assessment will be based on Term Paper or End Term Examination.
- The term 'revolution' be taken as a good point of entry to the course/period. The 1905 and 1917 revolutions in Russia not be treated as mere 'background' but as major course content. Soumyabrata Choudhury's book, *Theatre, Number, Event*, be added to the course in this connection.
- Gorky and Ivan Bunin be added to the course readings.

The course was approved for submission to SCAP after suitable revisions.

Minutes recorded by

Shelmi Sankhil
Shelmi Sankhil
06.11.2017

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**Minutes of the 3rd Board of Studies Meeting of the School of Letters,
Dr. Bhimrao Ambedkar University, Delhi
Kashmere Gate Campus.
15.3.2018**

Members present:

1. Professor Alok Bhalla
2. Professor Radha Chakravarty
3. Professor Satyaketu Sanskrit
4. Dr. Bodh Prakash
5. Dr. Diamond Oberoi Vahali
6. Dr. Milind Wakankar
7. Dr. Shad Naved
8. Mr. Shelmi Sankhil
9. Professor Sonya Gupta
10. Professor Jawarimal Parakh

The following members were unable to attend the meeting: Dr. Rajan Krishnan, Professor Salil Misra, Professor Smita Tewari Jassal.

The following Agenda items were taken up for discussion:

1. MA Electives in Comparative Literature and Translation Studies (CLTS):
 - a. Comparative Ghalib
 - b. Mahasweta Devi: Comparative Readings
 - c. Indigenous Writing from North East India: Fiction
 - d. Reading Myth and Fantasy
2. MA Electives in English:
 - a. Drama: Text and Performance
 - b. Photography: History, Theory, Practice
 - c. Greek Classical Literature
3. Reporting item:

Change in the titles of the MA English Dissertation courses: Dissertation 1 and Dissertation 2 have been renamed as Dissertation - Methodology and Dissertation respectively. The codes are SLS2EN003 and SLS2EN004 respectively for this year. SOL will replace SLS from next year onwards.

4. Any other matter

1. MA Electives in CLTS:

a. Comparative Ghalib (coordinator: Dr. Shad Naved):

Dr Shad Naved presented the course.

The following ideas and suggestions emerged from the deliberations:

The core description of the course should reflect that the course is situated in the period of colonialism.

Ghalib's milieu should be better reflected especially the milieu in Lucknow.

Ghalib's relationship with his contemporaries could be taken up in one of the modules to contextualize his poetry and poetic art.

The after life of Ghalib, his legacy can be taken up during the discussion on various perspectives around Ghalib.

Instead of students translating Ghalib's poems, commentaries on and prose written by Ghalib can be translated. Moreover there is a need to reduce the assessment weightage pertaining to translation.

Selections from Gulzar's film on Ghalib can be screened in the class for discussion.

A perspective can be developed around how meanings of reading and studying Ghalib over the years have changed.

The effect Ghalib's writings have had on Hindi as a language could be another arena of study.

The space and sensibility that the figuration and silhouette of Ghalib has created needs to be taken into consideration, especially the contemporary culture that revolves around Ghalib,

The course coordinator needs to find ways in which Ghalib can be approached as students will be coming from diverse backgrounds.

The course could also explore the translation of Ghalib into other languages

Dr Shad Naved and Dr Mrityunjay Tripathi responded to many of the queries and issues raised and offered several points of clarification.

The course was approved for submission to SCAP after suitable revisions.

B.) Mahasweta Devi: Comparative Readings (Coordinator: Professor Radha Chakravarty)

The course was presented by Professor Radha Chakravarty.

The following ideas and suggestions emerged from the deliberations:

The history of Bengal around the Bengal famine, 1943 could be reflected in the course outline; especially Somnath Hore's art can be used as a reference point and the manner in which Mahasweta Devi responded to it through her writings. The course needs to broaden its scope around and beyond Bengal. Reverberations of Mahasweta Devi to other contexts can be considered.

The course could connect Mahasweta Devi's concern for the tribals with other emerging voices and concerns of the tribals in other parts of India especially the North East. A comparative focus with other tribal voices can be developed.

The question of indigeneity is important to the course as questions around the fourth world literature and the place of Indigenous literature within it could become relevant in this context.

The Films *Party* by Mahesh Elkunchwar and Nihalani and *Sunghursh* by Rawail can be taken into consideration for discussion as they are inspired and based on Mahasweta Devi's stories.

'Draupadi' as a narrative needs to be first contextualized within the context of the *Mahabharata*.

The assessment on 'Translation' can be restricted to Hindi, Urdu, Panjabi and English

A comparative study of writings by Mahasweta Devi can be taken up with tribal literature in other languages; this can be another proposal for assessment in the course.

This course could engage itself with the debate on what constitutes tribal writings and the manner in which the tribals are represented in Mahasweta Devi's writings

Professor Radha Chakravarty responded to many of the queries and issues raised and offered several points of clarification.

The course was approved for submission to SCAP after suitable revisions.

C. Indigenous Writing from North East India: Fiction (Coordinator: Shelmi Sankhil)

The course was presented by Shelmi Sankhil

The following ideas and suggestions emerged from the deliberations:

As the Sahitya Akademi award has been given to Mamang Dai's *The Black Hill*, it can be included in the course. Sanjay Hazarika's new book *Strangers No More* on the changing scenario of the North East can be included as well.

There should be space for another module which should be an introductory module where in certain theoretical/ historical readings can be included to understand and contextualize the North East.

The supplementary readings in the course are mostly from the perspective of the Indian Nation state, fourth world literature is a perspective away from the nation state setting and so one needs to move beyond.

The course needs to address the larger historical perspective in relation to the North East and not just the contemporary context.

English translations of writings by writers writing in various languages of the North East could also be included besides fiction written in English.

This course should include a field work component as it is an altogether different experience to visit the North East which cannot be comprehended just by reading fiction emerging from the area.

As many of the novelists included are women writers, the course can include a module on Gender and fiction or gender related perspectives on fiction. Testimonies, especially by women can be included here.

The modules can also be arranged thematically. A course on Gender concerns in the North East is being offered in SHS. It may be useful to look at the course and establish connections in terms of shared teaching.

A component could be introduced just to reflect on the manner in which English gets inflected by the way North East writers express in English. This could open up the issue of diversity in terms of language in the North East.

Mr. Shelmi Sankhil responded to many of the queries and issues raised and offered several points of clarification.

The course was approved for submission to SCAP after suitable revisions. It was strongly recommended to include an introductory module.

d. Reading Myth and Fantasy (Coordinator: Shelmi Sankhil)

The course was presented by Shelmi Sankhil

The following ideas and suggestions emerged from the deliberations:

The two writers C.S. Lewis and J.R.R. Tolkien must be contextualized in the long tradition of fantasy writing.

The course should look at the process of mythopoesis, and a section on mythopoesis can be included in the course.

Zimmer's *The King and the Corpse*, Campbell's *The Hero With a Thousand Faces* and Propp's *Morphology of the Folktales* can be helpful in conceptualizing the course.

The idea between the breakdown of a Christian theological framework and the beginning of modernity can be brought forward by reading C.S. Lewis and this perspective can be included in the course outline.

As issues of crime and justice in the modern world outside and beyond the relevance of Christian modernity are important concerns of these writers, hence these too can be included as a perspective within the course.

Mr. Shelmi Sankhil responded to many of the queries and issues raised and offered several points of clarification.

The course was approved for submission to SCAP after suitable revisions.

MA Electives in English:

- a.) **Drama: Text and Performance: presented by Dr. Bodh Prakash (for Coordinator Dr. Gunjeet Aurora)**

The following ideas and suggestions emerged from the deliberations:

The course could include a play by Ibsen.

The course coordinator could plan a trip to a few live performances and screenings of performances. A presentation on a performance can be included as an assessment component. One can perhaps see *The Threepenny Opera* or various performances of *Hamlet*. Further the course could begin with a performance and that could become an entrance into how to understand a performance.

The readings should be more pointed and focused and need to be reduced. Readings that can grip the imagination of the students and charge them towards thinking about specific ways of writing about a performance can be included. The course could include Rustam Bharucha's works on reading and writing about performances.

The first module "From Text to Performance" could analyze the language of the original plays and the language in which they are performed. Some reflections can be brought through this comparison. Similarly other broader issues around adaptations can be included.

The course was approved for submission to SCAP after suitable revisions.

- b.) **Photography: History, Theory, Practice (Course coordinator: Sayandeb Chowdhury)**

Dr Bodh Prakash presented the course

The following ideas and suggestions emerged from the deliberations:

Films, fiction and poems around photography can be included in the course, for instance Antonioni's *Blowup*, Chris Marker's *La Jetee*, Beckett's *Film* or Dziga Vertov's *Man with a Movie Camera*.

Photography as surveillance, the connection between crime fiction and photography, the manner in which new technologies are using photography can be developed.

Photography besides serving the purpose of being a witness is also a falsification and this needs to be added to an understanding that this course is trying to develop.

Other art forms, like the relationship of photography with cinema and painting can be brought into focus.

Issues around representation as well as ways and techniques related to analyzing a photograph can also be introduced.

The connection between photography and resistance can be developed.

In the second module, the course could develop the role of photography in philosophical discourses. The manner in which photography has changed theoretical discourses can be brought forth here. The module can focus on the connection between photography and worldviews. Perhaps the title of the second module can be changed.

The course was approved for submission to SCAP after suitable revisions.

a. Greek Classical Literature: presented by Dr. Bodh Prakash (Coordinator Dr. Bodh Prakash):

Dr Bodh Prakash presented the course.

The following ideas and suggestions emerged from the deliberations:

A module around Greek philosophers could be included. The list of secondary readings can be extended and widened. *The Origins of Greek Thought* by Jean-Pierre Vernant can be included.

The course could include how other Europeans, French and German's have theorized on Greek literature. A few short essays by these writers could be included especially Nietzsche's writings on the Greeks.

New American translations of Greek literature too can be taken into consideration.

The fragility of Goodness, a discussion on *Antigone* by Nussbaun, Simone Weil's essay on the *Iliad*, Paul Ricoeur *Time and Narrative*, vol. 1 chapter 1 (which includes a discussion on Aristotle's *Poetics*), Plato's *Symposium* and his ideas around death after life could be included.

The course was approved for submission to SCAP after suitable revisions.

Professor Radha Chakravarty reported the change in the titles of the MA English Dissertation courses: Dissertation 1 and Dissertation 2 have been renamed as Dissertation - Methodology and Dissertation respectively. The codes are SLS2EN003 and SLS2EN004 respectively for this year. SOL will replace SLS from next year onwards.

Minutes recorded by

Diamond Oberoi Vahali
15. 3.2018

R. Chakravarty

by

Radhika Oberoi Vahali
Shubra

Shubra

**Minutes of the 4th Board of Studies Meeting of the School of Letters,
22nd November 2018**

Members present:

1. Professor Salil Misra
2. Professor Gopalji Pradhan
3. Professor Radha Chakravarty
4. Professor Satyaketu Sanskrit
5. Professor Bodh Prakash
6. Dr. Milind Wakankar
7. Dr Rajan Krishnan
8. Mr. Shelmi Sankhil
9. Professor Jawarimal Parakh
10. Dr. Vikram Singh Thakur

The following members were unable to attend the meeting: Professor Smita Tewari Jassal, Professor Sonya Gupta, Dr. Diamond Oberoi Vahali.

Minutes

The following Agenda items were taken up for discussion:

1. MA elective courses in Comparative Literature and Translation Studies:

It was noted that the courses to be discussed, proposed as Electives for MA students across disciplines, are also envisaged as potential core courses for a future Masters Programme in Comparative Literature and Translation Studies.

a) Literary Comparison: Theories and Practices

The following suggestions were made:

1. Place Module 4, intended for in-depth reading, at the beginning, and Module 1 at the end.
2. In the early part of the course, use a major essay by a key theorist such as Tagore, Shukla or Benjamin to explore how a critic philosophizes from and within language.
3. Add material on Sufism, e.g. Bulleh Shah
4. Emphasise multilinguality in the course description.
5. Bring in notions of comparison from anthropological thought. Bring in the notion of metaculture.

It was recommended that the revised version of the course be submitted to SCAP for approval.

b) Cartographies of Translation

The following suggestions were made:

1. Flesh out the module descriptions a little more.
2. Auerbach's essay on '*Weltliteratur*' be read as a generative piece from the point of view of the questions thrown up by the counterpointing of Cassin with Horta.
3. Consider including Miriam Hansen's article on Benjamin and 'The Blue Flower in the Land of Technology'.
4. Include a tale from *Arabian Nights*.

It was recommended that the revised version of the course be submitted to SCAP for approval.

Signatures:

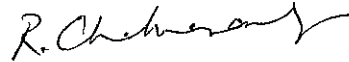
Professor Salil Misra

Professor Gopalji Pradhan

Professor Satyaketu Sanskrit

Professor Bodh Prakash

Professor Radha Chakravarty



Dr. Milind Wakankar

Dr Rajan Krishnan



Mr. Shelmi Sankhil

Professor Jawarimal Parakh

Dr. Vikram Singh Thakur





Radharani Chakravarty <radha@aud.ac.in>

Minutes of SOL fourth BoS meeting 22 Nov 2018 draft

Jawari Mal Parakh <jparakh@gmail.com>
To: Radharani Chakravarty <radha@aud.ac.in>

Mon, Nov 26, 2018 at 1:35 PM

Dear Professor Chakravarty,
Sorry for delay in replying. I have gone through the minutes and found appropriate. I have no objection regarding the minutes.

Thanks and with warm regards,
Jawarimal Parakh

[Quoted text hidden]



Radharani Chakravarty <radha@aud.ac.in>

Minutes of SOL fourth BoS meeting 22 Nov 2018 draft

Milind Wakankar <milindwakankar@gmail.com>

Mon, Nov 26, 2018 at 10:15 AM

To: Radharani Chakravarty <radha@aud.ac.in>

Dear Radha,

Thanks for these Minutes.

A few minor changes I would suggest.

On Sandeep's course:

Moving around the modules, so that the in-depth module is at the beginning. I did not want to suggest that one text or author is good enough for the semester. I meant that the first few weeks could be spent trying to look how at how a critic philosophizes from and within language (any major essay by Tagore, Shukla, Benjamin) should be okay. How to look at the point at which the experience of literature and the experience of language generate new concepts.

With regard to your excellent course:

I think the counter-pointing of Cassin with Horta is brilliant and should be foregrounded. And that a text like 'Weltliteratur' should be read as a kind of generative piece from this point of view (from the questions thrown up by this counterpointing).

With kind regards,

Milind

[Quoted text hidden]

--

Milind Wakankar
PhD (2003, English) Columbia
Associate Professor
Department of Humanities and Social Sciences
Indian Institute of Technology
Delhi



Radharani Chakravarty <radha@aud.ac.in>

Minutes of SOL fourth BoS meeting 22 Nov 2018 draft

Mon, Nov 26, 2018 at 2:57 PM

rajan krishnan <rajan@aud.ac.in>
To: Radharani Chakravarty <radha@aud.ac.in>

Dear Radha,

I am fine with the minutes.

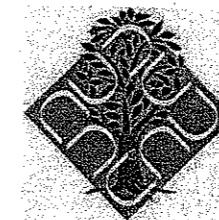
With warm regards,

rajan

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**MINUTES OF THE EIGHTH MEETING OF THE
ACADEMIC COUNCIL**

HELD ON 01 APRIL 2016 (FRIDAY) AT 10:00 A.M.
IN THE PRIVATE DINING HALL, INDIA INTERNATIONAL CENTRE
LODHI ROAD, NEW DELHI - 110 003



AMBEDKAR UNIVERSITY DELHI
Lothian Road, Kashmere Gate
Delhi - 110 006

between literature, language, culture, history and society. It would also initiate the students into the theories and debates in the area. It would seek to open up possibilities that would situate literature and language at the heart of social and cultural transformations. Moving beyond the written text to other disciplines and cultural practices, the course would situate Comparative Literature and Translation Studies as an interdisciplinary field where various strands of social sciences and humanities would interact.

✓
The Council approved the revision/addition of above-mentioned courses to the different masters programmes already approved. 11

Item 8.7 To consider the recommendations of the Standing Committee Student Affairs (SCSA)

Resolution 8.7

The AC considered the recommendations of the meetings of the Standing Committee Student Affairs and approved the following items:

8.7.1 Policy for allowing SUS students (after completing graduation) to enrol for MA stand-alone courses

The Council deliberated on the recommendations of the SCSA and resolved to authorise the Vice Chancellor to constitute a sub-committee to prepare a detailed set of policy guidelines for allowing the BA students to opt for MA stand-alone courses and also to allow the MA students to opt for courses offered at undergraduate level.

8.7.2 The representations received from the SUS students seeking exemption with regard to certain provisions in the existing policy for completion of their programmes

The Council discussed and considered the recommendation of the SCSA on the following:

- (i) Karan Giri and Ramita Chatterjee be allowed to take 6 courses in their final semester to complete the degree in 3 years.
- (ii) Uzma Begum be allowed to take another course in place of 'Logic and Reasoning' which is a compulsory course as she is not able to cope up with the course even after 4 attempts
- (iii) Kush Baluja be allowed for one semester (beyond 5 years) to complete the requirement of the Bachelor's degree.

(2) School of Education Studies

The addition of new courses in MA Education (ECCE) and PG Diploma (ECCE) programme offered by the School of Education Studies, its structure and the rationale for the same are as follows:

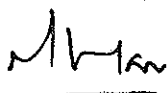
- (i) Provision of a course on Educational Research and of a workshop for both the students of MA programme and PG Diploma.
- (ii) Change in Credit for the course on "Early Childhood Care and Education in India" from two to four and the introduction of a new two-credit course on "Engaging with Families and Communities".
- (iii) Course on "Learning and Development in the Early Years (LDEL)" to be an elective in the third Semester.
- (iv) Introduction of a course on "Qualitative/Quantitative Research Methods" in the third Semester.
- (v) Changes in the Credits for the Field Attachment Component (FA), Internship and Workshops.

(3) School of Human Studies

A new four credit course "Story/Even/Structure" to be offered by a guest faculty as part of the MA programme in Gender Studies. This is a special course not likely to be taught every year.

(4) School of Liberal Studies

- ✓ (i) The two pilot courses – "Literatures from the East: India and Arabia (four credits, for undergraduate programmes)" and "Literary Relations: Intertextuality" (four credits, for MA/M.Phil programmes) from the discipline area of Comparative Literature and Translation Studies.
- ✓ (ii) The course "Literatures of the East: India and Arabia" would introduce students to literatures of pre-modern terrains of writing not usually covered by English literature syllabi. It would also introduce them to the disciplines and methods of comparative literatures and translation studies. It would also encourage them to engage with literary writings which have a cultural and civilizational significance for a literary study of the East. The course "Literary Relations: Intertextuality" is designed as a self-sufficient unit of MA/M.Phil programme in Comparative Literature and Translation Studies, as and when it develops, but can also be offered as an elective course to students of other programmes. The course will establish the links





14.03.2016 for change in the nomenclature of the existing M.A. Social Design Programme to "M.Des. (Social Design)" in terms of UGC Regulations on 'Specification of Degrees' as per Notification dated 11.07.2014.

The Council also accepted the proposal by the School of Design for awarding the Degree of Master of Design (Social Design) to all students including the first batch, graduating this year.

8.6.3

The proposed revision in the structure of the programmes offered by the SBPSSE and addition of new courses in the Masters programmes offered by the SES, SHS, and SLS

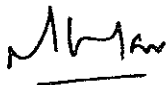
The Council considered and deliberated on the recommendations of the Standing Committee on Academic Programmes (SCAP) vide Appendix-5 on the following:

(1) School of Business, Public Policy and Social Entrepreneurship

A change from the trimester system to semester system so as to align MBA programme calendar and admission with other programmes of the School and the University. This would encourage intra-School and inter-School sharing of credits by students.

- (i) Courses in each semester would be divided into two slots.
- (ii) The revised programme will consist of a total of 84 credits to be completed in four semesters.
- (iii) The admission process will move forward from November-March to December-April every year to align closer with the admission process of the University.
- (iv) The elective courses will be made available in the major baskets of Finance and Accounting, Marketing, Human Resource Management and Organization Behaviour, Operations Management and Decision Sciences, and Economics and Public Systems.
- (v) Assessment norms will be reviewed to fit into the revised two-slot structure in the semester system.

A slight modification in the "E-Publishing" course being offered as part of the PG Diploma programme in Publishing, already approved by the Academic Council.



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Item 8.6: To consider the recommendations of the Standing Committee Academic Programmes (SCAP)

Resolution 8.6

The AC considered the recommendations of the meetings of the Standing Committee Student Affairs and approved the following items:

8.6.1

Implementation of the UGC guidelines on determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or master's degree

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

- (i) a student who is not able to complete a programme within the normal period or the minimum period prescribed, may be allowed 2 years period beyond the normal period to clear the backlog - to be qualified for the degree (i.e the revised maximum duration for the completion of Bachelors and Masters programmes is 3+2 years and 2+2 years respectively).
- (ii) In exceptional circumstances [to be defined by the concerned statutory body of the university] a further extension of one more year may be granted.
- (iii) During the extended period the student shall be considered as a private candidate and not be eligible for ranking.

Further, the AC authorised the Standing Committee on Student Affairs (SCSA) to define the category "private candidate.

8.6.2

To consider the change in the nomenclature of "M.A. Social Design" Programme to "M.Des. (Social Design)" in terms of UGC Regulations on 'Specification of Degrees' as per Notification dated 11.07.2014

The Council noted that the existing M.A. (Social Design) programme is being offered by the School of Design from the Academic year 2013-14 as approved by the AC in its 4th Meeting held on 10.07.2013 & 19.07.2013 (adjourned).

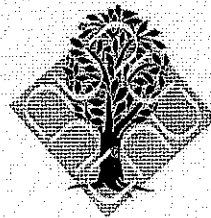
The Academic Council considered and approved the proposal dated 25.01.2016 from the School of Design as recommended by the Standing Committee Academic Programme (SCAP) in its meeting held on

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**MINUTES OF THE 11TH MEETING OF THE
ACADEMIC COUNCIL**

HELD ON 04 AUGUST 2017 (FRIDAY) AT 10:00 A.M.
IN THE PRIVATE DINING HALL, INDIA INTERNATIONAL CENTRE
LODHI ROAD, NEW DELHI - 110 003



Dr. B.R. Ambedkar University Delhi
Lothian Road, Kashmere Gate
Delhi - 110 006

11.3.6 Revised programme structure of joint MPhil & PhD Programme by AUD and CWDS in Women's and Gender Studies

Resolved to approve the revised programme structure of joint MPhil & PhD Programme by AUD and CWDS in Women's and Gender Studies (vide Appendix-5) and recommended it for further consideration by the Board of Management.

11.4 Recommendations of the Standing Committee Academic Programmes (SCAP)

The Council took note of the minutes of the meetings of the Standing Committee Academic Programmes (SCAP) held on 27.07.2017 and 01.08.2017 (vide Appendix-6) and resolved to approve the following recommendations of the SCAP:

11.4.1 Proposed MA programme in Law, Politics and Society, and its first semester courses, to be offered by the School of Law, Governance & Citizenship (SLGC)

Resolved to approve the proposed MA programme in Law, Politics and Society, along with the outlines of the first semester foundational courses to be offered by the School of Law, Governance & Citizenship (SLGC) from the Monsoon Semester of 2017, as recommended by SCAP (vide Appendix-7). The approved first semester courses for the programme are: (i) "Introduction to Law & Legal Methods"; (ii) "Indian Constitutionalism: Law, Politics and History"; (iii) "An introduction to Jurisprudence and Legal Philosophy"; and (iv) "Law and the Making of Modern India".

11.4.2 Proposed changes in the evaluation scheme of MA History programme

Resolved to approve the change in the evaluation scheme of MA History programme of School of Liberal Studies of lowering the minimum passing grade in the dissertation from B Minus to C Plus, vide Appendix-8.

✓ 11.4.3 Revised credit structure, addition of new courses, and launch of new elective courses for MA English and MA Comparative Literature & Translation Studies (CLTS) programmes of School of Letters (SoL)

Resolved to approve the following recommendations of SCAP for MA English and MA CLTS programmes of SoL (vide Appendix-9):

- (i) Revised credit of the MA English course "Indian People's Theatre Association (IPTA);
- (ii) Addition of three new courses to the basket of MA English electives ("Asian Canadian Literature"; "Translation in Contemporary India"; "Remembering Partition");
- (iii) Revised credit of the MA English dissertation (from 4 credits in semester IV to 8 credits across semesters III and IV);

Alankar

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- ✓(iv) Launch of two elective courses in MA CLTS ("Narrative and Narratology"; "Lyrical Past: Poetry in the Indo-Islamic Millennium").

11.4.4 Programme structure of the proposed MA Dance Practice programme to be offered by the School of Culture and Creative Expressions (SCCE)

Resolved to approve the programme structure of the proposed programme of the School of Culture and Creative Expressions (SCCE) with the amended nomenclature "MA Performance Practice (Dance)", vide Appendix-10. While approving the programme, the AC resolved to give the following directions to the SCCE:

- (i) To develop a brochure on the programme that communicates to an outside audience the vision and approach of the programme vis-à-vis the conventions and the idea behind the proposed nomenclature;
- (ii) To work with the Assessment, Evaluation and Student Progression (AES) Division to have an assessment system for the programme that is compatible with the University's assessment policies;
- (iii) To explore mechanisms for sustainability of the programme in the long-run as the grant from Tata Trust is only for one programme cycle;
- (iv) To ensure that the faculty appointment is as per the AUD norms and procedures;
- (v) To work out the administrative, financial and legal aspects of the collaboration between AUD, the Gati Forum and the Tata Trust before the Programme is launched; and
- (vi) To flesh-out the details on and preparing a process documentation of how the collaboration between AUD, the Gati Forum and Tata Trust is working and report to the AC before the summer of 2018.

11.4.5 Proposal for three elective courses to be offered in the School of Human Studies (SHS)

Resolved to approve the proposal for launch of three elective courses to be offered in School of Human Studies (vide Appendix-11). These courses are:

- (i) 1 elective course "Gendered World: Politics and Memory in Northeast India" for the MA Gender Studies programme; and (ii) 2 elective courses "Gendering Disability Studies", and "Situating Disability Studies" for MA Psychosocial Clinical Studies, MA Gender Studies and other MA programmes at AUD.

11.4.6 Proposal for two elective courses to be offered in the School of Development Studies (SDS)

Resolved to approve the proposal for two elective courses to be offered for MA Development Studies programme of School of Development Studies (SDS) (vide Appendix-12). The two elective courses are (i) "Gender and Development", and (ii) "Development Experiences in South Asia: Themes in Political Economy".

Alubra

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Minutes of the 14th Meeting of the Academic Council

Held on 05 December 2017 (Tuesday) at 10:00 AM
in Private Dining Hall, India International Centre
Max Mueller Marg, New Delhi – 110 003



Dr. B.R. Ambedkar University Delhi
Kashmere Gate | Karampura | Lodhi Road

14.7.3 Four new elective courses to be offered as part of the MA programme in English of the School of Letters (SoL)

Resolved to approve the outlines (Appendix-11) of the following new elective courses as part of the MA programme in English of SoL:

- (i) Literatures of Contact
- (ii) Philology for Our Times
- (iii) Perspectives in Translation
- (iv) Twentieth Century Russian Literature: It was directed that Socialist Realism that has rich literature available be included in the course. Literature on Cold War modernism may also be considered for incorporation in the course.

14.7.4 Proposal of a new compulsory course as a part of MA programme in Sociology offered by the School of Liberal studies (SLS)

Resolved to approve the outline of a new compulsory course (Appendix-12), titled Relationships and Affinities, to be offered in the MA programme in Sociology of SLS.

14.7.5 Proposal for changes in the structure of the MA programme in Economics offered by the SLS

Resolved to approve the changes in the structure (in the compulsory and elective baskets) of the MA programme in Economics of SLS, vide Appendix-13.

14.8 Ratification of the following decisions taken by the Vice Chancellor (VC)

14.8.1 Resolved to ratify the action taken by the VC in approving the following Research Projects in AUD Centres/Schools (AUD Sponsored Research Project from Grant-In-Aid) as mentioned below:

Sl	Project Titled	Project In charge	Amount (Rs.)
1	The River and the City - Multiple Narratives of the Jamuna in Delhi	Shri Surajit Sarkar, Principal Investigator (PI); Professor Anup Dhar (Co-PI) (CCK & CDP)	9,73,000/-
2	Poetry in the Indo-Islamic Millennium: From Manuscript to Teaching Tools	Dr Shad Naved, Principal Investigator (PI); Dr Mrityunjay Tripathi (Co-PI-1); Dr Awadhesh Tripathi (Co-PI-2) (SoL)	6,45,000/-
3	Research Delhi - Mapping Industrial Production, Work, Livelihoods and Capabilities in Delhi	Professor Sumangala Damodaran (PI-1); Dr Anirban Sengupta (PI-2) (SDS)	10,00,000/-

14.8.2 Resolved to ratify the action taken by the VC in approving the MoU signed between AUD and Tata Institute of Social Sciences (TISS), Hyderabad (Appendix-14).

(a) SOL
+
C/P.

**MINUTES OF THE NINTH MEETING OF THE
ACADEMIC COUNCIL**

HELD ON 31 JANUARY 2017 (TUESDAY) AT 10:00 A.M.
IN THE PRIVATE DINING HALL, INDIA INTERNATIONAL CENTRE
LODHI ROAD, NEW DELHI - 110 003



AMBEDKAR UNIVERSITY DELHI
Lothian Road, Kashmere Gate
Delhi - 110 006

Regrets:

Dr. Mihir Shah, Professor Sabyasachi Bhattacharya, Professor Honey Oberoi Vahali and Professor Sumangala Damodaran could not attend the meeting.

Shri B. Mallesha, Assistant Registrar (VCO & Governance) and Smt. Bindu Nair, Assistant Registrar (Student Services) assisted the meeting of the Academic Council.

At the outset, the Vice Chancellor and Chairperson, AC extended a warm welcome to the Members and the Special Invitees of the AC. He also introduced the new Members and the Special Invitees who attended the meeting for the first time.

The following **resolutions** were passed:

9.1 Confirmation of the Minutes of the Eighth Meeting of the Academic Council held on 01 April 2016

Resolved to confirm the Minutes of the Eighth Meeting of the Academic Council held on 01 April 2016.

9.2 To report the Action Taken on the Minutes of the Eighth Meeting of the Academic Council held on 01 April 2016

Resolved to note the Action Taken Report (ATR) on the decisions taken in the Eighth Meeting of the Academic Council held on 01 April 2016.

The Action Taken Report (ATR) as noted by the AC is at **Appendix-1**.

9.3 To consider the concept note and the proposal for setting up the School of Letters (SoL)

The Academic Council (AC) considered the proposal for the creation of School of Letters (SoL) and accepted in principle the broad directions contained in the concept note, vide **Appendix-2**. The AC noted that the broad rationale for establishing the School of Letters (SoL) at AUD was to integrate knowledge from constituent disciplines of Language and Literature and to work in close proximity with other related disciplines and to create opportunities for the study of and research in languages and literature at various levels.

(2) The following programmes currently located in the School of Liberal Studies will be moved to the proposed School of Letters w.e.f. the academic year 2017-18:

- (i) MA in English;
- (ii) PhD in English;
- (iii) MPhil/PhD in Hindi;
- (iv) MPhil/ PhD in Comparative Literature and Translation Studies.

✓
(3) The AC after detailed deliberations **resolved** to accept the proposal for the creation of School of Letters in AUD under Statute 12A of the Statutes of the University and recommend it to the Board of Management for its consideration.

9.4 To consider the concept note and the proposal for setting up the Centre for Publishing (CfP)

The Academic Council (AC) considered the proposal for the creation of Centre for Publishing (CfP) and accepted in principle the concept note, vide **Appendix-3**. The AC noted that the broad objective for establishing the Centre for Publishing (CfP) at AUD is to engage in publishing activities under the name of "AUD Press" of scholarly and creative work as well as translations and teaching-learning resources in areas of knowledge and creativity related to the mandate of AUD and to offer professional training programmes (Degree/Diploma) in publishing.

(2) The AC after detailed deliberations **resolved** to accept the proposal for the creation of Centre for Publishing in AUD under Statute 12B of the Statutes of the University and recommend it to the Board of Management for its consideration.

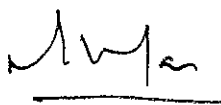
9.5 To consider the recommendations of the Vice Chancellor for conferment of 'Professor Emeritus' / 'Professor Emerita' and 'Distinguished Professor' in pursuance of the recommendations by the Committee constituted to consider the nominations received in this regard

The Academic Council (AC) considered the recommendations of the Vice Chancellor based on a due process approved by the AC and the Board of Management for conferment of 'Professor Emeritus' / 'Professor Emerita' and 'Distinguished Professor'. The report of the Committee appointed by the Vice Chancellor in this regard and its endorsement by the Vice Chancellor are attached vide **Appendix-4**.

(2) After due deliberations, the Council **resolved** to recommend that:

- (i) Professor Venita Kaul be conferred the title of Professor Emerita of Education Studies.
- (ii) Professor Kuriakose Mamkoottam be conferred the title of Professor Emeritus of Business, Public Policy and Social Entrepreneurship.
- (iii) Professor Vijaya Shankar Varma be conferred the title of Distinguished Professor of Philosophy of Science.

(3) The Council also **resolved** to recommend the matter regarding the above conferment to the Board of Management for its consideration and approval.





**MINUTES OF THE NINTH MEETING OF THE
ACADEMIC COUNCIL**

HELD ON 31 JANUARY 2017 (TUESDAY) AT 10:00 A.M.
IN THE PRIVATE DINING HALL, INDIA INTERNATIONAL CENTRE
LODHI ROAD, NEW DELHI - 110 003



AMBEDKAR UNIVERSITY DELHI
Lothian Road, Kashmere Gate
Delhi - 110 006

9.7 To consider the recommendations of the Standing Committee on Academic Programmes on the revised rules of assessment, evaluation and promotion policy for School of Design (MDes)

The Academic Council (AC) after detailed deliberations, **resolved** to approve the revised rules of assessment, evaluation and promotion policy for School of Design (MDes), vide **Appendix-7**.

The AC further suggested that any such modification in the assessment policy of various programmes be brought to its consideration through the Standing Committee on Academic Programmes (SCAP) after due consultation with the Assessment, Evaluation and Student Progression (AES) Division.

9.8 To consider the recommendations of the Standing Committee Research (SCR)

The AC considered the recommendations of the meetings of the Standing Committee Research and approved the following items:

9.8.1 Draft template to be followed for admission to MPhil and PhD programmes

The AC **resolved** to approve the template to be followed for MPhil and PhD programmes admission, vide **Appendix-8**.

9.8.2 Proposed PhD programmes in English and Sociology and MPhil/PhD programmes in Mathematics and Comparative Literature & Translation Studies

The AC **resolved** to approve the proposed PhD programme in English, MPhil/PhD programme in Mathematics and MPhil/PhD programme in Comparative Literature & Translation Studies. The AC also approved the revised PhD programme in Sociology as recommended by the SCR. These programmes are at **Appendix-9**. The earlier version of the PhD programme in Sociology had been approved by the AC in its Fourth meeting held on 10 July 2013 and 19 July 2013, vide Resolution No. 7.

9.8.3 De-enrollment of Ms Maitree Devi (S125DHS01), PhD scholar in History at the School of Liberal Studies

The AC **resolved** to approve the recommendation of SCR for de-enrollment of Ms Maitree Devi, PhD scholar in History as neither deregistration nor further extension would be possible to be given to her as she had already been given ample opportunities in the past. The AC noted that Ms Maitree Devi had already consumed almost 4 years and was unable to present even a synopsis and that there was no merit in her plea for an extension.

