Dr. B.R. Ambedkar University Delhi

Minutes of the 27th meeting of

Academic Council

Held on 22.06.2022 at 12:00 Noon

Dr.B.R.Ambedkar University Delhi

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

No. F.AUD/26-3(2)/Gov./27th AC/2022 Dated: 22.06.2022

The 27th Meeting of the Academic Council was held on 22.06.2022 at 12:00 Noon in the Conference Hall, Dr. B.R. Ambedkar University Delhi, Kashmere Gate, Lothian Road, Delhi 110006.

The following members were present during the meeting:

1. Professor Anu Singh Lather, Vice Chancellor, Dr.B.R.Ambedkar University Delhi.
2. Professor K. Ramachandran, Nominee of the Government of NCT of Delhi
3. Professor Farida A. Khan, Nominee of the Government of NCT of Delhi (Online)
4. Professor Anita Ghai, Dean, School of Human Studies and Nominee of the Vice Chancellor
5. Professor Rukmini Sen, Dean, School of Heritage Research and Management & Director, Centre for Publishing and Nominee of the Vice Chancellor (Online)
6. Professor Satyaketu Sankrit, Proctor & Dean, School of Letters
7. Professor Babu.P. Remesh, Dean, School of Development Studies
8. Professor Dhirendra Datt Dangwal, Dean, School of Liberal Studies (Online)
9. Professor Kartik Dave, Dean, School of Business, Public Policy and Social Entrepreneurship
10. Professor Nakkeeran Nanjappan, Dean, School of Global Affairs
11. Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies
12. Professor Tanuja Singh, Dean, School of Undergraduate Studies (Online)
13. Dr. Venugopal Maddipati, Dean (In-charge), School of Design (Online)
14. Dr. Anita E. Cherian, Dean (Offg.), School of Culture Creative and Expressions
15. Dr.Sunita Singh, Dean (Offg.), School of Education Studies and Dean (Offg), School of Human Ecology
16. Dr.Yogesh Snehi, Assistant Professor, School of Liberal Studies (Online)
17. Dr.Nitin Malik, Registrar & Secretary, Academic Council
18. Shri Rajeev Talwar, Controller of Finance (Special Invitee)

Leave of Absence (External Members)

Professor S.S. Yadav, Nominee of the University Grants Commission (UGC); Professor Madhavan K Palat, Professor Ashis Nandy and Professor Geetha Narayanan Nominees of the Government of NCT of Delhi could not attend the meeting.

Leave of Absence (Internal Members)

Prof. Lawrence Liang, Dean, School of Law Governance and Citizenship, Dr.Kanwal Anil, Associate Professor, School of Business, Public Policy and Social Entrepreneurship could not attend the meeting.

Opening Remarks of the Vice Chancellor

At the outset, the Vice Chancellor extended a warm welcome to all the Members of the Academic Council to its 27th meeting. The Vice Chancellor briefed the members about the following activities held during the period between 26th meeting meeting of the AC and present.

(i) The Vice Chancellor informed that that the Delhi Government's Expenditure Finance Committee has approved the construction of 2 new campuses of Dr. B.R. Ambedkar University Delhi in Rohini & Dheerpur. It was informed that the Govt. of NCT of Delhi has sanctioned an amount of Rs. 2300 crores for construction of the new campuses and once completed, these campuses will span over 18.03 acres (Rohini) & 49.42 acres (Dheerpur). AUD shall be able to admit 26,000+ students in both the campuses.

(ii) The Vice Chancellor informed that the Centre for Research and Archiving in Indian and Indigenous language & Knowledge system (CRA-IILKS) which has been established with the support of GNCTD, is undertaking research, translation and archiving of indigenous and knowledge systems. An amount of Rs. 2 Cr has been released towards its first installment. The project is funded by Delhi Urban Arts Commission and is likely to get 10cr. in total.

(iii) The Vice Chancellor informed that the Outreach and Extension Division of the University organized International Women's Day in Slum Cluster of Jawahar Camp, Kirti Nagar, in order to reach out and connect to wider community of Delhi. It is pertinent to mention here that the university, as part of Outreach and Extension drive, has adopted three villages which are (1) Jawahar Camp. (2) Chuna Bhatti (3) 5/35 Kirti Nagar. The university will provide the women of these slum clusters with

(a) Legal Awareness Camp and Legal Aid Clinic.

(b) Medical Camps in the neighborhoods

(c) Academics on wheels initiative; where the class room will go to the neighborhood.

The university also assured the women and children during the celebrations that university shall be guiding and hand holding their young children in identifying their interest and aptitude for making decision for their careers.

(iv) The Vice Chancellor informed about the continuation of the exemplary work in the field of outreach and extension, organization of Faculty Development Programme (FDP) on the theme: "Pandemic Experience and Implications". It was informed that the FDP has brought together various professionals who shared their experiences with the participants. It was informed that the one of the FDP successfully completed on 29th April 2022. Padam Shree awardee and President of Shaheed Bhagat Singh Seva Dal Dr. Jiterndar Singh Shunty delivered the valedictory address.

(v) The Vice Chancellor informed that the University organized its 1st Dr. B.R. Ambedkar University Delhi football league (AFL0.1) and about the special impeturs being given to the sports activities.

(vi) The Vice Chancellor informed that the Atal Incubation Centre, Ambedkar University Delhi Foundation (AIC AUDF) is promoting entrepreneurship spirit among the students and to further encourage the same, a competition named IDEA ARENA (Give Life to Your Ideas) for the students/participants was organised. The best innovative ideas presented by students were recognized and appreciated. The University also celebrated World Creativity and Innovation Day on 21.4.2022. On this occasion successful entrepreneurs participated in the panel discussion on *"Discuss, Create and Innovate: Finding the right problem that can impact and create wealth*". There was also a dedicated session by new startups to narrate their stories.

(vii) The Vice Chancellor informed that the University became the first state university of Delhi to participate in CUET for UG admissions. The total registered application on CUET portal for UG programmes of university were 316457. It is further informed that the admissions to the PG programmes offered by the University will also be carried out through CUET.

(viii) It was informed that the University is planning to broaden its academic horizon and will be launching new schools such as School of Public Policy; School of Mathematics, Statistics and Data Sciences; School of Indigenous Knowledge and Tribal Studies; School of Media Studies and School of Philosophy and Religion Studies and the preparations re under way to launch new programmes i.e. MA in Criminology preferably from the Academic Session 2022-23, MA in Philosophy, BA in Political Science and Certificate programme in the area of Skill Building Capacity.

(ix) The Vice Chancellor informed that a total of 30 companies participated in campus placement and internship drive during the Academic Session 2021-22, in which a total of 831 students (under-graduate and post-graduate) participated, out of which total of 58 students have been selected for various roles and as interns in the invited companies. It was informed that the Highest salary package offered to the one of the final year student of MBA is 7.35 LPA offered by Archers & Bull (Consultancy Firm) and the average salary package offered to the students of the University is 4.5 LPA.

(x) It was informed that the University organized its 12th Ambedkar Memorial Lecture (AML) on the eve of Ambedkar Jayanti on 13.4.2022. A Gandhi Katha was recited by renowned Katha Vachak Dr. Shobhana Radhakrishna, an eminent Gandhian.

(xi) The Vice Chancellor informed about the hosting of reception for its Foreign Students and International Research Scholars from various countries.

(xii) The Vice Chancellor informed that Dr. B. R. Ambedkar University Delhi and Ludwigsburg University of Education (LUE) organized an International Summer

School on the theme 'Experiencing Diversity: Schools of Education' 9 students and 2 Faculty members from LUE participated.

(xiii) The Vice Chancellor informed that the University has initiated the process of implementing online leave management using Samarth e-Gov suit and e-office for electronic file management.

(xiv) The Vice Chancellor informed that the University conducted the ISO Workshop for its staff and faculty in an attempt to initiate and maintain quality in its endeavour.

(xv) The Vice Chancellor informed that the University has started its recruitment drive for various teaching and non-teaching posts.

(xvi) The Vice Chancellor informed that the University has been given the direction to start the admission process for College of Arts.

(xvii) The Vice Chancellor informed that the University has signed a Memorandum of Understanding (MOU) with Guru Gobind Singh Indraprastha University. The MOU is aimed at developing skilled manpower through mutual exchange of expertise.

(xviii) The Vice Chancellor informed about organization of the 2nd edition of "Shodhotsav 2022 Research (in) Pandemic" by the University on 01st June 2022 which received huge response from the researchers within as well as outside the university. Prof (Dr) Randeep Guleria, Director, AIIMS was the Chief Guest in the event.

(xix) The Vice Chancellor informed that the University carried out the plantation drive on the occasion of World Environment Day at its Dheerpur Wetland Project Site (DWPS), Delhi on 5th June 2022. The University has pledged to do plantation at mass level with target of 6000 plantation by the coming Monsoon and is determined for development of this wetland.

(xx) In recognition of the long-standing partnership with Dr. B R Ambedkar University Delhi, the President of Indiana University Bloomington (IUB) awarded its Bicentennial Medal to the university. The medal marked the 200-year anniversary of IUB.

(xxi) The Vice Chancellor informed that the University celebrated its 8th International Day of Yoga with the theme "Yoga for Humanity" on 21st June, 2022. Faculty and officers of the university enthusiastically participated in the event.

(xxii) The Vice Chancellor informed that the University organized series of lectures by eminent scholars of the country on various aspects of Indian Literature, Art, Culture and Indian thought on the occasion of 'Azadi Ka Amrit Mahotsav'. It was further informed that two-day All India National Seminar was also organized on 6-7 June, 2022 on the topic "Swadheenta Aandolan aur Hindi Sahitya" in the series of "Azadi Ka Amrit Mahotsav" celebration.

The Academic Council in its 27th meeting deliberated on the agendas placed before it and passed the following **resolutions**:

Agenda 27.1 : Confirmation of the Minutes of the 26th Meeting of the Academic Council held on 24.01.2022

The minutes of the 26th meeting of the Academic Council held on 24.01.2022, were circulated among all the members vide email dated 07.02.2022.

No comments were received from any of the members.

Decision: The Academic Council confirmed the minutes of its 26th meeting held on 24.01.2022.

Agenda 27.2 : Action Taken Report (ATR) on the decisions taken in the 26th meeting of the Academic Council

Action Taken Report on the decisions taken in the 26th meeting of the Academic Council held on 24.01.2022 was placed before the Academic Council vide (**Appendix-1**).

Decision: The Academic Council noted the Action Taken Report.

Agenda 27.3 : Matters arising out of the Standing Committee on Academic Programmes (SCAP) as emanating from its 57th meeting held on 15.03.2022

Agenda 27.3.1 : To consider the Master of Public Health (MPH) and other courses being offered by the School of Global Affairs (SGA)

It was submitted to the Academic Council that the Standing Committee Academic Programmes (SCAP) in its 57th meeting held on 15.03.2022 had considered the recommendations of the Board of Studies of School of Global Affairs (SGA) and recommended to place the following Master of Public Health (MPH) courses being offered by the School of Global Affairs (SGA), before the Academic Council for its consideration (**Appendix-2**):

i. Economic Development in Developing Countries (PG Elective)
ii. Public Health Nutrition and Food Security (MPH Core)
iii. Environment, Sanitation and Water (MPH Core)
iv. Health Economics and Financing (MPH Core)
v. Health Behaviour, Promotion & Communication (MPH Core)
vi. Introduction to Public Health Research (MPH Core)
vii. Field Practice-I (MPH Compulsory)
viii. Workshop-1: Writing and Critical reading (MPH Compulsory)
ix. Workshop-2: Health Data Bases (MPH Compulsory)
x. Internship-I (MPH Compulsory)
xi. Field Practice-II (MPH Compulsory)

The Minutes of the 57th meeting of SCAP held on 15.03.2022 containing the above recommendations along with course outlines were placed before the Academic Council at **Appendix-3** for consideration.

Decision: The Academic Council considered the recommendations made by the SCAP in its 57th meeting held on 15.3.2022 and noted that the Vice Chancellor has approved the courses and many of these courses of 2nd semester of the program have been started from 09.05.2022.

After due deliberations and in exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a), the Academic Council considered the proposal and resolved to change the nomenclature of MA (Public Health) to Masters of Public Health (MPH) and further suggested the School of Global Affairs to explore the inclusion of field based courses and project based dissertation in the program structure. The expenditure on field based courses/learning shall be met from the budget available with the School under Learning Enhancement Fund (LEF). In case, the site is a foreign country, then the students shall bear the expenditure of the travel of visit etc. on their own.

Agenda 27.3.2 : To consider the MA Hindi course (4th Semester) being offered by the School of Letters (SoL)

It was submitted to the Academic Council that the Standing Committee Academic Programmes (SCAP) in its 57th meeting held on 15.03.2022 had considered the recommendations of the Board of Studies of School of Letters (SoL) and recommended to place the following MA Hindi course (4th Semester) being offered by the School of Letters (SoL), before the Academic Council for its consideration (**Appendix-4**):

1. नाटक व अन्य गद्य विधाएँ (Core Course) : 4 Credits
2. साहित्य का समाजशास्त्र (Elective Course) : 4 Credits
3. भारतीय साहित्य (Elective Course) : 4 Credits
4. MA Hindi Dissertation (Core Course) : 8 Credits

Decision: After due deliberations and in exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council considered and resolved to approve the recommendations of the SCAP made in its 57th meeting held on 15.3.2022 for considering the MA Hindi course (4th Semester) being offered by the School of Letters (SoL) and suggested that the MA Hindi Disseration(Core Course) of 8 credits be spreaded over the 3rd Semester(4 credits each) and 4th Semester (4 credit each). The Academic Council also recommended to start the dissertation from 3rd semester.

Agenda 27.4 : Matters arising out of the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) as emanating from its 21st Meeting held on 23.03.2022

Agenda 27.4.1 : To consider the recommendations of the Board of Studies of School of Vocational Studies

It was submitted to the Academic Council that the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) in its 21st meeting held on 23.03.2022 had considered the recommendations of the Board of Studies of School of Vocational Studies (SVS) and recommended to place the following courses/revised courses/MOOC courses to be offered by the School of Vocational Studies (SVS) before the Academic Council for its consideration:

I. Revised 2nd Year B.Voc Skill courses in Retail Management (**Appendix-5**)**:**

i. Advanced Retail Store Operations

ii. Visual Merchandising

iii. Introduction to Store Management

iv. On the Job Training (Department Manager-1)

v. Advanced Store Management

vi. Managing Organisation Dynamics

vii. Customer Experience Management

viii. On the Job Training (Department Manager-II)

II. Courses of 2nd Semesters for the M.Voc in Tourism & Hospitality Management programme (**Appendix-6**):

i. Data Analysis and Interpretation

ii. Business Communication and Personality Development

iii. Tourism and Hospitality Law

iv. Policy Planning for Tourism and Hospitality in India

v. Industry Internship

vi. Restaurant, Banqueting and Convention Management

vii. Hotels and Resorts Management

viii. Front Office Management

ix. Planning and Management of Events

III. The following MOOCs course (Massive Open Online Courses) has been proposed by the school for offering it to the students of M.Voc (Tourism and Hospitality Management) programme as an additional elective:

Course	Name of the course	Online platform	Credits
M.Voc (THM)	Tourism Planning and Sustainable Development	www.swayam.gov.in	4

The Minutes of the 21st Meeting of the SCPVCE held on 23.03.2022 (**Appendix-7**) containing the above recommendations along with course outlines were placed before the Academic Council for its consideration.

Decision: After due deliberations and in exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1)(a), the Academic Council considered and resolved to approve the recommendations of the SCPVCE made in its 21st meeting for considering the recommendations of the Board of Studies of School of Vocational Studies. The Academic Council recommended to consider the following courses as core courses and elective courses in the 2nd Semester for MVoc in Tourism and Hospitality Management programme.

Core Courses

i. Data Analysis and Interpretation
ii. Business Communication and Personality Development
iii. Tourism and Hospitality Law
iv. Policy Planning for Tourism and Hospitality in India
v. Industry Internship

Elective Courses

vi. Restaurant, Banqueting and Convention Management
vii. Hotels and Resorts Management
viii. Front Office Management
ix. Planning and Management of Events

Agenda 27.4.2 : To consider the recommendations of the Board of Studies of the School of Education Studies in respect of MA (Education) and MA Education [Early Childhood Care and Education (ECCE)] programmes (4th Semester) being offered by the School of Education Studies (SES)

It was submitted to the Academic Council that that the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) in its 21st meeting held on 23.03.2022 has considered the recommendations of the Board of Studies of School of Education Studies (SES) and recommended to place the following before the Academic Council for its consideration:-

i) To place the five elective courses of the MA Education and MA Education (Early Childhood Care and Education) programmes to be offered by the School of Education Studies (SES), before the Academic Council for its consideration (**Appendix-8**):

a) Teachers as Researchers (4 Credits)
b) ICT in Education (4 Credits)
c) Linguistic Diversity, Rights and Education (4 Credits)
d) Contexts and Concerns of English Language Education (ELE) in India (4 Credits)
e) Multi-voiced Classrooms and Feminist Pedagogies (4 credits)

ii) To report the practice of collecting student feedback on courses and faculty reflections and deliberations on the feedback and action taken report.

iii) To discuss and consider the following proposed list of MOOC postgraduate level courses from the Swayam portal for MA Electives:

a) Early Childhood Care and Education (4 credits) by K. Arockia Maraichelvi https://onlinecourses.swayam2.ac.in/cec22_ed02/preview

b) Understanding Disciplines and Subjects (2 credits) by Niradhar Dey https://onlinecourses.swayam2.ac.in/nou22_ed04/preview

Decision: In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1)(a), the Academic Council considered and resolved to approve the recommendations of the SCPVCE made in its 21st meeting for considering the six elective courses for the MA Education and MA Education (Early Childhood Care and Education) programmes being offered by the School of Education Studies (SES). The Academic Council recommended to replace the word ICT in Education as mentioned at point (i) (b) to Digital and Technological Solution in Education.

Agenda 27.5 : Matters arising out of the Standing Committee Research (SCR) as emanating from its 56th and 57th meeting held on 24.08.2021 and 30.03.2022

Agenda 27.5.1 : To consider the extension cases (in lieu of the Covid-19 situation) and note the pre-submission presentation/ six monthly progress report (for the period of January to June 2021) of the following MPhil Psychoanalytic Psychotherapy, MPhil Development Practice and MPhil Women and Gender Studies (WGS) students (Batch- 2017 and 2019) in the School of Human Studies

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 considered the requests received from MPhil students for extension and noted that pandemic-related extension has been given by the UGC, only to terminal MPhil/ PhD scholars in its public notice dated 16th March 2021. For terminal students of MPhil programmes, whose requests for extension have been received and approved by the RSC, the SCR recommended to allow Covid-related UGC extension upto 31st December 2021 following due notification by the SCR. The SCR further recommended that the students who are not in the terminal stage of their MPhil will be eligible for the extensions as per Clause 11(ix) of the MPhil Research Studies Regulations 2017. The details of students who have requested for extension are as under:

MPhil Psychoanalytic Psychotherapy (Batch-2017)

Sl. No	Name of Students/ Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1.	Aanchal Bhatnagar S174CPS01 09.08.2017	Prof Anita Ghai (Supervisor) Dr Neetu Sarin (Co-Supervisor), Dr Ashis Roy, Dr Shivani Nag	15.07.21	The scholar's progress was deemed satisfactory
2.	Anjali Verma S174CPS02 09.08.2017	Prof Rachana Johri (Supervisor), Ms. Anshumita Pandey	15.07.21	
3.	Anuradha Sudhir Panchmatia S174CPS03 10.08.2017	Prof Rachana Johri (Supervisor), Prof. Honey Oberoi Vahali, Ms. Anshumita Pandey	15.07.21	
4.	Epsita Sandhu S174CPS07 09.08.2017	Prof Honey Oberoi (Supervisor) Dr Neetu Sarin (Co- Supervisor), Dr Ashis Roy, Prof Rachana Johri	16.07.21	
5.	Gagan Ahluwalia S174CPS08 09.08.2017	Dr Mamatha Karollil (Supervisor) Dr Shifa Haq, Ms Anshumita Pandey	14.07.21	
6	Jayati Singh S174CPS11 09.08.2017	Prof Honey Oberoi (Supervisor) Prof Krishna Menon, Prof Rachana Johri	22.08.21	
8	Ujjwala Singh S174CPS16 10.08.2017	Prof Rachana Johri (Supervisor) Dr Neetu Sarin, Prof Anita Ghai	04.08.21	
9	Vasundhara Singh S174CPS17 28.08.2017	Prof Anita Ghai (Supervisor) Dr Ashis Roy (Co- Supervisor), Prof Rachana Johri, Dr Neetu Sarin	23.07.21	
10	Verakholu Veyie S174CPS18 09.08.2017	Prof Anita Ghai (Supervisor) Dr Neetu Sarin, Ms Shefali singh	04.08.21	
11	Zenab Ansari S174CPS19 10.08.2017	Prof Honey Oberoi (Supervisor) Dr Urfat Anjem Mir, Dr Shifa Haq	23.07.21	
17	Tarun Vohra S174CPS15 22.08.2017	Dr Shifa Haq (Supervisor) Ms Nupur Dhingra(Co-Supervisor), Prof Ashok Nagpal, Prof Anita Ghai	15.01.20	The scholar's progress was unsatisfactory (see attached RAC report for details)

MPhil Development Practice students (Batch-2019)

Sl. No	Name of Students / Enrolment No/ Date of Registration/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Amit S194CDP01 19.07.2019	Dr. Partha Saha, Ms. Swarnima Kriti	12.03.21	The scholar's progress was deemed satisfactory
2	Madiha Nisar S194CDP05 17.07.2019	Prof. Babu Ramesh, Dr. Bhat Iqbal	10.03.21	
3	Hari Mohan S194CDP04 19.07.2019	Dr. Partha Saha (Supervisor), Dr. Debanjan Ghatak	11.03.21	

4	Shelly S194CDP09 17.07.2019	Prof. Babu P. Remesh (Supervisor), Dr. Partha Saha, Mr. Shuvajit Chakraborty	10.03.21	
5	Qurratul Ayen S194CDP11 14.10.2019	Ms. Sourangshu Banerjee, Prof. Anita Ghai, Dr. Imran Amin	18.06.21	
6	Vishal Kumar S194CDP10 19.07.2019	Dr. Partha Saha (Supervisor), Dr. Rohit Negi, Mr. Arnab Mitra	11.03.21	
7	Deepak S194CDP02 18.07.2019	Dr. Imran Amin, Dr. Rachna Mehra, Salbi	10.03.21	
8	Deepali S194CDP03 18.07.2019	Prof Krishna Menon, (Supervisor), Payel Chakraborty	14.07.21	
9	Noel Letkhotinsat Baite S194CDP08 22.07.2019	Dr. Ngoru Nixon (Supervisor), Dr. Imran Amin	20.06.21	

MPhil Women and Gender Studies (WGS) (Batch- 2019)

S. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of Pre-Submission	Date of RAC Meeting	Date of submission in light of the UGC Covid-related extension	Discussion/ Comments and Suggestions from RAC
1	Dawa Lhamu Sherpa S194CWG02 29.07.2019	Dr. Lovitoli Jimo (Supervisor), Dr. Seema Kazi, Dr. Rinju Rasaily	15.07.21	14.07.21	29.07.21 to 31.12.21	The scholar's progress was deemed satisfactory
2	Prashastika Sharma S194CWG08 31.07.2019	Dr. Vebhuti Duggual (Supervisor), Dr. Bindu KC, Prof. Krishna Menon	15.07.21	28.06.21	31.07.21 to 31.12.21	

The Minutes of the 56th meeting of SCR held on 24.08.2021 containing the above recommendations are placed at **Appendix-9**.

Decision: The Academic Council considered the matter and after due deliberations the Council suggested to minimise the processing time by working out the alternate arrangement of decentralizing the existing structure.

In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and Statute 12(1) (a), the Academic Council considered the matter and resolved to refer the agenda for reviewing and re-examination. The Academic Council further authorized the Vice Chancellor to take further action in this matter.

Agenda 27.5.2 : To consider the request received from the PhD Psychology scholars regarding Re-registration and extension (Sl. No. 5) (Batch- 2012) in the School of Human Studies (SHS)

I) It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 considered the request received from the following PhD Psychology scholars (Batch- 2012) for Re-registration:

Sl. No	Name of Student / Enrolment No	Date of Registration	Date of De-registration	Date of Re-Registration
1	Anshumita Pandey S125CPS01	01.09.2012	25.08.2017	25.08.2021
2	Bharti Mohan S125CPS03	01.09.2012	25.08.2017	25.08.2021
3	Deepti Sachdev S125CPS04	01.09.2012	25.08.2017	25.08.2021
4	Jenny Hoipineng S125CPS05	01.09.2012	01.06.2017	01.06.2021
5	Kailash S125CPS06	01.09.2012	01.06.2017	01.06.2021
6	Shikha Gill S125CPS09	01.09.2012	01.06.2017	01.06.2021
7	Syeda Naghma Abidi S125CPS10	01.09.2012	01.03.2017	01.03.2021
8	Thokchom Bibinaz Devi S125CPS11	01.09.2012	25.08.2017	25.08.2021

It was submitted that the SCR considered the re-registration requests of those students whose date of re-registration had passed (as per Clause 12(vi) of the PhD Regulations, 2017) and they had not been able to register due to the second wave of the pandemic. In view of the covid-19 pandemic. In light of the above, the SCR recommended that the PhD Psychology students (Batch 2012) may be allowed to re-register later than the four years. The SCR further noted that all the students are within their total registration period of the programme as per RSR Regulations 2017 and further noted and recommended to place the agenda item placed before the Academic Council for its consideration.

II) It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 deliberated on the request received from Research Scholar Mr.Kailash and recommended that the RAC of the de-registered scholar may consider his extension and submit the same for consideration by the RSC and SCR.

Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and Statute 12(1) (a), the Academic Council considered the matter and resolved to refer the agenda for reviewing and re-examination. The Academic Council further authorized the Vice Chancellor to take further action in this matter.

Agenda 27.5.3 : To consider the appointment of Dr. Oinam Hemlata Devi (Assistant Professor, School of Human Ecology) as Co-Supervisor for Ms. Anisha Yadav (S185BED01), PhD Human Ecology

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021, deliberated on the matter pertaining to the appointment of Dr. Oinam Hemlata Devi (Assistant Professor, School of Human Ecology) as Co-Supervisor for Ms. Anisha Yadav (S185BED01), PhD Human Ecology and recommended to place the same before the Academic Council for consideration.

Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and Statute 12(1) (a), the Academic Council considered and resolved to approve the recommendation made by the SCR regarding appointment of Dr. Oinam Hemlata Devi (Assistant Professor, School of Human Ecology) as Co-Supervisor for Ms. Anisha Yadav (S185BED01), PhD Human Ecology.

Agenda 27.5.4 : To consider and note the extension granted to four terminal research scholars, Ms. Rashmi Singh Ms. Anchal Dhiman, Ms. Sonam Mahalwal and Mr. Syed Shoaib Ali, (School of Human Ecology) for their thesis submission up to 30th June 2022, upon the recommendation of their RACs and consideration by the RSC in light of the UGC Public Notice dated 01.12.2021 and subsequent SCR Notification dated 10.01.2021

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 deliberated on the matter and recommended the extension in light of the recommendations made by the RAC's and RSC of the School of Human Ecology in light of UGC public notice dated 01.12.2021 issued vide Notification. F.No. 1-10/2020(CPP-II) endorsed by Chair SCR vide notification no. F.No.AUD/SCR/2021/notification/22 dated 10.01.2022 in respect of the above mentioned PhD Scholars.

The Minutes of the 57th meeting of SCR held on 30.03.2022 containing the above recommendations were placed before the Academic Council for consideration.at **Appendix-10**.

Decision: After due deliberations and in exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and Statute 12(1) (a), the Academic Council considered and resolved to approve the recommendations made by the SCR regarding grant of extension to four terminal research scholars, Ms. Rashmi Singh Ms. Anchal Dhiman, Ms. Sonam Mahalwal and Mr. Syed Shoaib Ali (School of Human Ecology) for their thesis submission up to 30th June 2022 on the basis of the recommendations made by their RACs and their subsequent consideration by the RSC.

Agenda 27.5.5 : To consider the change in allocation of PhD Supervisor in light of SCR notification dated 7th September 2021

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 deliberated on the matter and noted that the SCR had referred to the list of recognized supervisors for PhD Programme for the Academic Session 2020-21 as notified on 1st July 2021. The Academic Council observed that the research scholars, who are currently working with faculty members and are not in the eligible list of University supervisors, may be shifted to other eligible faculty supervisors till such time as existing faculty becomes eligible to supervise the scholar.

The Academic Council further observed the following recommendations made by the RSC to SCR:

(a) The supervisor of Ms. Anchal Dhiman may be changed to Dr.Rohit Negi, Associate Professor, School of Global Affairs, Dr. B. R. Ambedkar University Delhi.

(b) The Research Advisory Committee of Ms. Anchal Dhiman may be reconstituted as follows:

Sl. No.	Name	Designation	Role
1.	Dr.Rohit Negi	Associate Professor, SGA	Supervisor
2.	Prof. Praveen Singh	Professor, SGA	External Member
3.	Dr. Suresh Babu	Associate Professor, SHE	Member
4.	Dr. Budhaditya Das	Assistant Professor, SHE	Member

(c) The supervision of Ms. Anchal Dhiman may be considered as "supernumerary" for Dr. Rohit Negi following the SCR notification dated 7th September 2021.

Decision: After due deliberations and in exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and Statute 12(1) (a), the Academic Council considered and resolved to approve the recommendations made by the SCR regarding the change in allocation of PhD Supervisor in light of SCR notification dated 7th September 2021 and list of recognized supervisors for PhD Programme for the Academic Session 2020-21 that had been notified on 1st July 2021.

Agenda 27.5.6 : To consider the request of the MPhil Development Practice scholars for UGC pandemic extension from January to June 2022 in the School of Human Studies (SHS)

It was submitted to the Academic Council that the SCR in its 57th Meeting held on 30.03.2022 had deliberated and recommended the extension in light of the UGC public notice dated 01.12.2021 issued vide no. F.No. 1-10/2020(CPP-II) endorsed by Chair SCR vide notification no. F.No.AUD/SCR/2021/ notification/22 dated10.1.2022 in respect of MPhil Development Practice scholars whose names are mentioned below:

Sl. No	Name and Enrolment number	Date of Registration	Supervisor and RAC members	Documents Attached
1	Deepali (S194CDP03)	18/06/2019	Prof. Krishna Menon Dr. Bindu KC and Prof. Rukmini Sen.	Mail Application, Draft of Chapter-1 and RAC form
2	Qurratul Ayen (S194CDP11)	14/10/2019	Prof. Anita Ghai	Mail application
3	Vishal Kumar (S194CDP10)	19/07/2019	Dr. Partha Saha	Application, RAC form and Draft of chapters
4	Shelley (S194CDP09)	18/07/2019	Prof. Babu P Ramesh	Application, RAC form and Draft Chapters
5	Hari Mohan (S194CDP04)	19/07/2019	Dr.Partha Saha	Application, RAC form

Decision: After due deliberations and in exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and Statute 12(1) (a), the Academic Council considered and resolved to approve the the recommendations made by the SCR regarding the request of the MPhil Development Practice scholars for UGC pandemic extension from January to June 2022.

Agenda 27.5.7 : To consider the request of Ms. Hatchinghthem Haokip (Enrolment No. S175LEN02) PhD scholar in English (School of Letters) for the grant of Academic Leave

It was submitted to the Academic Council that the SCR in its 57th Meeting held on 30.03.2022 had deliberated on the matter and noted that Ms. Hatchinghthem Haokip (Enrollment No- S175LEN02) is a PhD English scholar of SOL doing her Ph.D under the supervision of Dr. Sanju Thomas. As stated, Ms. Hatchinghthem has applied for the academic leave as she wants to take up a guest lectureship in a college under University of Delhi. The matter was discussed in the RAC meeting and the same was approved for her leave.

The SCR in its meeting endorsed the recommendation of RAC and RSC for grant of academic leave without SRF fellowship to Ms. Hatchinghthem Haokip (Enrolment No- S175LEN02) to take up a guest lectureship in Swami Shraddhanand College, University of Delhi for 5 months w.e.f February 2022 as per clause 4.3 (IV) 12th Plan guidelines for JRF in Sciences, Humanities and Social Sciences issued by UGC.

The matter pertaining to the consideration of the request of Ms. Hatchinghthem Haokip (Enrolment No. S175LEN02) PhD scholar in English (School of Letters) for the grant of Academic Leave was placed befor the Academic Council for consideration.

Decision: After due deliberations and in exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and Statute 12(1) (a), the Academic Council considered and resolved to approve the recommendations made by the SCR regarding the request of Ms. Hatchinghthem Haokip (Enrolment No. S175LEN02) PhD English scholar (School of Letters) for the grant of Academic Leave.

Reporting Items

Agenda 27.6 : To report the grant of extra time to Mr. Nitin Teotia to complete the course work of MA Development Studies, School of Development Studies (SDS)

It was submitted to the Academic Council that Mr. Nitin Teotia, who joined MA Development Studies programme in its 2017-batch could not successfully complete his course work during the allotted time as per Dr. B. R. Ambedkar University Delhi norms due to personal difficulties. He was provided with the help related to psychotherapy for a substantial period during 2017-19 during his original period of enrolment. However, possibly due to a combination of struggles with learning and also mental health issues he could not cope and the permissible time-period for completion of course work was also over due to which he had appealed to the School and the Vice Chancellor to grant him required relaxation for completing the course work. Accordingly, on the basis of the above, the Vice Chancellor permitted the student, to complete the course with the ongoing batch as a mercy case.

Decision: The Academic Council noted the above information

Agenda 27.7 : To note the case for re-registration and extension of Mr. Kailash (Registration No. S125CPS06) which was discussed in the SCR on 24.08.2021

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 deliberated on the matter and noted that the SCR in its 56th meeting held on 24.08.2021 recommended to add the RAC's recommendations for extension with the application letter. The Academic Council further noted that the recommendations of the SCR and along with the reconstitution of the new RAC for Mr.Kailash.

Sl. No.	Name and Registration No.	Supervisor	RAC 1	RAC 2
1.	Kailash (S125CPS06)	Rachana Johri	Honey Oberoi Vahali	Anita Ghai

The Academic Council noted the recommendations made by the SCR in its 57th meeting held on 30.3.2022 regarding extension of Mr.Kailash (S125CPS06) in light of UGC public notice dated 1.12.2021 issued vide no. F.No. 1-10/2020(CPP-II) endorsed by Chair SCR vide notification no. F.No.AUD/SCR/2021/ notification/22 dated10.01.2022 along with the re-constitution of RAC in respect of Mr.Kailash (S125CPS06) as detailed above.

Decision: The Academic Council noted the above information and suggested to refer the agenda for reviewing and re-examination.

Agenda 27.8 : To report the Introduction of Masters in Comparative Literature programme from the Academic Session 2022-23 in the School of Letters

It was submitted to the Academic Council that the AC in its 24th Meeting of the University held on 17.09.2021 vide Agenda 24.4.4 had considered and resolved to approve the proposal of new Programme Master in Comparative Literature and its courses for the 1st and 2nd Semester to be offered by the School of Letters as recommended by the Standing Committee on Academic Programme (SCAP). Accordingly, the School of Letters has proposed to include introduction of their new two-year Masters in Comparative Literature programme in the School of Letters from the academic session 2022-23. The Academic Council further noted that, based on the observations of the Vice Chancellor, the School has made necessary modifications in the said 80 credit Masters programme which includes conversion of year 2 of the Programme entirely to research and research-related course work as per the explicit guideline of the NEP 2020 and inclusion of a dissertation component to enhance the employability of the graduate student.

Decision: The Academic Council noted the above information.

Agenda 27.9 : To report the recommendation of award of MPhil/ PhD degree to the students of SHS and SoL who have completed their respective programme requirements

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.8.2021 recommended to award the degree to the following students of SHS and SoL, who have completed all academic requirements.

Sl. No	Name / Enrolment No	Programme Name	School	Date of Viva	Date of AES approval (verification)
1	Rohini Tyagi S184CWG05	MPhil in Women's and Gender Studies	SHS	20.01.2021	23.06.2021
2	Sanjana Biswas S174CDP15	MPhil Development Practice	SHS	20.02.2021	02.07.2021
3	Carol Wilson S184CDP04	MPhil Development Practice	SHS	19.03.2021	13.07.2021
4	Nikki Kumari S184LHI04	MPhil in Hindi	SoL	05.07.2021	26.07.2021
5	Salman S184LHI06	MPhil in Hindi	SoL	25.06.2021	26.07.2021
6	Babita Yadav S184LHI02	MPhil in Hindi	SoL	19.07.2021	10.08.2021
7	Ankita Chauhan S175DHI01	PhD in Hindi	SoL	04.08.2021	10.08.2021
8	Ravi Kumar S184CDP14	MPhil Development Practice	SHS	05.07.2021	10.08.2021
9	Ekta Niranjan S184CDP07	MPhil Development Practice	SHS	10.04.2021	10.08.2021

Decision: The Academic Council noted the above information.

Agenda 27.10 : To note the six monthly progress report (for the Period of January to June 2021) of the PhD Development Studies scholars in the School of Development Studies

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.8.2021 noted and recorded the six monthly progress reports (for the Period of January to June 2021) of the following PhD Development Studies scholars.

Sl. No	Name of Students/ Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Sweta Suman S135ADS06 29.08.2013	Dr. Ivy Dhar (Supervisor), Dr. Nandini Nayak, Dr. Rachna Chaudhary	22.07.21	The scholar's progress was deemed satisfactory
2	Swati Mohana Krishnan S155ADS01 04.09.2015	Prof. Sumangala Damodaran (Supervisor), Dr. Anirban Sengupta, Dr. Nandini Nayak	23.06.21	
3	Tanya Chaudhary S165ADS02 21.08.2016	Prof. Babu P. Remesh (Supervisor), Dr. Rohit Negi, Dr. Rachna Mehra	15.06.21	
4	Jasodhara Borthakur S175ADS01 17.08.2017	Dr. Ivy Dhar (Supervisor), Prof. Deepita Chakrvarty, Dr. Nandini Nayak,	09.06.21	
5	Tasha Agarwal S175ADS02 17.08.2017	Prof. Babu P. Remesh (Supervisor), Dr. Anirban Sengupta, De. Partha Saha	04.06.21	
6	Rahul Kumar Yaduka 01.08.2018	Dr. Ivy Dhar (Supervisor), Dr. Moggallan Bharti, Dr. Abhay Kumar	09.06.21	
7	Bhuvaneshwari Subramanian S185ADS03 03.08.2018	Dr. Anirban Sengupta (Supervisor), Dr. Manish Jain, Dr. Nandini Nayak	11.06.21	
8	Aakanksha Gautam S185ADS01 02.08.2018	Dr. Moggallan Bharti (Supervisor), Dr. Nandini Nayak, Dr. Teena Anil	09.06.21	
9	Anu Rani S185ADS02 02.08.2018	Dr. Nandini Nayak (Supervisor), Prof. Sumangala Damodaran, Prof. Deepita Chakravarty, Prof. Babu P. Remesh	17.06.21	
10	Arfa Anis S195ADS01 02.08.2019	Dr. Moggallan Bharti (Supervisor), Dr. Kopal, Dr. Ivy Dhar	09.06.21	
11	Elizabeth Alexander S195ADS02 02.08.2019	Prof. Deepita Chakravarty (Supervisor), Prof. Mary E. John, Dr. Nandini Nayak	23.06.21	

Decision: The Academic Council noted the above information.

Agenda 27.11 : To note the extension of 5th semester for synopsis approval (in lieu of the Covid 19 situation) and six monthly progress report (for the Period of January to June 2021) of the PhD Education Studies students (Batch-2019) School of Education Studies (SES)

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the six monthly progress reports of the following eight (08) students. The Academic Council considered the recommendations made by the SCR and noted that the students have completed four (04) semesters in the PhD programme and did not require an extension for synopsis presentation as per Clause 12(iii) of Research Studies Regulations 2017:

Sl. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Aditi Sehrawat S195H0001 19.08.2019	Dr. Manish Jain (Supervisor), Dr. Gunjan Sharma, Dr. Nidhi Gulati	08.07.21	The scholar's progress was deemed satisfactory
2	Alprata Ahuja S195H0002 20.08.2019	Dr. Manasi Thapliyal Navani (Supervisor), Dr. Haneet Gandhi (Co-Supervisor), Dr. Shivani Nag	20.07.21	
3	Disha Sharma S195H0003 19.08.2019	Dr. Anandini Dar (Supervisor) Dr. Manasi Thapliyal Navani, Dr. Moggallan Bharti	28.06.21	
4	Harsha Rana S143H0004 20.08.2019	Dr. Gunjan Sharma (Supervisor), Dr. Sunita Singh, Dr. Krishna Kalyan Dixit	22.06.21	
5	Preeti S195H0006 19.08.2019	Dr. Manish Jain (Supervisor), Dr. Shivani Nag, Prof. Nandini Manjrekar	23.07.21	
6	Radhika Mittal S195H0007 19.08.2019	Dr. Gunjan Sharma (Supervisor); Dr. Manish Jain, Prof. N. Nakkeeran	22.06.21	
7	Shanky Choudhary S195H0009 21.08.2019	Dr. Monimalika Day (Supervisor), Dr. Gunjan Sharma, Prof. Anita Ghai	16.07.21	
8	Shilpa Bajaj S195H0010 19.08.2019	Dr. Shivani Nag (Supervisor), Dr. Anandini Dar, Dr. Mamatha Karollil	15.07.21	

Decision: The Academic Council noted the above information.

Agenda 27.12 : To note the approval of synopsis and six monthly progress report (for the Period of January to June 2021) of the PhD Education Studies scholars (Batch-2019) in the School of Education Studies

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.8.2021 noted and recorded the approval of synopsis and six monthly progress report (for the Period of January to June 2021) of the following PhD Education Studies scholars (Batch-2019):

Sl. No	Name of Students / Enrolment No/ Date of Registration	Synopsis Title	Supervisor (RAC Members)	Date of Synopsis approval	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Mincy Ruby Mathew S195H0005 19.08.2019	Exploring Sixth Grader's Response to Gender Representation in Childrens' Literature	Dr. Sunita Singh (Supervisor), Dr. Monimalika Day, Prof. Shobha Sinha	06.07.21	06.07.21	The scholar's progress was deemed satisfactory
2	Ruchi Sharma S195H0008 28.08.2019	Mapping the Nature of Engineering Coaching Industry and Popular Media Representation in the India Context	Dr. Sunita Singh (Supervisor), Dr. Shivani Nag, Dr. Santosh Kumar Singh	08.07.21	08.07.21	

Decision: The Academic Council noted the above information.

Agenda 27.13 : To note the six monthly progress report (for the Period of January to June 2021) of the PhD Comparative Literature and Translation Studies (CLTS), PhD English and PhD Hindi scholars in the School of Letters

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.8.2021 noted and recorded the six monthly progress reports (for the Period of January to June 2021) of the following PhD CLTS, PhD English and PhD Hindi scholars:

PhD CLTS (Batch- 2017, 2018 and 2019)

Sl. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Nilza Angmo S175LCL01 10.08.2017	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Prof. Honey Oberoi Vahali	09.08.21	The scholar's progress was deemed satisfactory
2	Pooja Mann S175LCL03 10.08.2017	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Diamond Oberoi Vahali	05.08.21	

3	Aniruddha Nagaraj S185LCL02 21.08.2018	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Bindu KC	05.08.21	
4	Abhimanyu Singh S195LCL01 19.08.2019	Dr. Shad Naved (Supervisor), Mr. Sandeep Singh, Mr. Shelmi Sankhil	09.08.21	
5	Jemsy Claries Alex S195LCL02 20.08.2019	Prof. Radha Chakravarty (Supervisor), Dr. Anita Cherian, Mr. Shelmi Sankhil	06.08.21	
6	Pali Sarkar S195LCL04 21.08.2019	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Pallavi Chakravarty	06.08.21	

PhD English (Batch- 2017, 2018 and 2019)

S. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	J Imlikala Ao S175LEN04 14.08.2017	Dr. Bhoomika Meiling (Supervisor), Dr. Amit Singh, B.R. Alamelu	31.07.21	The scholar's progress was deemed satisfactory
2	Neha Rana S175LEN06 28.08.2017	Dr. Diamond Oberoi Vahali (Supervisor), Prof. Bodh Prakash, Dr. Usha Mudiganti, Dr. Shifa Haq	07.07.21	
3	Veeksha Vagmita S175LEN06 23.08.2017	Dr. Usha Mudiganti (Supervisor), Dr. Diamond Oberoi Vahali, Prof. Rachana Johri	20.07.21	
4	Sruti MD S175LEN07 17.08.2017	Prof. Bodh Prakash (Supervisor), Dr. Vikram Singh Thakur, Dr. Anita Cherian	02.08.21	
5	Mokshda Manchanda S175LEN05 17.08.2017	Dr. Vikram Singh Thakur (Supervisor), Dr. Sanju Thomas, Dr. Anita Cherian	02.08.21	
6	Hatchingthem Haokip S175LEN02 14.08.2017	Dr. Sanju Thomas (Supervisor), Dr. Usha Mudiganti, Dr. Diamond Oberoi Vahali, Dr. Oinam Hemlata Devi	22.07.21	
7	Hemchandra Nameirakpam S175LEN03 17.08.2017	Dr. Amit Singh (Supervisor), Dr. Santosh Kumar Singh, Dr. Kopal	10.08.21	
8	Archa Bhatnagar S185LEN01 30.07.2018	Dr. Usha Mudiganti (Supervisor), Dr. Diamond Oberoi Vahali, Prof. Honey Oberoi Vahali	23.07.21	
9	Ruchita Machal 185LEN07 30.07.2018	Dr. Vikram Singh Thakur (Supervisor), Dr. Sanju Thomas, Dr. Shad Naved	22.07.21	
10	Shivani Bhatt S185LEN09 30.07.2018	Dr. Diamond Oberoi Vahali (Supervisor), Dr. Amit Singh, Dr. Hemlata Devi	05.07.21	

S. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
11	Dimpy Lochav S185LEN03 03.08.2018	Dr. Sanju Thomas (Supervisor), Prof. Radha Chakravarty, Dr. MrityunjayTripathi	29.07.21	
12	Sangeeta Jawla S185LEN08 30.07.2018	Dr. Kopal (Supervisor) Dr. Diamond Oberoi Vahali, Ms. Lovitoli Jimo	23.07.21	
13	Adarsh Narayan Parbat S195LEN01 26.08.2019	Dr. Diamond Oberoi (Supervisor), Dr. Usha Mudiganti, Ms. Neetu Sarin (SHS)	02.07.21	
14	Aishwarya Kumar S195LEN02 21.08.2019	Dr. Bhoomika Meiling (Supervisor) Dr. Amit Singh Dr. Rohit Negi	06.08.21	
15	Gurpreet Saini S195LEN03 19.08.2019	Dr. Usha Mudiganti (Supervisor) Dr. Diamond Oberoi Prof. Rachna Johri	20.07.21	
16	Rahul Chauhan S195LEN05 19.08.2019	Dr. Amit Singh (Supervisor) Dr. Diamond Oberoi Vahali Dr. Manish Jain	06.08.21	
17	Shreeya Malhotra S195LEN06 19.08.2019	Dr. Vikram Singh Thakur (Supervisor) Dr. Sanju Thomas Dr. Shad Naved	22.07.21	
18	ZakraSaiwa S195LEN09 20.08.2019	Dr. Sanju Thomas (Supervisor) , Dr. Bhoomika Meiling , Dr. Bindu KC	14.07.21	
19	Jenisha Singh S195LEN04 21.08.2019	Dr. Kopal (Supervisor) Dr. Sanju Thomas Dr. Moggallan Bharti	09.07.21	
20	Shubham Dabas S195LEN07 19.08.2019	Dr. Kopal (Supervisor) Dr. Vikram Singh Thakur, Dr. Santosh S	07.07.21	

PhD Hindi (Batch-2019)

Sl. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Raman Kumar S195DHI05 13.08.2019	Prof. Satyaketu Sankrit (Supervisor), Prof. Navin Chandra Lohni, Prof. Goplaji Pradhan	22.07.21	The scholar's progress was deemed satisfactory
2	Biplaw Kumar S195DHI02 13.08.2019	Prof. Satyaketu Sankrit (Supervisor), Prof. Gopalji Pardhan, Prof. Pradip Shridhar	05.08.21	
3	Narender Kumar Singh S195DHI03 13.08.2019	Prof. Satyaketu Sankrit (Supervisor), Dr. Vinod Sharma, Prof. Goplaji Pradhan	22.07.21	

4	Sukant Suman S175DHI04 16.08.2017	Prof. Satyaketu Sankrit (Supervisor), Dr. Vaibhav, Prof. Goplaji Pradhan	05.08.21	
5	Bharti Jain S195DHI01 13.08.2019	Prof. Goplaji Pradhan (Supervisor), Dr. Vaibhav Prof. Satyaketu Sankrit	09.08.21	

Decision: The Academic Council noted the above information.

Agenda 27.14 : To note the Pre-submission presentation of the MPhil Comparative Literature and Translation Studies (CLTS) students in the School of Letters

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.8.2021 noted the pre-submission presentations of the following MPhil CLTS students:

Sl. No	Name of Students/ Enrolment No.	Date of registration	Date of presentation	RAC members present (supervisor first)
1	Shayantani Das S184LCL03	09.08.18	09.08.21	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Rukmini Sen
2	Haidamteu Newme Z. S194LCL02	01.08.19	22.07.21	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Lovitoli Jimo
3	Malvika Singh S194LCL03	06.08.19	29.07.21	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Anita Cherian

Decision: The Academic Council noted the above information.

Agenda 27.15 : To note the PhD titles and synopsis of the PhD English Scholars (Batch-2018)

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted the approval of PhD titles and synopsis of the following PhD English Students (Batch-2018)

1. Ms Shivani Bhatt (S185LEN09) Synopsis Title:- Understanding Ecology through Garhwali Women's Traditional Cultural, Oral and Folk Expressions – approved on 05.07.2021
2. Ms Archa Bhatnagar (S185LEN01) Synopsis Title:- The Self and the World: A Study of Selected Narratives of Women's Spiritual Journeys in Buddhism – approved on 23.07.2021
3. Ms Sangeeta Jawla (S185LEN08) Synopsis Title:- Potters' Narratives: Identity, Social Relations and Material Culture – approved on 23.07.2021

Decision: The Academic Council noted the above information.

Agenda 27.16 : To note the extension cases of PhD Mathematics scholars for their synopsis submission by December, 2021 (in lieu of the Covid 19 situation) in the School of Liberal Studies

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted the extension cases of the following PhD Mathematics scholars for their synopsis submission by December, 2021 (in lieu of the Covid 19 situation). The Academic Council noted the recommendations made by the SCR in approving the extension for synopsis presentation of the aforementioned students until 31st December, 2021.

Sl. No.	Name of Students/ Enrollment No	Date of Registration
1.	Arushi (S185DMA01)	25.07.2018
2.	Manoj (S185DMA03)	30.07.2018

Decision: The Academic Council noted the above information.

Agenda 27.17 : To note the approval of synopsis of the MPhil History and PhD Mathematics Students (Batch-2018 and 2019) in the School of Liberal Studies

It was submitted to the Academic Counil that the SCR in its 56th meeting held on 24.8.2021 noted and recorded the approval of synopsis of the following MPhil History and PhD Mathematics Students (Batch-2018 and 2019)

MPhil History (synopsis approval on 04.08.2021)

1. Arun Prakash (S194DHS03) Title of the Synopsis:- "Situating Iyothee Thaasar in the Modern Buddhist World (1890s – 1914)"
2. Suresh Meitei (S194DHS05) Title of the Synopsis:- "Understanding Class, Caste and Social Identity in Manipuri Society: Retelling the Lois History (1700-1950s)"

PhD Mathematics (synopsis approval on 12.07.2021)

1. Rachana Shokhanda (S185DMA04) Title of the Synopsis:- A Study of Nonlinear Mathematical Models and Their Approximate Solutions.

Decision: The Academic Council noted the above information.

Agenda 27.18 : To note the pre-submission of MPhil Dissertation of the MPhil Mathematics Students (Batch-2018 and 2019) in the School of Liberal Studies

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the pre-submission of M.Phil Dissertation of the MPhil Mathematics Students (Batch-2018 and 2019).

MPhil Mathematics (Pre-submission of MPhil Dissertation on 29.06.2021)

1. Bharti (S184DMA02) Dissertation Title:- Road Traffic Flow Modeling and Prediction
2. Arun Bhartiya (S184DMA01) Dissertation Title:- Study On Noise Pollution From Railway Traffic In Delhi City
3. Ruchi Sharma (S194DMA04) Dissertation Title:- Analytical and Geometrical Solution for Fractional Differential Equations
4. Kshetrimayum Bobina Devi (S194DMA02) Dissertation Title:- Generalized Mathematical Models and Their Solutions

MPhil Mathematics (Pre-submission of MPhil Dissertation on 02.07.2021)

1. Astha Shukla (S194DMA01) Title of the Synopsis:- Compositional inverses of certain permutation polynomials over finite fields
2. Vikas Sharma (S194DMA05) Title of the Synopsis:- Identities with higher derivations on prime and semiprime rings
3. Neelam (S194DMA03) Title of the Synopsis:- Prime subgraphs of solvable groups

Decision: The Academic Council noted the above information.

Agenda 27.19 : To note the withdrawal of admission of Mr. Amit Sheokand, MPhil History scholar in the School of Liberal Studies

It was submitted to the Academic Counil that the SCR in its 56th meeting held on 24.8.2021 approved the withdrawal of admission of Mr. Amit Sheokand, MPhil History scholar (Date of Registration 14.08.2019; Enrolment No. S194DHS08).

Decision: The Academic Council noted the above information.

Agenda 27.20 : To note the six monthly progress report of the PhD Mathematics and PhD Sociology students in the School of Liberal Studies

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the six monthly progress reports of the following PhD Mathematics and PhD Sociology students

PhD Mathematics

lS. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Ashutosh Panday S185DMA02 26.07.2018	Dr. Balchand Prajapati (Supervisor), Dr. Anuj Bishnoi, Dr. Ramneek khassa, Prof. Geetha Venkatraman	Jan to June 2021	07.07.21	The scholar's progress was deemed satisfactory

2	Arushi S185DMA01 25.07.2018	Prof. Geetha Venkatraman (Supervisor), Dr. Balchand Prajapati, Dr. Radha Mohan, Dr. Ramneek khassa	Jan to June 2021	07.07.21	
3	Prasun Kumar S195DMA01 07.08.2019	Prof. Geetha Venkatraman (Supervisor), Dr. Saroj Malik, Dr. Ramneek Khassa, Dr. Balchand Prajapati	Jan to June 2021	22.07.21	
4	Manoj Kumar S185DMA03 30.07.2018	Dr. Kranti Kumar (Supervisor), Dr. Durvesh Verma, Dr. Pranay Goswami, Dr. Mradul Veer Singh	Jan to June 2021	13.07.21	
5	Nisha S195DMA02 07.08.2019	Dr. Kranti Kumar (Supervisor), Dr. Chandrashekhar Nishad, Dr. Pranay Goswami, Dr. Mradul Veer Singh	Jan to June 2021	13.07.21	

PhD Sociology

Sl. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Virendra Kumar S173DSC10 09.08.2017	Dr. Bidhan Chandra Dash (Supervisor), Dr. Manish Jain, Prof. Vivek Kumar, Dr. Anirban Sengupta	06.10. 20 to 18.06. 21	18.06.21	The scholar's progress was deemed satisfactory
2	Abhik Bhattacharya S185DSC01 13.08.2018	Dr. Urfat Anjem Mir (Supervisor), Dr. Farhana Ibrahim, Dr. Bidhan Chandra Dash	Oct 2020 to June 2021	18.06.21	
3	Yaminie Sharma S185DSC05 10.08.2018	Dr. Preeti Sampat (Supervisor), Dr. Bidhan Dash, Dr. Ngoru Nixon	Winter Seme ster 2021	25.06.21	
4	Manas Raturi S185DSC02 13.08.2018	Dr. Rinju Rasaily (Supervisor), Prof. Harish Naraindas, Dr. Urfat Anjem Mir	Jan to June 2021	28.06.21	
5	Devika Singh Shekhawat S195DSC01 09.08.2019	Dr. Rinju Rasaily (Supervisor), Prof. Rana P. Behal, Dr. Preeti Sampat	Jan to June 2021	26.06.21	
6	Abhilasha Chattopadhyay S175DSC01 09.08.2017	Prof. Rukmini Sen (Supervisor), Dr. Janaki Abraham, Prof. Krishna Menon	Jan to June 2021	22.06.21	
7	Ratna Bharti Bhamidipati S185DSC04 13.08.2018	Dr. Priyasha Kaul (Supervisor), Dr. Santosh Kumar Singh, Dr. Yogesh Snehi	Jan to June 2021	20.07.21	

Decision: The Academic Council noted the above information.

Agenda 27.21 : To note the pre-submission presentation of the MPhil Psychoanalytic Psychotherapy (Batch 2017) in the School of Human Studies

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the pre-submission presentation of the following students:-

1. Ayushi Madan (S174CPS04) – (Date of Pre submission presentation 15.07.2021)
2. Haj Bincee (S174CPS09) – (Date of Pre submission presentation 16.07.2021)
3. Jyoti Sagar (S174CPS12) – (Date of Pre submission presentation 22.07.2021)
4. Rohan Parashar (S174CPS13) – (Date of Pre submission presentation 22.07.2021)
5. Durgesh (S174CPS06) – (Date of Pre submission presentation 15.07.2021)

Decision: The Academic Council noted the above information.

Agenda 27.22 : To note the change in the formation of Research Advisory Committee (RAC) and award of the DAIC fellowship by the Ministry of Social Justice of the PhD WGS scholar in the School of Human Studies

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the change in the formation of Research Advisory Committee (RAC) and award of the DAIC fellowship by the Ministry of Social Justice for following PhD WGS scholar:

Sl.No	Name of Student / Enrolment No	Supervisor	Co-Supervisor	Fellowship beginning date	Fellowship ending Date	Attachment
1	Riya Singh (S185CWG07)	Dr. Rachna Chaudhary	Prof. Mary John	23.03.2021	22.03.2024	Letter from Ministry of Social Justice

Decision: The Academic Council noted the above information.

Agenda 27.23 : To note the six monthly progress report (for the period of January to June 2021) of the PhD Human Ecology students in the School of Human Ecology

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the six monthly progress reports (for the period of January to June 2021) of the following PhD Human Ecology students:

Sl. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Amit Kumar Srivastwa S195BED01 29.07.2019	Prof. Asmita Kabra (Supervisor), Dr. Suresh Babu, Dr. Budhaditya Das	08.07.21	The scholar's progress was deemed satisfactory
2	Anisha Yadav S185BED01 06.08.2018	Dr. Pulak Das (Supervisor), Dr. Oinam Hemlata Devi, Dr. Rohit Negi	13.07.21	
3	Vijaylakshmi Suman S185BED02 30.07.2018	Dr. Suresh Babu (Supervisor), Dr. Rohit Negi, Dr. Budhaditya Das	13.07.21	
4	Syed Shoaib Ali S165BED03 01.09.2016	Dr. Rohit Negi (Supervisor), Prof. Asmita Kabra, Prof. Dhirendra Dangwal, Dr. Budhaditya Das	12.07.21	
5	Sonam Mahalwal S165BED02 01.09.2016	Prof. Asmita Kabra (Supervisor), Prof. Sumangala Damodaran, Dr. Suresh Babu	17.07.21	
6	Anchal Dhiman S165BED01 31.08.2016	Prof. Praveen Singh (Supervisor), Dr. Suresh Babu, Dr. Budhaditya Das	09.08.21	The scholar's progress is below expectations. (see attached RAC report for details)

Decision: The Academic Council noted the above information.

Agenda 27.24 : To note the approval of synopsis of the PhD Human Ecology scholar in the School of Human Ecology

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the approval of the synopsis of the following PhD Human Ecology scholar:

Sl. No	Name of Students / Enrolment No	Date of Synopsis approval	Approved Synopsis Title	Remarks
1	Vijaylakshmi Suman S185BED02	31.07.2021	The Ecology and Social Construction of an Urban Wetland: A Study of Bhalswa Jheel, Delhi	Ms. Vijaylakshmi Suman defended her synopsis on 31st July 2021 which has been approved. Student has been asked to submit a final copy to the School office within two weeks after incorporating suggestions made in the synopsis presentation.

Decision: The Academic Council noted the above information.

Agenda 27.25 : To note the extension cases of PhD Human Ecology scholar (School of Human Ecology) for completing their programmes requirement (thesis submission and synopsis defense)

It was submitted to the Academic Council that the SCR in its 56th meeing held on 24.08.2021 considered and approved the extension cases of the following PhD Human Ecology scholars for completing their programmes requirement (thesis submission and synopsis defense).

S. No	Name of Students / Enrolment No	Date of Enrolment No	Approved Extension Period
Extension for thesis submission			
1.	Anchal Dhiman S165BED01	31.08.2016	Up till 31.12.2021 (as per Covid-related notice of UGC dated 16th March 2021)
2.	Syed Shoaib Ali S155BED03	01.09.2016	Up till 31.12.2021 (as per Covid-related notice of UGC dated 16th March 2021)
3.	Rashmi Singh S155BED01	05.02.2015	Up till 05.02.2022 (two-year extension as per Clause 12(v) of the Research Studies Regulations, 2017)
Extension for synopsis defense			
4	Anisha Yadav S185BED01	06.08.2018	Up till 31.12.2021 (as per Covid-related notice of UGC dated 16th March 2021)

Decision: The Academic Council noted the above information.

Agenda 27.26 : To note the six monthly progress report (for the period of January to June 2021) of the PhD Management students (Batch- 2018 and 2019) in the School of Business Public Policy and Social Entrepreneurship (SBPPSE)

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the six monthly progress report (for the period of January to June 2021) of the following PhD Management students (Batch- 2018 and 2019)

PhD Management students (Batch- 2018)

Sl. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Diwakar Singh S185F0001 08.08.2018	Dr Richa Awasthy (Supervisor), Dr Rajen K Gupta, Dr Nidhi Kaicker	07 and 12 Mar 2021	The scholar's progress was deemed satisfactory
2	Neha Mathotra S185F0002 06.08.2018	Prof Kartik Dave (Supervisor), Dr Priyasha Kaul, Dr Kritika Mathur	17.05.21	

3	Richa Kathuria Karthikeyan S185F0005 06.08.2018	Dr Richa Awasthy (Supervisor), Dr Nidhi Kaicker, Dr Tanuja Sharma	18.03.21	
4	Shilpy Malhotra S185F0006 09.08.2018	Dr Kanwal Anil (Supervisor), Dr Valentina Kancharia, Dr Babu P. Remesh	05.07.21	
5	Varun Sharma S185F0007 09.08.2018	Dr Kanwal Anil (Supervisor), Prof Mohammad Sharique Farooqi, Dr Saibal Paul	22.07.21	The scholar's progress was below expectations (see attached RAC report for details)

PhD Management students (Batch- 2019)

Sl. No	Name of Students / Enrolment No/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Hemant Kumar S195F0001 09.08.2019	Dr Kritika Mathur (Supervisor), Dr Nidhi Kaicker, Dr Parag Waknis	30.06.21	The scholar's progress was deemed satisfactory
2	Jaspreet Kaur S195F0002 09.08.2019	Prof Anu Singh Lather (Supervisor), Prof Kartik Dave, Prof Vijita S. Aggarwal		
3	Ruchika Bal S195F0003 09.08.2019	Dr Kanwal Anil (Supervisor), Dr Valentina Kancharla, Prof Babu .P. Remesh	30.06.21	
4	Sarita Singh S195F0004 09.08.2019	Dr Kritika Mathur (Supervisor), Dr Nidhi Kaicker, Dr Sakshi Sharma	30.06.21	
5	Sheetal Tanwar S195F0005 09.08.2019	Dr Kartik Dave (Supervisor), Dr Anshu Gupta, Prof Anup Dhar	30.06.21	
6	Shelly Agarwal S195F0006 09.08.2019	Dr Nidhi Kaicker (Supervisor), Dr Kritika Mathur, Dr Jyotirmoy Bhattacharya	07.07.21	
7	Simran Gahlot S195F0007 14.08.2019	Dr Kalindi Maheshwari (Supervisor), Dr. Richa Awasthy, Dr. Kanika Mahajan	07.07.21	

Decision: The Academic Council noted the above information.

Agenda 27.27 : To discuss the unsatisfactory progress report of Ms. Preeti Dabar (S185F0003), PhD Management in the School of Business Public Policy and Social Entrepreneurship

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 deliberated on the matter and recommended that the RAC may cancellation of the registration of the scholar as per provisions of Clause 12(viii) of the Research Studies Regulations, 2017, with specific reasons in a detailed report..

Decision: The Academic Council noted the above information.

Agenda 27.28 : To note the request of Ms. Ruchika Bal, student of PhD Management (SBPPSE) for maternity leave (under clause 12(i) and (v) of RSR) from 28.07.2021 for 240 days

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 noted and recorded the request of Ms. Ruchika Bal, student of PhD Management, for maternity leave (under clause 12(i) and (v) of RSR) from 28.07.2021 for 240 days.

Decision: The Academic Council noted the above information.

Agenda 27.29 : To note the appointment of Dr. Nidhi Kaicker (Assistant Professor, SBPPSE) as Co-Supervisor for Ms. Simran (S195F0007), PhD Management

It was submitted to the Academic Council that the SCR in its 56th meeting held on 24.08.2021 considered and recommended the appointment of Dr. Nidhi Kaicker (Assistant Professor, SBPPSE) as Co-Supervisor for Ms. Simran (S195F0007), PhD Management as per Clause 11 of the Research Studies Regulations, 2017.

Decision: The Academic Council noted the above information.

Agenda 27.30 : To note the defense of synopsis by the PhD Scholars in the School of Human Ecology (SHE)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the defense of synopsis by the following PhD Scholars in the School of Human Ecology:

(a) Ms. Vijaylakshmi Suman (Enrolment No: S185BED02) who defended her synopsis on 31st July 2021 which has been noted by the SCR in its 56th meeting on 24th August 2021. As recommended by the SCR, student has submitted a final copy of the synopsis to the School office for records. The title of approved synopsis is: “The Ecology and Social Construction of an Urban Wetland: A Study of Bhalswa Jheel, Delhi”.

(b) Ms. Anisha Yadav (Enrolment No: S185BED01) who defended her synopsis on 24th December 2021 and has submitted a final copy of the synopsis to the School office for records. The title of approved synopsis is: “Urban Tree Diversity and Public Perception: A Study of Landmark Greens in Delhi”.

Decision: The Academic Council noted the above information.

Agenda 27.31 : To note the six monthly progress reports of the PhD scholars of School of Human Ecology (SHE)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 considered and recommended the six monthly progress reports (for the period July to December 2021) of the following PhD scholars of School of Human Ecology.

Sl. No.	Scholar	Date of Enrolment	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC on the progress
1.	Rashmi Singh	05/02/2015	14/02/2022	Satisfactory
2.	Anchal Dhiman	31/8/2016	13/01/2022	Satisfactory
3.	Syed Shoaib Ali	01/09/2016	07/01/2022	Satisfactory
4.	Sonam Mahalwal	01/09/2016	31/01/2022	Satisfactory
5.	Sonali Chauhan	08/08/2017	11/02/2022	Satisfactory
6.	Anisha Yadav	06/08/2018	24/12/2021	Satisfactory
7.	Vijaylakshmi Suman	30/07/2018	13/01/2022	Satisfactory
8.	Amit Kumar Srivastwa	29/07/2019	27/01/2022	Satisfactory

Decision: The Academic Council noted the above information.

Agenda 27.32 : To note the detail of the PhD Scholar admitted during the Admission Cycle 2020—21 in the School of Human Ecology (SHE)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the detail of PhD Scholars admitted during the Admission Cycle 2020—21 in the School of Human Ecology (SHE):

Sl. No.	Name	Date of Registration	RAC
1.	Suraj Pratap Singh Bhati	17/11/2021	Prof. Asmita Kabra (Supervisor), Dr. Suresh Babu, Dr. Rohit Negi

Decision: The Academic Council noted the above information.

Agenda 27.33 : To note the successful defense of PhD Thesis by Ms. Kopal Chaube (Enrolment S135BED01) held on 23.12.2021 of School of Human Ecology (SHE)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the successful defense of the Ph.D.Thesis titled "Political Ecology of Water Scarcity in Delhi: Social Material Elements of Water Supply in Mehrauli" by Ms. Kopal Chaube (Enrolment S135BED01 and Date of Registration: 28/02/2013) in a public viva voce organized on 23rd December 2021. Further, the Academic Council noted that the external examiners' representative Dr. Anu Sabhlok (IISER Mohali), chosen from the panel of examiners and approved by the Competent Authority appreciated the candidate

on the quality of her thesis and offered constructive feedback and recommended the award of degree of Doctor of Philosophy to the candidate. The Academic Council noted the recommendations made by the SCR in regard to the award of degree to the PhD scholar subject to fulfilment of all conditions and verification of documents.

Decision: The Academic Council noted the above information.

Agenda 27.34 : To note the change in allocation of PhD Supervisors in respect of Arfa Anis (Enrollment Number: S195ADS01) and Aakanksha Gautam (Enrollment Number: S185ADS01) of School of Development Studies (SDS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 considered and recommended the change in allocation of PhD Supervisors in light of SCR notification dated 7th September 2021. The Academic Council noted the observation made by the SCR and noted that till Dr. Moggallan Bharti completes the formalities stipulated by UGC/SCR apropos publications, PhD Coordinator, Anirban, shall be the designated as signatory/supervisor for all PhD related matters of Arfa Anis (Enrollment Number: S195ADS01) and Aakanksha Gautam (Enrollment Number: S185ADS01). This arrangement will be reverted as soon as Dr. Moggallan Bharti becomes eligible for supervision as per UGC norms. The Academic Council also noted the recommendations of SCR in regard to the change in allocation of PhD Supervisor in respect of Arfa Anis (Enrollment Number: S195ADS01) and Aakanksha Gautam (Enrollment Number: S185ADS01) in light of SCR notification dated 7th September 2021, wherein SCR has referred to the list of recognized supervisors for PhD Programme for the Academic Session 2020-21 that had been notified on 1st July 2021.

Decision: The Academic Council noted the above information.

Agenda 27.35 : To note the conduct of viva voce of the thesis titled 'Industrial clusters and migrant women workers in the handloom industry: A case study of Bodowomen weavers of Sualkuchi, Assam 1980- 2017' by Nibedita Hazarika (Enrolment No. S135ADS03), PhD - Development Studies Programme, School of Development Studies (SDS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 considered and recommended the conduct of Viva voce of the thesis titled 'Industrial clusters and migrant women workers in the handloom industry: A case study of Bodowomen weavers of Sualkuchi, Assam 1980- 2017' by Nibedita Hazarika (Enrolment No. S135ADS03), PhD - Development Studies Programme held on 02 February 2022. The viva was conducted by one of the examiners of her PhD thesis, Prof. Shubhangi Vaidya and based on the viva, the Examination Committee recommended to award PhD degree to the candidate.

The Academic Council noted tha the SCR in its meeting held on 30.3.2022 recommended the award of degree to the PhD scholar subject to fulfilment of all conditions and verification of documents.

Decision: The Academic Council noted the above information.

Agenda 27.36 : To note the six monthly progress report (for the Period of July to December 2021) of the PhD Development Studies scholars

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress reports (for the Period of July to December 2021) of the following PhD Development Studies scholars:

Sl. No.	Name of Students / Enrolment No./ Date of Registration	Batch	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC on the progress
1	Aakanksha Gautam S185ADS01 02.08.2018	2018	Dr. Moggallan Bharti (Supervisor), Dr. Nandini Nayak, Dr. Teena Anil	14.01.22	The scholar's progress was deemed satisfactory
2	Anu Rani S185ADS02 02.08.2018	2018	Dr. Nandini Nayak (Supervisor), Prof. Sumangala Damodaran, Prof. Deepita Chakravarty, Prof. Babu P. Remesh	19.01.22	
3	Arfa Anis S195ADS01 02.08.2019	2019	Dr. Moggallan Bharti (Supervisor), Dr. Kopal, Dr. Ivy Dhar	11.02.22	
4	Bhuvaneshwari Subramanian S185ADS03 03.08.2018	2018	Dr. Anirban Sengupta (Supervisor), Dr. Manish Jain, Dr. NandiniNayak	22.12.21	
5	Elizabeth Alexander S195ADS02 02.08.2019	2019	Prof. Deepita Chakravarty (Supervisor), Prof. Mary E. John, Dr. Nandini Nayak	04.02.22	
6	Jasodhara Borthakur S175ADS01 17.08.2017	2017	Dr. Ivy Dhar (Supervisor), Prof. Deepita Chakrvarty, Dr. Nandini Nayak,	23.12.21	
7	Rahul Kumar Yaduka S185ADS05 01.08.2018	2018	Dr. Ivy Dhar (Supervisor), Dr. Moggallan Bharti, Dr. Abhay Kumar	22.12.21	
8	Swati Mohana Krishnan S155ADS01 04.09.2015	2015	Prof. Sumangala Damodaran (Supervisor), Dr. Anirban Sengupta, Dr. Nandini Nayak	04.01.22	
9	Sweta Suman S135ADS06 29.08.2013	2013	Dr. Ivy Dhar (Supervisor), Dr. Nandini Nayak, Dr. Rachna Chaudhary	22.12.21	
10	Tasha Agarwal S175ADS02 17.08.2017	2017	Prof. Babu P. Remesh (Supervisor), Dr. Anirban Sengupta, Dr. Partha Saha	15.12.21	

The SCR took note and recorded the six monthly progress reports of the PhD Scholars of School of Development Studies whose names and duration is tabled above.

Decision: The Academic Council noted the above information.

Agenda 27.37 : To report the completion of term of Dr. Mamatha Karollil as programme coordinator for PhD Psychology in the School of Human Studies (SHS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 considered and recommended the completion of term of Dr. Mamatha Karollil as programme coordinator for PhD Psychology on 6th January 2021 and Dr.Vatsala Saxena took over as the new programme coordinator for Ph.D. Psychology programme. The Academic Council further noted the nomination of Dr.Vatsala Saxena as Programme Coordinator, PhD Psychology by RSC subject to the issuance of office order by the Dean Academic Services Division.

Decision: The Academic Council noted the above information.

Agenda 27.38 : To report the completion of term of Dr Bindu KC as MPhil and PhD Women and Gender Studies (WGS) programme Coordinator who has served for two plus one years (three years) from Jan 2019-14th Jan 2022

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the completion of the term of Dr. Bindu KC as MPhil and PhD Women and Gender Studies (WGS) programme Coordinator who has served for two plus one years (three years) from Jan 2019-14th Jan 2022. The Academic Council noted the recommendations made by the SCR regarding taking over the charge of Programme Coordinator of MPhil and PhD WGS programme on 14th January 2022.

Decision: The Academic Council noted the above information.

Agenda 27.39 : To report the suggestions made by the Research Advisory Committee (RAC) regarding the progress evaluation of the 8th Semester 2017 batch PhD scholars of Psychology in the School of Human Studies (SHS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the suggestions made by the Research Advisory Committee (RAC) regarding the progress evaluation of the 8th Semester 2017 batch PhD scholars of Psychology in the School of Human Studies (SHS). The Academic Council noted the recommendations made by the SCR in regard to the satisfactory progress report. The Academic Council also noted the recommendations made by the SCR in regard to the the six monthly progress reports of the PhD Scholars of School of Human Studies whose names and duration as tabled below:-

PhD Psychology:

Sl. No.	Registration no.	Name	Registration Date	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC on the progress
1	S175CPS01	Deepti Sharma	31/08/2017	25/08/2021	satisfactory progress
2	S175CPS02	Hsingwen Chang	22/08/2017	25/08/2021	satisfactory progress
3	S175CPS03	Meena Sawariya	22/08/2017	16/08/2021	satisfactory progress

Sl. No.	Registration no.	Name	Registration Date	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC on the progress
4	S175CPS04	Nikita Jain	23/08/2017	25/08/2021	satisfactory progress
5	S175CPS05	Priya Tiwari	23/08/2017	27/08/2021	satisfactory progress
6	S175CPS06	Ritika Arora	22/08/2017	27/08/2021	satisfactory progress
7	S175CPS07	Urvashi Agarwal	23/08/2017	27/08/2021	satisfactory progress
8	S175CPS08	Vikas Deepak	23/08/2017	27/08/2021	satisfactory progress

Decision: The Academic Council noted the above information.

Agenda 27.40 : To note the reallocation of PhD Psychology scholars and reconstitution of their RAC in the School of Human Studies (SHS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 considered and recommended the reallocation of Prof. Anup Dhar's PhD scholars and reconstitution of their RAC:

Sl. No.	Name of the student	Year of registration	New Supervisor	Re-constituted RAC
1	Deepti Sachdev	2012	Prof. Honey Oberoi	Prof. Honey Oberoi (supervisor), Prof.Rachana Johri
2	Anshumita Pandey	2012	Prof. Honey Oberoi	Prof. Honey Oberoi (supervisor), Prof.Rachana Johri
3	Bibinaz Thokchom	2012	Prof.Rachana Johri	Prof.Rachana Johri (supervisor), Dr.Mamatha Karollil
4	Deepti Sharma	2017	Prof.Rachana Johri	Prof.Rachana Johri (supervisor), Prof. Krishna Menon
5	Hsing Wen	2017	Dr.Mamatha Karollil	Dr.Mamatha Karollil (supervisor), Prof.Rachana Johri

The Academic Council noted the recommendations made by the SCR in regard to the allocation of Supervisor in respect of Prof. Anup Dhar's Supervisee's as detailed above. The Academic Council further noted the recommendations made by the SCR for following the due process as laid down in the clause 9.3 of Regulations related to the award of degree of Doctor of Philosophy notified vide no. F.No.AUD/26-2(2)/gov./2021 dated June 2, 2021 for the allocation of co-supervisor and for re-constituting the RAC and to report the same in its next meeting.

Decision: The Academic Council noted the above information.

Agenda 27.41 : To note the list of PhD scholars admitted for the PhD Programme (Women and Gender Studies) for the admission cycle 2020-21 in the School of Human Studies (SHS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 considered and recommended the following list of PhD scholars admitted for the PhD Programme for the admission cycle 2020-21:

Sl. No.	Name	Enrolment Number	Date of Registration
1	Anjali Joshi	S205CWG01	27-11-2021
2	DawaLhamu Sherpa	S205CWG02	07-12-2021
3	Manju Verma	S205CWG03	27-11-2021
4	Viraj Godage	S205CWG04	27-11-2021

The SCR noted the name of the PhD scholars admitted as detailed above.

Decision: The Academic Council noted the above information.

Agenda 27.42 : To report the re-joining of Alpaxee Kashyap (S185CWG02, PhD Scholar, Women and Gender Studies, School of Human Studies) after availing maternity leave

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 considered and recommended the rejoining after maternity leave of the following:

Sl. No.	Name	Enrolment Number	Maternity leave beginning	Re-joining date	Reference
1	Alpaxee Kashyap	S185CWG02	27-3-2021	22-11-2021	Alpaxee Kashyap Letter of rejoining

Decision: The Academic Council noted the above information.

Agenda 27.43 : To note the synopsis defense presentation of the PhD scholars in the School of Human Studies (SHS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the synopsis defense presentation of the following PhD scholars as tabled below:

Sl. No	Name/ Enrolment Number/ Date of Registration	Date of Synopsis Approval	Final Title	Attachments
1	Manisha Pal S195CWG03 29.07.2019	16.12.21	Love, Intimacy and Relationships: A Study of Young Adult College Students in Delhi	RAC report of Manisha Pal passing synopsis Synopsis by Manisha Pal
2	Shreya Malik S195CWG06 29.07.2019	20.12.21	Scripting Resistance: Women in Popular Narratives of the Rebellion of 1857, North India	RAC report of Shreya Malik passing synopsis Synopsis of Shreya Malik

Decision: The Academic Council noted the above information.

Agenda 27.44 : To note the extension given to the PhD scholars of School of Human Studies (SHS) in light of the UGC public notice dated 01.12.2021 for submission of the thesis

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 recommended the extension as recommended by RAC's and RSC of the School of Human Studies (SHS) in light of UGC public notice dated 01.12.2021 issued vide no. F.No. 1-10/2020(CPP-II) and endorsed by Chair SCR vide notification no. F.No.AUD/SCR/2021/ notification/22 dated 10.01.2022 in respect of PhD Scholars whose names are tabled below:

Sl. No	Enrolment Number	Name	Date of Registration	Date of 5 years ending	Last date of submission now	Attachments
1	S155CWG03	Arpita Anand	22/01/2015	22/01/2020, Took 6 months of women students' provision and the rest as pandemic extra time till 31-12-2021	30-6-2022	RAC report of Arpita Anand recommending extra time
2	S165CWG04	Aastha Dang	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Aastha Dang recommending extra time
3	S165CWG01	Himani Bajaj	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Himani Bajaj recommending extra time
4	S165CWG02	Nancy Yadav	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Nancy Yadav recommending extra time
5	S165CWG03	Renu Singh	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Renu Singh recommending extra time
6	S165CWG06	Dona Biswas	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Dona Biswas recommending extra time
7	S175CWG01	Ashika Bhargav	07-12-2016	07-12-2021, (took pandemic provision till 31-12-2021)	30-6-2022	Application of Ashika Bhargav that invokes the UGC pandemic provisions
8	S175CWG02	G.S. Mamatha Devi	07-12-2016	07-12-2021, 31-12-2021 based on pandemic provisions	30-6-2022	RAC report of G.S. Mamatha Devi recommending extra time

Sl. No	Enrolment Number	Name	Date of Registration	Date of 5 years ending	Last date of submission now	Attachments
9	S175CWG03	Sanjana	07-12-2016	07-12-2021, 31-12-2021 based on pandemic provisions	30-6-2022	Application of Sanjana that invokes the UGC pandemic provisions
10	S175CWG04	Shailly	07/12/2016	07-12-2021, 31-12-2021 based on pandemic provisions	30-6-2022	RAC report of Shailly recommending extra time
11	S175CWG05	T Khyochano Ovung	07/12/2016	07-12-2021, 31-12-2021 based on pandemic provisions	30-6-2022	RAC report of T Khyochano Ovung recommending extra time

Decision: The Academic Council noted the above information.

Agenda 27.45 : To note the conduct of presubmission presentations for the students of MPhil Women and Gender Studies (WGS) Student in the School of Human Studies (SHS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the conduct of presubmission presentations for the following MPhil WGS students:

Sl. No	Name	Registration No	Date of Presubmission	Attachments
1	Dawa Lhamu Sherpa	S194CWG02	26-10-2021	1. RAC Report of DawaLhamu Sherpa 2. Pre-submission Presentation Report of DawaLhamu Sherpa
2	Garima Kumari	S194CWG04	26-10-2021	1. RAC Report of Garima Kumari 2. Pre-submission Presentation Report of Garima Kumari
3	Prashastika Sharma	S194CWG08	26-10-2021	1. RAC Report of Prashastika Sharma 2. Pre-submission Presentation Report of Prashastika Sharma
4	Kajal	S194CWG05	07-12-2021	RAC report Kajal and Presubmission Report Kajal
5	Sonali Rai	S194CWG09	07-12-2021	RAC report Sonali Rai and Presubmission Report Sonali Rai
6	Sumit Kumar	S194CWG10	07-12-2021	RAC report Sumit Kumar and Presubmission Report Sumit Kumar

Decision: The Academic Council noted the above information.

Agenda 27.46 : To note the request for change of title of dissertation of Prashastika Sharma (S194CWG08) in the School of Human Studies

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 recommended the change of title of dissertation of Prashastika Sharma (S194CWG08) with retrospective effect as proposed by RAC and endorsed by RSC tabled mentioned below:

Sl. No	Name and Registration No	Former title	Proposed new title	Attachments
1	Prashastika Sharma S194CWG08	Beats, Bass and Voice: Sounds, Gender and Affect in YoYo Honey Singh's Music	Beats, Bass and Voice: Sounds, Gender and Affect in Contemporary Pop Music	Request by Prashastika Sharma and RAC endorsements

Decision: The Academic Council noted the above information.

Agenda 27.47 : To note the submission of MPhil Dissertation in respect of Students from School of Human Studies

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the submission of MPhil Dissertation of the following students:

Sl.No.	Enrolment No	Name	Date of Registration	Date of Submission
1	S194CWG04	Garima Kumari	14-08-2019	24-11-2021
2	S194CWG02	Dawa Lhamu Sherpa	29/07/2019	4-12-2021
3	S194CWG09	Sonali Rai	26/07/2019	31-12-2021
4	S194CWG05	Kajal	26-07-2019	29-12-2021
5	S194CWG08	Prashastika Sharma	31-07-2019	27-12-2021

Decision: The Academic Council noted the above information.

Agenda 27.48 : To note the resignation of Dr. Neetu Sarin, who was serving her notice period and agreed to continue as co supervisor for Anchal Bhatnagar who has applied for extension to complete her thesis

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the recommendations made by the RSC of SHS in its meeting held on 14thJanuary 2022 and discussed about the resignation of Dr. Neetu Sarin, who was serving her notice period, and agreed to continue as co supervisor for Anchal Bhatnagar who has applied for extension to complete her thesis. The Academic Council noted that Prof. Anita Ghai will continue as supervisor.

Decision: The Academic Council noted the above information.

Agenda 27.49 : To note the six monthly progress reports of MPhil Scholars of Psychoanalytic Psychotherapy in the School of Human Studies (SHS) (for the period winter semester 2021) and consider the requests for extension under the UGC pandemic provision

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress reports (for the period Winter semester 2021) and consider the requests for extension under the UGC pandemic provision of the following:

Sl. No	Student name/ Enrolment number	Supervisor & Co-Supervisor	RAC members	Date of Registration	Date of RAC Meeting and Status	Title of Dissertation
1.	Aanchal Bhatnagar S174CPS01	Prof Anita Ghai (SHS)	Dr Shivani Nag (SES)	09-08-2017	6-12-2021; Applied for extension. Endorsed by RAC	My Red Balloon: Attending to the Ruptures & Psychic continuity around Ordinary Loss
2.	Anjali Verma S174CPS02	Prof Rachana Johri (SHS)		09-08-2017	23.12.2021; Applied for extension. Endorsed by RAC	Engaging with the wordlessness withi(n) the researcher and the research .
3.	Gagandeep K Alluwalia S174CPS08	Dr Mamatha Karollil (SHS)	Dr Shifa Haq (SHS)	09-08-2017	28-1-2022; Applied for extension. Endorsed by RAC	Burning, Freezing, Spilling: On Female rage and Female Subjectivities
4	Tarun Vohra S174CPS15	Dr Shifa Haq (SHS)	Prof Anita Ghai (SHS)	22-08-2017	10-12-2021; Applied for extension. Endorsed by RAC	Kick it: Understanding value of play through children in shelter home
5	Ujjwala Singh S174CPS16	Prof Rachana Johri (SHS)	Prof Anita Ghai (SHS)	10-08-2017	23-12-2021; Applied for extension. Endorsed by RAC	Suffering at the margins; healing, holding, transformation, subversion- where does the clinic belong?
6	Vasundhara Singh S174CPS17	Prof Anita Ghai (SHS)	Prof Rachana Johri (SHS)	28-08-2017	12-1-2022; Applied for extension. Endorsed by RAC	Understanding body memory through a psychoanalytic lens.
7	Verakholu Veyie S174CPS18	Prof Anita Ghai (SHS)		09-08-2017	4-8-21; Applied for extension. Endorsed by RAC	A psychoanalytic Understanding of the autistic states

Decision: The Academic Council noted the above information.

Agenda 27.50 : To note the Change in MPhil Development Practices Supervisor in lieu of the Prof. Anup Dhar's resignation from Dr. B.R. Ambedkar University Delhi

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 considered the recommendations made by the RSC regarding change in supervisor of the following MPhil Development Practices students on account of the resignation tendered by Prof. Anup Dhar's from the University. The Academic Council noted the recommendations made by the RSC and as considered by SCR in allocating Prof. Anita Ghai as supervisor for the following MPhil Development Practices students:

Sl. No.	Name and Enrolment Number	Date of registration
1	Madiha Nisar (S194CDP05)	18/07/2019
2	Deepak (S194CDP02)	19/07/2019
3	Amit (S194CDP0)	19/07/2019
4	Qurratul Ayen (S194CDP11)	14/10/2019

The Academic Council noted the recommendations made by the SCR regarding allocation of MPhil Supervisor in light of Prof. Anup Dhar's resignation and also the allocation of co-supervisor to be made as per laid down procedure.

Decision: The Academic Council noted the above information.

Agenda 27.51 : To note the submission of MPhil Dissertation by Students in the School of Human Studies

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the submission of MPhil Dissertation by following Students:

Sl. No	Name and Enrolment number	Date of registration	Date of Submission
1	MadihaNisar (S194CDP05)	18/07/2019	23.12.2021
2	Deepak (S194CDP02)	19/07/2019	02.02.2022
3	Amit (S194CDP0)	19/07/2019	31.01.2022

Decision: The Academic Council noted the above information.

Agenda 27.52 : To note the approval of successful defense of the title and PhD synopsis of the PhD Scholars of 2019 batch of School of Education Studies

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the PhD synopsis defense presentation of the PhD scholars:

Sl. No.	Name of Student, Enrolment Number and Date of Registration / Admission	Date of approval of synopsis:	Title of the Synopsis:	Supervisor and RAC members
1.	Aditi Sehrawat S195H0001 19.08.2019	5 January 2022	Teacher Professionalism in a Private School in Delhi	Dr. Manish Jain (Supervisor), Dr. Gunjan Sharma (Internal member), Dr. Nidhi Gulati (External member)
2	Alprata Ahuja S195H0002 20.08.2019	21 December 2021	Mathematical Processes in the School Mathematics Curriculum: A Study of Reform Ideas and Practices of Elementary Grade Teachers	Dr. Manasi Thapliyal Navani (Supervisor); Prof. Haneet Gandhi (University of Delhi) (Co-Supervisor), Dr. Shivani Nag (Internal member)
3	Disha Sharma S195H0003 19.08.2019	20 December 2021	Understanding University Life: Everyday Experiences of Higher Education in India	Dr. Anandini Dar (Supervisor) Dr . Manasi Thapliyal Navani (Internal member), Dr. Moggallan Bharti (External member)
4	Harsha Rana S143H0004 20.08.2019	09 December 2021	Vocational education in a university: Aims and aspirations.	Dr. Gunjan Sharma (Supervisor) Dr. Sunita Singh (Internal member), Dr. Krishna Kalyan Dixit (External member)
5	Mincy Ruby Mathew S195H0005 19.08.2019	6 July 2021	Exploring sixth graders' response to gender representation in children's literature	Dr. Sunita Singh (Supervisor), Dr. Monimalika Day (Internal member), Prof. Shobha Sinha (External member)
6	Preeti S195H0006 19.08.2019	5 January 2022	Identity, Agency and Activism: A Narrative Inquiry of Dalit Women Activists' Experiences in Higher Education	Dr. Manish Jain (Supervisor), Dr. Shivani Nag (Internal member), Prof. Nandini Manjrekar (External member)
7	Radhika Mittal S195H0007 19.08.2019	3 December 2021	Teacher education and study of education in a university: Mapping contexts and conflicts	Dr. Gunjan Sharma (Supervisor); Dr. Manish Jain (Internal member), Prof. N. Nakkeeran (External member)
8	Ruchi Sharma S195H0008 28.08.2019	8 July 2021	Mapping the Nature of Engineering Coaching Industry and Popular Media Representation in the Indian Context	Dr. Sunita Singh (Supervisor), Dr. Shivani Nag (Internal member), Dr. Santosh Kumar Singh (External member)

Sl. No.	Name of Student, Enrolment Number and Date of Registration / Admission	Date of approval of synopsis:	Title of the Synopsis:	Supervisor and RAC members
9	Shanky Choudhary S195H0009 21.08.2019	14th January, 2022	Teachers' Perceptions of their Preparation for Inclusive Education	Dr. Monimalika Day (Supervisor), Dr. Gunjan Sharma (Internal member), Prof. Anita Ghai (External member)
10	Shilpa Bajaj S195H0010 19.08.2019	January 7, 2022	Constructions of Sexuality in Sex Education Programmes in India: A discourse analytic study	Dr. Shivani Nag (Supervisor), Dr. Anandini Dar (Internal member) Dr. Mamatha Karollil (External member)

Decision: The Academic Council noted the above information.

Agenda 27.53 : To note the list of students admitted in PhD in Education programme at the School of Education Studies (SES) for the year 2020-2021 admission cycle

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the information pertaining to the admission of the following nine students in the PhD in Education programme at the School of Education Studies (SES) for the 2020 cycle:

Sl. No.	Name and Enrolment No.
1.	Ridhima Garg (S205H0007)
2.	P Parandama Reddy (S205H0005)
3.	Priyanka (S205H0006)
4.	Shrishti Khanna (Admission cancelled)
5.	Kunica (S205H0003)
6.	Themhorchan Shadang (S205H0009)
7.	Aabha Rawat (S205H0001)
8.	Karan (S205H0002)
9.	Mansa (S205H0004)

The Academic Council noted the information of SCR regarding cancellation of the admission of one of the students Ms. Shrishti Khanna in the said programme along with the list of PhD scholars admitted in the admission cycle in 2020-2021 as tabled above.

Decision: The Academic Council noted the above information.

Agenda 27.54 : To note six monthly progress report of the PhD Scholars of School of Education Studies (SES)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress report of the PhD Scholars of School of Education Studies whose names are mentioned below:

Sl. No.	Name of Student	Enrolment Number	Date of Registration
1.	Aditi Sehrawat	S195H0001	19.08.2019
2	Alprata Ahuja	S195H0002	20.08.2019
3	Disha Sharma	S195H0003	19.08.2019
4	Harsha Rana	S143H0004	20.08.2019
5	Mincy Ruby Mathew	S195H0005	19.08.2019
6	Preeti	S195H0006	19.08.2019
7	Radhika Mittal	S195H0007	19.08.2019
8	Ruchi Sharma	S195H0008	28.08.2019
9	Shanky Choudhary	S195H0009	21.08.2019
10	Shilpa Bajaj	S195H0010	19.08.2019

Decision: The Academic Council noted the above information.

Agenda 27.55 : To note the admissions in PhD in Management (SBPPSE) for the academic year 2020-21

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the admission in PhD in Management on the basis of the minimum eligibility for application and combined scores in the entrance and interview process. The Academic Council noted the recommndations of the SCR regarding preparation of merit and waiting lists as per the guidelines against the 8 seats for Indian Nationals as per the roster (5 UR, 2 OBC, 1 SC).

Decision: The Academic Council noted the above information.

Agenda 27.56 : To note the successful completion of all requirements for MPhil degree, including Viva voce examination, of the MPhil Comparative Literature and Translation Studies (CLTS) Scholar in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the successful completion of all requirements for MPhil degree, including Viva voce examination, of the following MPhil Comparative Literature & Translation Studies (CLTS) Scholar and also recommended award of degree subject to the verifications of documents.

Sl. No.	Name of MPhil Scholar/ Date of Registration	Enrolment No.	Date of Viva	Name of Supervisor
1.	Mr Gaurav Kumar 09.08.2018	S184LCL01	01.10.2021	Prof. Radha Chakravarty

Decision: The Academic Council noted the above information.

Agenda 27.57 : To note the submission of dissertation by MPhil Comparative Literature and Translation Studies (CLTS) scholars in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the submission of dissertation by the following MPhil CLTS scholars:

Sl. No.	Name of MPhil Scholar/ Date of Registration	Date of pre-submission seminar	Enrolment No.	Date of Submission	Name of Supervisor
1.	Ms Shayantani Das 09.08.2018	09.08.2021	S184LCL03	02.11.2021	Prof. Radha Chakravarty
2.	Mr Sunhaib Izhar 09.08.2018	01.09.2021	S184LCL04	27.10.2021	Dr Shad Naved

Decision: The Academic Council noted the above information.

Agenda 27.58 : To note the conduct of pre-submission presentation of the MPhil Comparative Literature and Translation Studies (CLTS) scholar in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the conduct of pre-submission presentation of the following MPhil CLTS scholar:

Sl. No.	Name of MPhil Scholar/ Date of Registration	Date of Pre-submission seminar	Enrolment No.	Name of Supervisor
1.	Ms Vinky Mittal 01.08.2019	18.09.2021	S194LCL01	Dr Shad Naved

Decision: The Academic Council noted the above information.

Agenda 27.59 : To note the six-monthly progress report of PhD Comparative Literature and Translation Studies (CLTS) scholars in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress reports of the following PhD CLTS Scholars of School of Letters whose names are tabled below:

Sl. No.	Name of PhD Scholar/ Enrolment No./ Date of Registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms Imchanola Tzudir S175CL01 10.08.2017	The scheduled meeting on 09.08.2021 could not take place since the scholar failed to appear for the RAC meeting and did not respond to any of the communications from the supervisor.	Shad Naved (S), Radha Chakravarty, Mrityunjay Tripathi
2.	Mr Rachit Verma S185LCL04 21.08.2018	The scholar's progress was deemed satisfactory at meeting held on 26.08.2021 (see attached RAC report for details).	Shad Naved (S), Radha Chakravarty, Yogesh Snehi

3.	Mr Mohammed Irfan S195LCL03 19.08.2019	The scholar's progress was deemed satisfactory at meeting held on 31.08.2021 (see attached RAC report for details).	Shad Naved, Radha Chakravarty, Sandeep R. Singh

Decision: The Academic Council noted the above information.

Agenda 27.60 : To note the allocation of co-supervisors for the PhD Comparative Literature and Translation Studies (CLTS) Scholars as approved by the Competent Authority on 27.09.2021 in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the allocation of co-supervisors for the following PhD CLTS Scholars of School of Letters whose names are tabled below:

Sl. No.	Name of PhD Scholar/ Enrolment No./ Date of registration	Supervisor	Co-supervisor
1.	Ms Pooja Mann (S175LCL03) 10.08.2017	Prof. Radha Chakravarty	Dr Diamond Oberoi Vahali
2.	Ms Nilza Angmo (S175LCL02) 10.08.2017	Prof. Radha Chakravarty	Dr Anita Cherian
3.	Mr Aniruddha Nagaraj (S185LCL02) 21.08.2018	Prof. Radha Chakravarty	Dr Anita Cherian
4.	Ms Jemsy Claries Alex (S195LCL02) 20.08.2019	Prof. Radha Chakravarty	Dr Anita Cherian
5.	Ms Pali Sarkar (S195LCL04) 21.08.2019	Prof. Radha Chakravarty	Dr Akhil Katyal

Decision: The Academic Council noted the above information.

Agenda 27.61 : To note the Six-monthly Progress Reports of the PhD Student in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress report of Mr.Ashutosh Kant Prabhakar (S175LEN01) of School of Letters:

Sl. No	Name of PhD Scholar/ Enrolment No./ Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Mr Ashutosh Kant Prabhakar S175LEN01 16.08.2017	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Amit Singh (S), Diamond Oberoi Vahali, Yogesh Snehi

Decision: The Academic Council noted the above information.

Agenda 27.62 : To note the reporting of successful completion of all requirements for MPhil degree, including Viva voce examination, of following MPhil Comparative Literature & Translation Studies (CLTS) scholar in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the successful completion of MPhil degree

requirements by Shayantani Das and recommended the award of degree subject to fulfilment of all conditions and verification of documents:

Sl.No	Name of MPhil Scholar	Date of Registration	Enrolment No.	Date of Viva
1.	Ms Shayantani Das	09.08.2018	S184LCL03	10.01.2022

Decision: The Academic Council noted the above information.

Agenda 27.63 : To note the conduct of pre-submission presentation of the MPhil Comparative Literature and Translation Studies (CLTS) scholars in the School of Letters

It is submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the conduct of pre- submission presentation by the MPhil CLTS scholars as tabled below:

Sl. No.	Name of MPhil Scholar	Enrolment No.	Date of Registration	Date of pre-submission seminar
1.	Ms Haidamteu Newme Z	S194LCL02	01.08.2019	16.12.2021
2.	Ms Malvika Singh	S194LCL03	06.08.2019	03.01.2022
3.	Ms Vinky Mittal	S194LCL01	01.08.2019	21.01.2022

Decision: The Academic Council noted the above information.

Agenda 27.64 : To note the conduct of pre-submission presentation of the PhD Comparative Literature and Translation Studies (CLTS) scholar in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the conduct of pre-submission presentation by the PhD CLTS scholars as tabled below:

Sl. No	Name of PhD Scholar	Enrolment No.	Date of Registration	Date of pre-submission seminar
1.	Ms Pooja Mann	S175LCL03	10.08.2017	03.01.2022

Decision: The Academic Council noted the above information.

Agenda 27.65 : To note the submission of dissertation by the MPhil Comparative Literature and Translation Studies (CLTS) scholars in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the submission of dissertation as tabled below:

Sl. No	Name of MPhil Scholar	Enrolment No.	Date of Registration	Date of Submission
1.	Ms Haidamteu Newme Z	S194LCL02	01.08.2019	10.01.2022
2.	Ms Malvika Singh	S194LCL03	06.08.2019	27.01.2022

Decision: The Academic Council noted the above information.

Agenda 27.66 : To note the six-monthly progress report of the PhD Comparative Literature and Translation Studies (CLTS) scholars in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress reports of the PhD CLTS Scholars of School of Letters whose names are tabled below:

Sl. No	Name of PhD Scholar/ Enrolment No./ Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)	Statisfactory/ Unsatisfactory report
1.	Ms Imchanola Tzudir S175CL01 10.08.2017	The Scholar has not responded to any official queries and emails from the Supervisor or the School office. She also missed the last RAC meeting.	Shad Naved, Radha Chakravarty, Mrityunjay Tripathi	Unsatisfactory
2.	Ms Nilza Angmo S175LCL02 10.08.2017	The scholar's progress was deemed satisfactory at a meeting held on 11.01.2022 (see attached RAC report for details).	Radha Chakravarty (S), Anita Cherian (Co-S), Shad Naved	Satisfactory
3.	Mr Aniruddha Nagaraj S185LCL02 21.08.2018	The scholar's progress was deemed satisfactory at meeting held on 10.01.2022 (see attached RAC report for details).	Radha Chakravarty (S), Anita Cherian (Co-S), Shad Naved, Bindu KC	Satisfactory
4.	Ms Jemsy Claries Alex S195LCL02 20.08.2019	The scholar's progress was deemed satisfactory at meeting held on 16.12.2021 (see attached RAC report for details).	Radha Chakravarty (S), Anita Cherian (Co-S), Shad Naved, Shelmi Sankhil	Satisfactory
5.	Mr Mohammed Irfan S195LCL03 19.08.2019	The scholar's progress was deemed satisfactory at meeting held on 03.01.2022 (see attached RAC report for details).	Shad Naved, Radha Chakravarty, Sandeep R. Singh, Bindu KC	Satisfactory
6.	Ms Pali Sarkar S195LCL04 21.08.2019	The scholar's progress was deemed satisfactory at meeting held on 07.01.2022 (see attached RAC report for details).	Radha Chakravarty (S), Akhil Katyal (Co-S), Shad Naved	Satisfactory

Decision: The Academic Council noted the above information.

Agenda 27.67 : To note the approval of Dissertation title and Synopses of PhD Comparative Literature and Translation Studies (CLTS) Scholars in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the approval of dissertation title and Synopses as tabled below:

Sl. No	Name of PhD Scholar/ Enrolment No./ Date of registration	Date of Synopsis Defence	Thesis title
1.	Ms Jemsy Claries Alex S195LCL02 20.08.2019	16.12.2021	Littoral Translations of Charlemagne in Kerala: Texts, Contexts and Performance
2.	Mr Mohammed Irfan S195LCL03 19.08.2019	03.01.2022	Genres of the Historical in Urdu and Arabic: Abdul Halim Sharar and Jurji Zaydan
3.	Ms Pali Sarkar S195LCL04 21.08.2019	07.01.2022	The Unfinished Bengal Partition: Rewriting Lives on the Margins

Decision: The Academic Council noted the above information.

Agenda 27.68 : To note the approval of Temporary De-registration of PhD Comparative Literature and Translation Studies (CLTS) Scholar, School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the recommendations made by the RSC in regard to the temporary de-registration of Mr.Rachit Verma, Ph.D. CLTS Scholar, School of Letters, for a period of one year as per clause 16(vi) of Regulations concerning degrees of MPhil and PhD 2016 as approved in 9th AC on 31.01.2017.

1.	Mr Rachit Verma S185LCL04 21.08.2018	The scholar submitted an application for temporary deregistration on health grounds on 21.01.2022. The same was discussed in an RAC meeting on 10.02.2022. The minutes of the discussion, Supervisor's report and supporting documents are attached in the appendix. The RAC recommended temporary deregistration of the Scholar.	Shad Naved, Radha Chakravarty, Yogesh Snehi

Decision: The Academic Council noted the above information.

Agenda 27.69 : To note the admission of PhD Comparative Literature and Translation Studies (CLTS) Scholars (batch of 2020-21) and approval of coursework for Semester-1

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022, noted the list of students admitted in admission cycle 2020-21 as tabled below:

Sl. No	Name of PhD Scholar/ Enrolment No./ Date of Registration	Coursework recommended for Semester 1 (MS 2020)
1.	Ms Nirupama V. S205LCL02 16.11.2021	Research Methodology (4 credits) Genealogies of CLTS (4 credits)
2.	Mr Fazil S205LCL01 17.11.2021	Research Methodology (4 credits) Genealogies of CLTS (4 credits)

Decision: The Academic Council noted the above information.

Agenda 27.70 : To note the reconstitution of RACs for PhD Comparative Literature and Translation Studies (CLTS) Scholars in light of new Research Study Rules and Supervisor qualifications

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the reconstituted RACs for PhD CLTS scholars tabled below. The Academic Council further noted that the SCR in its meeting considered the change in the supervisor in respect of Sl No.3 and 4 in light of the superannuation of Prof. Radha Chakravarty as per laid down procedures/regulations.

Sl. No	Name of MPhil Scholar/ Enrolment No.	Current RAC Members	Proposed RAC
1.	Mr Abhimanyu Singh S195LCL01	Shad Naved (S), Sandeep R. Singh, Shelmi Sankhil	Shad Naved (S), Radha Chakravarty, *Santhosh Sadanandan (SCCE)*
2.	Mr Mohammed Irfan S195LCL03	Shad Naved (S), Radha Chakravarty, Sandeep R. Singh	Shad Naved (S), Radha Chakravarty, *Bindu KC (SHS)*
3.	Ms Jemsy Claries Alex S195LCL02	Radha Chakravarty (S), Anita Cherian (Co-S), Shelmi Sankhil	Radha Chakravarty (S), Anita Cherian (Co-S), *Shad Naved*
4.	Ms Pali Sarkar S195LCL04	Radha Chakravarty (S), Akhil Katyal (Co-S), *Pallavi Chakravarty (SLS)*, Shad Naved	Radha Chakravarty (S), Akhil Katyal (Co-S), Shad Naved

Decision: The Academic Council noted the above information.

Agenda 27.71 : To note the admission of 5 research scholars (2020-21) to the PhD English programme in the School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the list of students admitted in admission cycle 2020-21 as tabled below:

Sl. No	Name	Enrollment No.
1	Aakanksha Barwal	S205LEN01
2	Anna Dasgupta	S205LEN02
3	Bhumika Singh	S205LEN03
4	Komal Rajwansh	S205LEN04
5	Meghal Karki	S205LEN05

Decision: The Academic Council noted the above information.

Agenda 27.72 : To note the reconstitution of RAC for the PhD English Scholar because of resignation of one external member

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the reconstitution of RAC by the RSC for the following PhD English Scholar because of resignation of one external member as tabled below:

Sl. No	Name of MPhil Scholar/ Enrolment No.	Current RAC Members	Proposed RAC
1.	Mr Adarsh Narayan Parbat S195LEN01	Diamond Oberoi Vahali (S), Usha Mudiganti, Neetu Sarin (SHS)	Diamond Oberoi Vahali (S), Usha Mudiganti, *Shifa Haq (SHS)*

Decision: The Academic Council noted the above information.

Agenda 27.73 : To note the Six-Monthly Progress reports for the PhD Hindi scholar (for the period August to December 2021)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress reports of the PhD Scholars of School of Letters whose names are tabled below:

Sl. No	Name of Scholars/ Enrollment No./ Date of Registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Praveen Verma SI95DHI04 13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approve**: Ikkisvi sadhi ke aarambhik do dashak aur Hindi Kavita	

2	Raman Kumar S195DHI05 13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approve**: Hindi Dalit Kavita ka Samajshastriya Adhyayan (Vishesh Sandarbh: 80 ke dashak ke baad ki Hindi Dalit Kavita	Prof.Navin Chandra Lohni Prof. Satyaketu Sankrit Prof. Goplaji Pradhan
3	Biplaw Kumar S195DHI02 13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approve**: Mohan Rakesh ke Sahitya mein madhyaverg	Prof. Pradip Shridhar, Prof. Satyaketu Sankrit Prof. Goplaji Pradhan
4	Narender Kumar Singh S195DHI03 13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approve**: Hindi Natak Ke Vikas Mein Mahila Natakkaron Ka Yogdaan Aur Unki Rang-Chetna (Mannu Bhandari, Mrinal Pandey, Mridula Garg, Kusum kumar Ke Vishesh Sandarbh Mein)	Dr. Vinod Sharma Prof. Satyaketu Sankrit Prof. Goplaji Pradhan
5	Bharti Jain S195DHI01 13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approved**: Hindi Sahitya itihaas lekhan me mahila sahityakaron ki upasthiti: ek vishleshan.	Dr. Vaibhav Prof. Satyaketu Sankrit Prof. Goplaji Pradhan
6	Shipra Shukla S175DHI02 17-08-2017	The scholar's RAC report is satisfactory (Attached RAC report for details).	Dr. Rekha Sethi Prof. Satyaketu Sankrit Prof. Goplaji Pradhan

Decision: The Academic Council noted the above information.

Agenda 27.74 : To note Viva voce completion of MPhil Hindi Scholar, School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the completion of viva voce of the following MPhil Hindi Scholar and recommended that the Degree be awarded to MPhil Scholar as per rules:

1. Mr Ankit Kumar (S184LHI01) on 27-01-2022

Decision: The Academic Council noted the above information.

Agenda 27.75 : To note Pre-submission presentation and submission of thesis of PhD Hindi Scholar

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the conduct of pre-submission presentation by Aakansha Bhatt (S165DHI02) on 06.01.2022 and submission of thesis on 07.01.2022.

Decision: The Academic Council noted the above information.

Agenda 27.76 : To report the new PhD Hindi admitted students in School of Letters

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the list of following students admitted in admission cycle 2020-21 and further took note exemption of course work mentioned against the name of Bharti (S205DHI03) and Parul (S205DHI04), provided that the said exemption is covered under clause 10.2 of ordinance 10 relating to the award of degree of Doctor of Philosophy as approved by BOM in its 31st meeting held on 25.05.2021 vide resolution no. 30.4.

Sl. No.	Name	Enrollment No.	Course Work
1	Akanksha	S205DHI01	Registered in two 4 credit course
2	Anupam Bhatt	S205DHI02	Registered in two 4 credit course
3	Bharti	S205DHI03	Course work exempted
4	Parul	S205DHI04	Course work exempted
5	Sonia	S205DHI05	Registered in two 4 credit course

Decision: The Academic Council noted the above information.

Agenda 27.77 : To note successful conduct of synopsis defense presentations of the PhD Scholars of Economics Programme in the School of Liberal Studies (SLS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the synopsis defense presentation of the following PhD scholars detailed below:

a. Anna Sinha (S185DEC02) Title: 'Gig Work in India: An Exploratory Study of the Labour Processes and Social Relations of Production ' approved on 24.08.2021

b. Aishwarya R. (S195DEC01) Title: 'The Political Economy of Women's Work in India: An Enquiry into the Dynamics of Time-Use and Social Location' approved on 23.08.2021.

Decision: The Academic Council noted the above information.

Agenda 27.78 : To note six monthly progress reports of the PhD scholars of Economics Programme in the School of Liberal Studies (SLS)

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress reports of the following PhD Scholars of School of Liberal Studies whose names and duration is tabled below:

Sl. No	Name of Students/ Enrolment No./ Date of Registration	Supervisor (RAC) Members	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Anandita Sharma (S185DEC01) 01.08.2018	Dr. Dipa Sinha (Supervisor) Dr. Jyotirmoy Bhattacharya, Dr. Samik Chowdhury	Jan to July 2021	23.08.21	The scholar's progress was deemed satisfactory.
2	Mansi Mehta (S185DEC04) 01.08.2018	Dr. Dipa Sinha (Supervisor) Dr, Arindam Banerjee, Prof. Deepita Chakravarty	Jan to July 2021	23.08.21	
3	Shivani Yadav (S185DEC06) 01.08.2018	Dr, Krishna Ram, (Supervisor) Dr. Dipa Sinha, Dr. Amit Thorat	Jan to July 2021	23.08.21	
4	Divya Sharma (S185DEC03) 01.08.2018	Dr. Jyotirmoy Bhattacharya (Supervisor), Dr. Arindam Banerjee, Dr. Parag Waknis, Dr. Satyaki Roy	Jan to July 2021	12.08.21	
5	Akanksha Yadav S195DEC02 01.08.2019	Dr. Arindam Banerjee (Supervisor), Dr. Dipa Sinha, Dr Indranil Mukhopadhyay	Jan to July 2021	24.08.21	
6	Bhoomika Mann S195DEC03 01.08.2019	Dr. Parag Waknis (Supervisor) Dr. Dipa Sinha, Dr. Sona Mitra	Jan to July 2021	24.08.21	
7	Mini Singh S195DEC04 01.08.2019	Dr. Parag Waknis (Supervisor) Dr. Krishna Ram, Dr. Jyotirmoy Bhattacharya, Dr. Catalina Granda-Carvajal	Jan to July 2021	24.08.21	
8	Ravinder Ram S195DEC06 01.08.2019	Dr, Krishna Ram (Supervisor), Dr. Parag Waknis, Dr. Amit Thorat	Jan to July 2021	23.08.21	

Decision: The Academic Council noted the above information.

Agenda 27.79 : To note the reconstitution of RSC, School of Liberal Studies

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 has recommended that the following RSC committee in the School of Liberal Studies, has not been constituted as per Regulations related to the award of degree of Doctor of Philosophy notified vide no. F.No.AUD/26-2(2)/gov./2021 datedJune 2, 2021:

i) Professor Dhirendra Datt Dangwal (Chair), Dean, SLS

ii) Dr Dhiraj Kumar Nite, Ph. D. Programme Coordinator (History)

iii) Dr Arindam Banerjee, Ph. D. Programme Coordinator (Economics)

iv) Dr Bidhan Chandra Dash, Ph. D. Programme Coordinator (Sociology)

v) Dr Pranay Goswami (Convener), Ph. D. Programme Coordinator (Mathematics)

vi) Professor Ashmita Kabra (External Member), SHE

The Academic Council noted that recommendation made by the SCR recommended to constitute the Committee as per the Regulations related to the award of degree of Doctor of Philosophy notified vide no. F.No.AUD/26-2(2)/gov./2021 datedJune 2, 2021.

Decision: The Academic Council noted the above information.

Agenda 27.80 : To note successful Synopsis defense of the PhD Scholars of Mathematics programmes in the School of Liberal Studies

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 and noted the successful synopsis on defense presentation of the PhD scholars of Mathematics Programme on 19th and 20th January, 2022, as detailed below:

a) Ashutosh Panday- S185DMA02 (2018 Batch) Title of the Synopsis “On prime rings having differential identities”

b) Manoj Kumar- S185DMA03 (2018 Batch) Title of the Synopsis “Traffic Congestion Modeling and Prediction”c)

Decision: The Academic Council noted the above information.

Agenda 27.81 : To note successful Synopsis defense of the PhD Scholars of History programmes in the School of Liberal Studies

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the synopsis defense presentation of the PhD scholars detailed below:

a. The following PhD (History) synopsis has been passed on 28th January 2022. Tanya Burman (PhD Candidate of History Programme, **Enrollment number S195DHS02)**, 'Begum Hazrat Mahal: Power, Politics and ‘Self-representation' in the Revolt of 1857', Supervisor: Dr Shailaja Menon.

Decision: The Academic Council noted the above information.

Agenda 27.82 : To note six monthly Progress reports of the PhD Scholars of Economics, Mathematics and Sociology Programmes.

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted and recorded the six monthly progress report of the PhD Scholars of School of Liberal Studies whose names and duration is tabled below:

a) PhD Economics Programme

Sl. No	Name of Students/ Enrolment No./ Date of Registration	Supervisor (RAC) Members	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Anandita Sharma S185DEC01 01.08.2018	Dr. Dipa Sinha (Supervisor) Dr. Jyotirmoy Bhattacharya, Dr. Samik Chowdhury	July to Dec 2021	20.01.22	The scholar's progress was deemed satisfactory.
2	Mansi Mehta S185DEC04 01.08.2018	Dr. Dipa Sinha (Supervisor) Dr, Arindam Banerjee, Prof. Deepita Chakravarty	July to Dec 2021	24.01.22	
3	Shivani Yadav S185DEC06 01.08.2018	Dr, Krishna Ram, (Supervisor) Dr. Dipa Sinha, Dr. Amit Thorat	July to Dec 2021	19.01.22	
4	Divya Sharma S185DEC03 01.08.2018	Dr. Jyotirmoy Bhattacharya (Supervisor), Dr. Arindam Banerjee, Dr. Parag Waknis, Dr. Satyaki Roy	July to Dec 2021	19.01.22	
5	Anna Sinha S185DEC02 01.08.2018	Dr. Arindam Banerjee (Supervisor), Dr. Dipa Sinha, Dr. Satyaki Roy	July to Dec 2021	20.01.22	
6	Akanksha Yadav S195DEC02 01.08.2019	Dr. Arindam Banerjee (Supervisor), Dr. Dipa Sinha, Dr Indranil Mukhopadhyay	July to Dec 2021	20.01.22	
7	Aishwarya R. S195DEC01 01.08.2019	Dr. Dipa Sinha (Supervisor) Dr, Arindam Banerjee, Dr. Nandini Nayak	July to Dec 2021	21.01.22	

b) Ph D Mathematics Programme

Sl. No	Name of Students/ Enrolment No./ Date of Registration	Supervisor (RAC) Members	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Rachana Shokhanda S185DMA04 26/07/2018	Dr Pranay Goswami (Supervisor), Dr Mukund Madhav Mishra , Dr Kranti Kumar, Dr Mradul Veer Singh	Aug 2021 to Dec 2021	20.01.22	The scholar's progress was deemed satisfactory.
2	Nisha S195DMA02 07/08/2019	Dr Kranti Kumar (supervisor) Dr Chandrashekhar Nishad, Dr Mradul Veer Singh,Dr Pranay Goswami	Aug 2021 to Dec 2021	20.01.22	
3	ARUSHI S185DMA01 25/07/2018	Professor Geetha Venkatraman (Supervisor)	Aug 2021 to Dec 2021	19.01.22	

Sl. No	Name of Students/ Enrolment No./ Date of Registration	Supervisor (RAC) Members	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
		Dr Radha Mohan, Dr Balchand Prajapati, Dr Ramneek Khassa			
4	Prasun Kumar (S195DMA01) 7/8/2019	Professor Geetha Venkatraman (Supervisor) Dr Saroj B Malik, Dr Balchand Prajapati, Dr Ramneek Khassa	Aug 2021 to Dec 2021	19.01.22	

c) PhD Sociology Programme

Sl. No	Name of Students/ Enrolment No./ Date of Registration	Supervisor (RAC) Members	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Abhik Bhattacharya S185DSC01 13.08.2018	Dr. Urfat Anjem Mir (Supervisor) Prof. Farhana Ibrahim, Dr. Bidhan Chandra Dash	July to Dec 2021	20.12.21	The scholar's progress was found satisfactory.
2	Yaminie Sharma S185DSC05 10.08.2018	Dr. Preeti Sampat (Supervisor) Dr. Ngoru Nixon Dr. Bidhan Chandra Dash	June 2021 to Dec 2021	21.01.22	

Decision: The Academic Council noted the above information.

Agenda 27.83 : To note the reconstitution of RAC of Mr Prasun Kumar (S195DMA01), Mathematics, School of Liberal Studies

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the reconstitution of RAC of Mr Prasun Kumar and also noted that Dr Saroj B Malik who is an external member, has expressed her inability to be part of RAC due to health issues. Accordingly, in place of Dr Malik, Dr Satyanaryana Reddy, Associate Professor, Department of Mathematics, Shiv Nadar University has agreed to be an RAC external member.

Name of Student	Supervisor	External Member	Internal Members
Prasun Kumar (S195DMA01)	Professor Geetha Venkatraman	Dr Stayanarayan Reddy Associate Professor, Department of Mathematics, Shiv Nadar University satya.a@snu.edu.in	Dr Ramneek Khassa, Dr Balchand Prajapati

Decision: The Academic Council noted the above information.

Agenda 27.84 : To report the list of eligible Phd supervisors notified by the University

It was submitted to the Academic Council that the SCR in its 57th meeting held on 30.03.2022 noted the list of eligible PhD supervisors notified by the University vide Notification No. AUD/SCR/Misc./2021/01 dated 01.07.2021 and No. AUD/SCR/Misc./2021/63 dated 21.03.2022. The list of eligible PhD supervisors notified by the University is placed at **Appendix-11**.

Decision: The Academic Council noted the above information.

Confidential Agenda as placed before the Academic Council

Agenda 27.85 : To consider the list of experts to be associated with the Selection Committees under Statute 14(2)(iii) for teaching posts as proposed by the Dean, Academic Services

The list of experts submitted by the Deans of some schools was informed and placed before the Academic Council for deliberation and consideration.

Decision: The Academic Council deliberated on the matter and authorized the Vice Chancellor to amend, add or delete the name of the experts to be associated with the Selection Committee for teaching posts and other academic staff posts.

Any other matter as placed before the Academic Council.

Agenda 27.86 : To consider the implementation of Dr. B. R. Ambedkar University UG Curriculum Framework - 2022 (AUD UGCF-2022)

It was submitted to the Academic Council that a centralized committee was constituted on 10th January, 2022 with the approval of the Competent Authority to deliberate on the revision of syllabus in the light of the Choice Based Credit System (CBCS) and National Education Policy (NEP 2020). After deliberations, the Committee has formulated the final Dr.B.R.Ambedkar University UG Curriculum Framework-2022(AUD UGCF-2022). A copy of the Dr.B.R.Ambedkar University UG Curriculum Framework-2022 (AUD UGCF) is placed at **Annexure-12**.

Decision: In light of the Clause 24 (vi) and (xiv) of the University Act and Statute 12 (i) (a), the proposal regarding implementation of Dr. B. R. Ambedkar University UG Curriculum Framework – 2022 (AUD UGCF-2022) was placed before the Academic Council for its consideration. After due deliberations and with observations the Academic Council considered the UGCF frameworks and further authorized the Vice Chancellor to incorporate change and/or modifications etc. as in accordance with UGC regulations as notified from time to time.

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

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

(Dr Nitin Malik)
Registrar

Appendix-1
Resl. No. 2/AC(27)/22.06.2022

Action Taken Report (ATR) on the Minutes of the 26th Meeting of the Academic Council held on 24 January 2022

Resol. No.	Decision	Action Taken
26.1	Resolved to confirm the Minutes of the 25th Meeting of the Academic Council held on 14.12.2021	Recorded
26.2	The Council resolved to note the ATR on the decisions taken in its 25th meeting held on 14.12.2021 Decision: The Academic Council noted the Action Taken Report.	Recorded
26.3	To consider the appeal filed by Ms. Madhavi Mukherjee, Student of BA Sustainable Urbanism, who had taken an Urban studies elective course in lieu of a core course "Working with Numbers" as she did not study mathematics from her 8th standard onwards, for award of her graduate degree Decision: After due deliberations on the appeal filed by the student and the proposal submitted by the School, the Academic Council in exercise of its powers conferred under the University Act 24(1) sub clause (vi) and Statute 12(1)(a) recommended to award the B.A(SU) degree to Ms. Madhavi Mukherjee as an exceptional case. The Academic Council further stated that the exception shall not be treated as precedence in any case in future. The members also recommended to enquire about the procedural failure on the part of the School and take necessary action. The Academic Council further recommended to issue a clarification in the Admission Brochure regarding option of choosing such elective courses. The Academic Council further directed to ensure that all the rules pertaining to core courses and choosing of elective courses during the admissions be followed in letter and spirit.	After obtaining 'No dues', student clearance forms, the student has been provided with provisional certificate and consolidated final transcript and noted for future compliance.
26.4	Matters arising out of the Standing Committee on Academic Programmes (SCAP) as emanating from its 55th meeting held on 11.01.2022	
26.4.1	To consider the MA Economics Courses being offered by the School of Liberal Studies (SLS) Decision: In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1)(a), the Academic Council considered and approved the recommendations made by SCAP in its 55th meeting for considering the MA Economics Courses being offered by the School of Liberal Studies (SLS), School of Liberal Studies.	Recorded. The School has communicated the decision of the Academic Council to its programme coordinator of Economics for informing Student about availability of MA Economics courses as electives for next semester.

Resol. No.	Decision	Action Taken
26.4.2	To consider the proposal to offer a foundation/ compulsory course in Hindi Language in all BA programs in the School of Global Affairs (SGA) Decision: In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1)(a), the Academic Council considered and approved the recommendations made by SCAP in its 55th meeting for considering the proposal to offer a foundation/ compulsory course in Hindi Language in all BA programs in the School of Global Affairs (SGA).	Recorded. The School has informed BA Program Coordinators to make necessary changes in the monsoon semester time-table to include Hindi language as a foundation / compulsory course from 2021-22 batch onwards. The School has informed that the programme wise list of student who will be taking Hindi course have been shared with Dean, SoL.
26.4.3	To consider the provision for the 1st semester students of BA Hindi Honours to opt two 6 Credit Open Elective Courses offered by BA Honours Hindi Programme being offered by School of Letters (SoL) Decision: In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1)(a), the Academic Council considered and approved the recommendations made by the SCAP in its 55th meeting for considering the provision for the 1st semester students of BA Hindi Honours to opt two 6 Credit Open Elective Courses offered by BA Honours Hindi Programme being offered by School of Letters (SoL) as an one time exception.	Recorded. The School has informed that the BA Hindi Honours 1st semester students of 2021 batch have been registered for 6 credits course in ERP offered by School of Letters and BA Hindi Honours Programme as an Generic Elective course.
26.5	Matters arising out of the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) as emanating from its 20th Meeting held on 19.01.2022	
26.5.1	To consider the proposal for revising the Rules of Attendance and Assessment for BBA Programme of SBPPSE Decision: In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1)(a), the Academic Council considered and recommended to approve the recommendations of the SCPVCE made in its 20th meeting for considering the proposal for revising the Rules of Attendance (i.e.,80% mandatory attendance) and Assessment for BBA Programme of SBPPSE.	Recorded. The School has shared the Rules of Attendance and Assessment for BBA Programme of SBPPSE with the students of the School.

Resol. No.	Decision	Action Taken
26.5.2	To consider the proposal for the courses to be offered in third semester MBA – IEV programme Decision: In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1)(a), the Academic Council considered and approved the recommendations made by the SCPVCE in its 20th meeting for considering the proposal for the courses to be offered in third semester MBA – IEV programme.	Recorded. The teaching courses of MBA-IEVD Programme (Third Semester, Module V) has been started from 27.01.2022.
26.6	To deliberate and consider the proposal of admission to various UG and PG programmes offered by the University through admission test conducted by the central test conducting agency/national test conducting agency/state test conducting agency Decision: In exercise of the powers conferred under the University Statute 12(1)(a), the Academic Council deliberated on the matter and recommended to admit students in various UG and PG programmes through a Admission Test. For this purpose, tests conducted by various testing agencies such as central test agencies/national test agencies/state test agencies shall be considered. The Academic Council recommended to constitute a committee to further deliberate on the type of test each programme can subscribe to depending on the nature of programme courses being offered. The Academic Council authorized the Vice Chancellor to take decision in carrying out the modalities for conducting the entrance exams for admission to various UG and PG Courses through central/state test conducting agency etc.	Recorded. The university vide notification No. AUD/Reg/ Misc/2022-04 dated 25.1.2022 has notified a committee to deliberate on UG and PG Admissions for adopting the entrance exam scheme. A preliminary meeting of the committee was held on 15.02.2022 and 15.04.2022. The Committee has recommended to opt for CUET for admission to UG programme during this Academic Session.
26.7	To consider the equivalence of the Delhi Board of School Education (DBSE) with the CBSE and other recognized Boards of India and to approve and validate the courses run by the DBSE in its affiliated School along with the certificates issued by DBSE for admission in the campuses running under the aegis of Dr. B. R. Ambedkar University Delhi Decision: The Academic Council noted the proposal pertaining to equivalence of the Delhi Board of School Education (DBSE) with the CBSE and other recognized Boards of India and to approve and validate the courses run by the DBSE in its affiliated School along with the certificates issued by DBSE for admission in the campuses running under the aegis of Dr.B.R.Ambedkar University Delhi. After detailed deliberations, the Board recommended to approve the proposal.	Recorded. The decision of the Academic Council shall be adopted w.e.f. Admission year 2022-23.
26.8	To report Foreign Student admission for Academic Year 2020-21 The Academic Council noted that the Dean, International Affairs Division has informed about the admission of the following	Noted.

<table>
<tr><th>Resol. No.</th><th>Decision</th><th>Action Taken</th></tr>
<tr><td></td><td>student made under Foreign Students Category for the admission cycle 2020-21:
<table>
<tr><td>Name of Student and Form No. / Nationality / Programme</td><td>School Recommendation</td><td>Status</td></tr>
<tr><td>Ms. Jassifat Kaur Khurana
2021FRGN00000288
Canada
BA Psychology</td><td>Offer Admission</td><td>Offer accepted, Admission process completed</td></tr>
</table>
Decision: The Academic Council noted the above information.</td><td></td></tr>
<tr><td>26.9</td><td>To report the affiliation of Fulbright Scholars with Dr. B. R. Ambedkar University (AUD) for the Academic Year 2021-22

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

US Fulbright Senior Scholars affiliated with AUD: Academic year 2021-22
<table>
<tr><td>Name of the Scholar/ Institution & Subject</td><td>Type of U.S. Fulbright Grant</td><td>Research Project</td><td>AUD Affiliate Name</td></tr>
<tr><td>Prof. Shuchi Kapila
Grinnell College, Grinnell, IA, USA
Literature</td><td>US Fulbright-Nehru Senior Scholar Research Grant</td><td>Postmemory and the Indian Partition: Learning to Remember</td><td>Prof. Krishna Menon, Gender Studies, School of Human Studies</td></tr>
<tr><td>Dr. Ritu Khanduri
University of Texas, Arlington, TX, USA
Anthropology</td><td>US Fulbright-Nehru Research Senior Scholar Grant</td><td>From Mohan to Mahatma: An Ethnography of a Global Icon</td><td>Prof. Rukmini Sen, Sociology, School of Liberal Studies</td></tr>
<tr><td>Dr. Betul Basaran
St. Mary’s College of Maryland, Maryland, MD, USA
History</td><td>US Fulbright Global Scholar</td><td>Niloufer: A Turkish Princess in India and her journey from exile to women’s empowerment during the first half of the 20th Century</td><td>Dr. Bindu K C, Gender Studies, School of Human Studies</td></tr>
</table></td><td>Noted.</td></tr>
</table>

<table>
<tr><th>Resol. No.</th><th>Decision</th><th>Action Taken</th></tr>
<tr><td></td><td>US Fulbright Student Scholars affiliated with AUD: Academic Year 2021-22

<table><tr><th>Name of the Scholar/ Institution & Subject</th><th>Type of U.S Fulbright Grant</th><th>Research Project</th><th>AUD Affiliate Name</th></tr><tr><td>Sarah Brotman
University of Virginia, Virginia, USA
Public Policy</td><td>U.S. Fulbright-Nehru Student Researcher</td><td>Measuring the Role of Vulnerability in Student Academic and Social-Emotional Outcomes</td><td>Dr. Gunjan Sharma, School of Education Studies</td></tr><tr><td>Christopher Lingelbach
Brown University, Rhode Island, USA
Development Studies</td><td>U.S. Fulbright-Nehru Student Researcher</td><td>Rethinking Social Entrepreneurship in Slums: A Panacea for Gaps in Service Provision?</td><td>Dr. Anirban Sengupta, School of Development Studies</td></tr></table>
Decision: The Academic Council noted the above information.</td><td></td></tr>
<tr><td>26.10</td><td>Matters arising out of the Standing Committee on Academic Programmes (SCAP) as emanating from its 56th meeting held on 18.01.2022</td><td></td></tr>
<tr><td>26.10.1</td><td>To consider the proposal for the launch of BA Political Science programme (Four Year Undergraduate Programme), its programme structure and courses being offered by the School of Undergraduate Studies (SUS)

Decision: In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a), the Academic Council deliberated on the matter and recommended to refer back the proposal of the launch of BA Political Science(Four Years Undergraduate Programme), its program structure and courses for the consideration of the Board of Studies in light of the UGC Model Curriculum based on the revised CBCS guidelines and NHEQF, as suggested in the National Education Policy(NEP). The Academic Council further recommended authorizing the Vice Chancellor to take further decision in the matter accordingly.</td><td>The decision of the Academic Council has been recorded for implementation and further action.</td></tr>
<tr><td>26.10.2</td><td>To consider the courses being offered by the School of Undergraduate Studies in the existing BA programmes

Decision: In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council considered and recommended the recommendations made by the SCAP in its 56th meeting for considering the above courses being offered by the School of Undergraduate Studies in the existing BA programmes.</td><td>Recorded.</td></tr>
</table>

Resol. No.	Decision	Action Taken
26.11	To consider the inclusion of elective courses from the MOOC Courses (Swayam Portal) in addition to the elective courses being offered by the Schools Decision: After detailed deliberations the Academic Council approved the inclusion of elective courses from the MOOC Courses (Swayam Portal) in addition to the elective courses being offered by the Schools. The Academic Council also considered and recommended the MOOC courses proposed by some schools (Appendix-12) and as approved by their Board of Studies for inclusion in their elective courses. The Academic Council further authorized the Vice Chancellor to take further necessary action.	SGA: The School has noted the decision of Academic Council for discussion at school level for its implementation. SUS: Recorded for implementation and further action in this regard has been initiated. SLS: The School has communicated the decision of the Academic Council to its programme coordinator for informing Student about availability of these electives. This has been communicated to the Programme Coordinator of Economics. These courses will be available an elective to the students for the next semester. SDS: The school has included two courses from the SWAYAM portal. The details of the courses offered are as under: (i) Social Research Ethics, by Prof. Lakshmi Lingam, TISS Mumbai and (ii) Academic Writing, by Dr. Ajay Semalty, HNB Garhwal University. The School has also informed about availing of these courses in addition or in lieu of other elective courses for their degree.

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Appendix-2

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

School / Centre proposing the course	SGA
Programme(s)	Global Studies
Course title	Economic Development in Developing Countries
Course code	
Credits	4
Course type (core / compulsory / optional/any other – please specify)	Elective (3rd Semester)
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA
Course coordinator and team	Partha Saha

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   This course will attempt to develop an understanding of some of the complex issues related to the nexus between growth, poverty and inequality, and analyze some structural features which developing countries need to address in order to achieve inclusive growth – implying growth accompanied by poverty alleviation and reduction in inequality. Challenges of achieving growth along with equity in distribution are more pronounced among developing countries where marginalized sections are usually left out from the growth process. Courses on marginalized sections and social discrimination are dealt with in various programmes and courses within AUD, and therefore, this elective course will build on these concepts and broaden understanding of structural impediments towards achieving inclusive growth in developing countries.

2. **Specific requirements on the part of students who can be admitted to this course** (Pre requisites; prior knowledge level; any others – please specify):
   Foundation courses in Economics in any Indian university is essential

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

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

5. **Proposed date of launch**: Monsoon Semester of 2022

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**
This course will be offered to MA 3rd semester students and will introduce students to some of the debates on the causality between growth, poverty and inequality in developing nations. This discussion will not only remain confined to an understanding of theories developed around these topics in isolation, but will also explore the inter-linkages between the three and will further analyze policies adopted around these three issues in developing countries. In particular, this course will look into land and credit markets and their roles in causality linkages between growth, poverty and inequality. In developing countries, marginalized sections are by and large left out of the growth process and for establishing social equity, it is important to achieve inclusive growth. This course is by and large in conformity with the broader vision of social mobility and social inclusiveness which Ambedkar University Delhi is committed to.

7. **Course Details:**

Summary: Economic development has different connotations which are value driven and context specific, and therefore the idea of development is quite heterogeneous although there can be some common threads cutting across varied notions of economic development. It is generally agreed that in addition to income growth these common threads or parameters include reduction in poverty, increase in productive capacity, improvement in distribution of income and wealth, improvements in health and education of population. Keeping with the broad idea that development economics can be defined as the study of economic structure and behavior of poor or less developed countries (Lewis, 1984), this course will primarily look into structural features of economic development in the third world.[1]

Since this course is developed within the context of developing countries which are characterized by resource constraint, persistent and multidimensional nature of poverty, and growing inequality among various parameters of economic development, the primary focus will be on understanding the complex inter-relationship between growth, poverty and inequality. This endeavour will involve an understanding of structural features of the economy which impact the complex causality between the three, and acknowledging the diversity among developing nations the structural features that will be looked into are access to land and credit.

In India, 70-80 per cent of all wealth is held in the form of land (which is extremely unequally distributed) and unleashing productive potential in the economy through infrastructure expansion is to a large extent constrained by availability of adequate land for infrastructural projects in both rural and urban areas. In addition to constrains in access to land, dominance of informal sources of credit in primary sector and in micro, small, and medium enterprises (MSMEs) along with inter-linkages of credit market with other markets have implications for economic growth, poverty alleviation and reduction in inequality.

[1] Lewis, W, A. (1984), "The State of Development Theory", *American Economic Review*, March, pp 1 – 10.

This course will introduce students to the debates on growth, poverty, inequality, and trace the strategies and trajectories that developing countries, under different socio-economic circumstances, can possibly adopt along with their policy consequences. It will discuss the nature of the structural impediments to development, including the functioning of markets for land and credit.

The overarching focus of this course will be on issues pertaining to inclusive growth in the context of developing countries.

a. **Objectives**:
   The overall objective of this course is to:

   i. develop an understanding of inter-linkages between growth, poverty and inequality and how one impacts the other in different contexts and how each of them individually as well as collectively impact the overall development paradigm in contemporary developing countries.
   ii. develop an understanding of structural constraints (land & credit) that inhibit achieving higher growth rates and poverty alleviation which developing countries cannot choose to bypass.

b. **Learning Outcomes**: At the end of this course, students are expected to
   - develop an understanding of structural challenges that inhibit inclusive growth
   - realize the importance of holistic approach to development as against piecemeal strategies
   - develop an idea about international databases in order to undertake cross-country studies in areas of poverty, inequality and growth
   - preliminary analytical skills necessary for undertaking cross-country research in areas of poverty, inequality and growth
   - develop analytical skills, and nurture self confidence in writing and presenting policy briefs and research articles which are multi-disciplinary in nature and holistic in approach considering synergies across different sectors are essential for achieving sustainable and inclusive growth

c. **Overall structure**: This course is divided into four modules, and course delivery timeline is tabulated below:

Module No.	Module Title	Number of classes / Weeks
	Introductory Classes	1 class
1	Poverty	2 weeks
2	Economic Growth	3 weeks
3	Inequality	2 weeks
4a	Structural Features: Land	2 weeks
4b	Structural Features: Credit	2 weeks

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

Module 1: Poverty

Poverty is perhaps the most important concern for an economy because in addition to material deprivation, poverty curtails human freedom and dignity, restricts access to education and health, lowers labour productivity. Despite fall in poverty incidence, absolute number of poor globally has remained unchanged for over two centuries now. While absolute number of poor and its incidence has declined in the developed world, poverty and in particular extreme poverty, has become concentrated in the developing world, and within developing countries, it has been persistent in certain pockets.

This module will begin with conceptual and measurement issues associated with poverty, followed by different dimensions of poverty, and finally will look into what kinds of policies have been successful in developing country context. Specific topics that will be covered under this module along with their references are as follows:

- Conceptual & Measurement Issues in Poverty

Essential Readings

1. Development Economics, Debraj Roy, Princeton University Press, 1998, Chs 6 and 7
2. The Economics of Poverty, Martin Ravallion, Oxford University Press, 2016, Chs 4 & 5
3. The Social Science of Poverty, Brady & Burton (eds), Oxford University Press, 2016, Chs 1 & 2

Further Readings

1. Monitoring Global Poverty, The World Bank, 2017.
2. World Development Report, various issues.

- Poverty Dimensions

Essential Readings

1. The Economic Lives of the Poor, Abhijit Banerjee & Esther Duflo, 2007, Journal of Economic Perspective
2. The Economics of Poverty, Martin Ravallion, Oxford University Press, 2016, Ch 7
3. Asset Poverty, Partha Saha, 2014, in Ramachandran, V. K. and Swaminathan, Madhura (eds.), "*Dalit Households in Village Economies*", Tulika Publishers

Further Readings

1. National Multidimensional Poverty Index, NITI Aayog, 2021
2. Monitoring Global Poverty, The World Bank, 2017

- Poverty Alleviation Strategies in Developing Countries

Essential Readings

1. Chen & Ravallion, 2010, Quarterly Journal of Economics
2. The Economics of Poverty, Martin Ravallion, Oxford University Press, 2016, Ch 10
3. The Social Science of Poverty, Brady & Burton (eds), Oxford University Press, 2016, Ch 32
4. Gasoline, Guns and Giveaways: Is there New Capacity for Redistribution to End three Quarters of Global Poverty?, Chris Holy & Andy Sumner, Working Paper 433, Centre for Global Development, 2016

Further Readings

1. OECD, Case Studies, 2018

Module 2: Economic Growth

In the context of developing countries it was realized that economic growth was the single most important requirement for poverty eradication, even though by no means it was the only factor. The central theme of this module will be to understand different characteristics of economic growth which are of concern to developing countries in particular continuity and stability of economic growth and distribution of growth and structural changes associated with growth. Different models of economic growth have contributed towards our understanding of the characteristics of economic growth mentioned above. Therefore, discussions around each of these characteristics will be based on specific growth model.

Before discussing specific models on process of economic growth, it is important to understand the measurement issues associated with economic growth and identify some of their limitations in adjudicating the progress of a society. Therefore, this module will begin with measurement issues associated with economic growth.

- Measurement issues in economic growth

Essential Readings

1. Development Economics, Debraj Roy, Princeton University Press, 1998, Ch 2
2. The Process of Economic Development, James M Cypher, Routledge, 2014, Ch 2

Further Readings

1. Commission on Growth & Development, World Bank, 2008

Economic growth is a complex process with many aspects that are worthy of study, and in this module some of the important characteristics of economic growth will be discussed. Development experiences across countries in different points of time are quite varied and different theories enable us to look into different types of questions and problems (instability in a growing economy, process of technical change etc.)

that growth gives rise to. This module will look into different models of economic growth and their policy implications.

Fundamental to the process of economic growth is generation of surplus and its use in various economic activities. Classical theories of economic growth (Smith, Ricardo, Marx) were built on the central theme of the use of labour to produce surplus.

Others have highlighted the importance of creative destruction and the potential role of technology in expanding the production frontier. All these classical economists mentioned above gave central importance to labour in the process of economic growth. They more or less try to answer the question whether economic growth when set in motion tends to go on forever or do they come to a stop at a certain stage of development?

- Classical Thinkers
  - Adam Smith
  - David Ricardo
  - Karl Marx
  - Schumpeter

Essential Readings

1. Economic Theory of Growth, Pramit Chaudhuri Harvester Wheatsheaf, 1989 – Chs 1 to 6

- Neo Classical Growth Models
  - Harrod-Domar
  - Solow

Essential Readings

1. Development Economics, Debraj Roy, Princeton University Press, 1998 – Chs 3, 4, 5
2. Understanding Economic Growth: Modern Theory and Experience, Jati Sengupta, Springer, 2011 – Chs 1, 3, 8, 9

Further Readings

1. Analytical Development Economics: The Less Developed Economy Revisited, Kaushik Basu, MIT Press, 2003

Module 3: Inequality

One of the most crucial aspects of economic development is poverty reduction for which economic growth must generate necessary resources. While resource generation is necessary for poverty reduction, it is by no means a sufficient condition. Even though economic growth makes it possible to achieve higher level of material welfare, for majority of population in developing nations, improvement in material welfare is crucially linked to distributional aspects of growth. An understanding of inequality and its relation with growth therefore becomes important to analyze the process of economic development in developing countries.

This module on economic inequality will begin with measurement issues including inequality decomposition.

- Inequality Measures
  - Gini Coefficient
  - Theil Inequality Measure and its Decomposition

Essential Readings

1. Development Economics, Debraj Roy, Princeton University Press, 1998, Ch 6
2. Partha Saha, Paper on Inequality Decomposition in Indian Context, 2018

Finally, this module will discuss most recent literature on growth and inequality drawing heavily on empirical work by Piketty.

- Growth & Inequality

Essential Readings

1. Thomas Piketty, Capital in the 21st Century, Harvard Business School Press India Ltd, 2014 – Chs 1 to 5
2. Martin Ravallion, Growth Inequality and Poverty, Policy Research Working Paper 2558, World Bank, 2001
3. Anthony B Atkinson, Inequality: What Can be Done?, Harvard University Press, 2015

- Other Dimensions of Inequality
  Other dimensions of inequality will be discussed through special lectures and discussions.

<u>Module 4: Structural Features – Land & Credit</u>

Developing countries are characterized by presence of large scale informal arrangements instead of formal constructs. These informal arrangements are largely prevalent in rural economy although urban sectors are not insulated from them. Presence of informal arrangements which operates through local power configuration and social constructs has a skewed impact on distributional aspects of economic growth, and might also hinder the growth process itself. These informal structures are not confined to one particular sector but operate through inter-linkages across different sectors of the economy. In this module we will explore some of the structural features of land market and credit market, inter-linkages between the two, and their relation with the larger processes of growth, poverty alleviation and inequality.

Outcome of inter-linkages that operate largely in the informal sphere are often determined by identity of participants (race, caste, religion, gender), and the outcomes under similar objective circumstances can be quite different among individuals depending on their identities. This difference in outcome can be analysed both empirically as well as by looking into the process by which it happens. While the empirics part of differences in outcomes will be largely captured in the sub-modules on empirical and measurement issues which are part of both modules 1 and 3 above, in this module the process part will be captured.

Essential Readings

1. Community land formalization and company land acquisition procedures: A review of 33 procedures in 15 countries, Laura Notess et al., Land Use Policy, 2021
2. The Land Question in India, Anthony P D'Costa & Achin Chakraborty (eds), Chs 1 and 7, OUP, 2017
3. The Process of Economic Development, James M Cypher & James L Dietz, Chapter 11, Routledge, 2009
4. Interlinked Agrarian Credit Markets, Anita Gill, EPW, 2004
5. Micro Credit and Rural Poverty, Pallavi Chavan and R Ramkumar, EPW, 2002
6. Rural Credit in 20th Century India, Mihir Shah et al., EPW, 2007
7. Developmet Economics, Debraj Roy, Chs 11, 12, 14, Princeton University Press
8. Informal Land Markets and Inequality in Maguindanao, J T Gulane, HDN Working Paper Series, 2016

Further Readings

1. Regularization of Informal Settlements in Latin America, Edesio Fernandes, Policy Report, Lincoln Institute of Land Policy, 2011
2. Secure Property Rights and Development: Economic Growth and Household Welfare, DID, UKaid, 2014
3. Property Rights, Land Markets, and Poverty in Namibia's Extra-Legal Settlements, Manya M Mooya & Chris E Cloete, Global Urban Development, 2007
4. Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism, Kalyan Sanyal, Routledge India, 2014 – Chs 1 to 3
5. Why India Cannot Plan its Cities: Informality, Insurgence and the Idiom of Urbanization, Ananya Roy, Planning Theory, Vol. 8, No. 1, 2009
6. Handbook of Social Psychology of Inequality, Ch 13, Springer, 2014
7. We, the Rich: Inequality, Identity and Cooperation in Complex Societies, Andrea F M Martinangeli & Peter Martinsson, Working Paper 19, Max Planck Institute for Tax Law and Public Finance, 2019
8. Wages, Employment and Output in Interrelated Labour Markets in an Agrarian Economy – A Study of Kerala, T N Krishnan, 29 June, 1991

8. **Pedagogy**:
   - **a.** Instructional design: Classroom teaching.
   - **b.** Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Not required.
   - **c.** Expertise in AUD faculty or outside: This course will be offered by AUD faculty.
   - **d.** Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Not required.

9. **Assessment structure** (modes and frequency of assessments):

Evaluation will be a combination of empirical exercise, written assignments based on debates around the nexus between growth, poverty and inequality, and debates on structural impediments towards achieving inclusive growth, poverty alleviation and reducing inequality

- Assessment 1 (Empirical Exercise) – 30%
  Take home assignment where conceptual clarity and measurement issues of poverty and inequality are assessed followed by broad implications of results obtained.
- Assessment 2 (growth, inequality, poverty nexus) – 30%
  Written exam on theories of growth, inequality, poverty, and the interlinkages between them will be the focus.
- Assessment 3 (structural impediments) – 40%

  Take home assessment where students work on a country or group of countries where structural problems and policy implications are analyzed.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021 and has been approved in the present form.

12/04/22

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	MPH
Course title	Public Health Nutrition & Food Security
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Samik Chowdhury and Public Health Team

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

   The course is a 2nd semester core course of the MPH programme. It does not overlap with any other course in this programme. However there are courses around the culture and politics of food and nutrition that are offered in other programmes of the University. The course also connects to two courses viz. Introduction to Public Health and Social Science Perspectives offered in the first semester of the programme.

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

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

   No requirement.

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

   As per University norms

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

   Semester-long course

5. **Proposed date of launch:**

   Winter 2022

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

   Nutrition and food security arguably has the strongest relationship with public health outcomes. The scope of this relationship is multi-dimensional involving the social, political, cultural, economic, anthropological and last but not the least clinical aspects of nutrition and food security. This warrants a multidisciplinary approach towards understanding this complex determinant of public health outcomes. Multidisciplinarity lies at the core of AUD's vision as well as the MPH programme and that is how the course links with the vision of AUD and the specific programme(s) where it is being offered

7. **Course Details:**

   a. **Summary**

   This course uncovers the indispensable role of nutrition in public health. The course through its constituent modules explores the scientific, social, cultural, behavioural, political economy and policy aspects of this relationship. The course revolves around three broad objectives - one, familiarity with nutritional needs and principles of nutrition, two, nutrition related public health principles and, nutrition specific and sensitive interventions around the world and in India ; two, critical appreciation of the changing nature of food availability, accessibility and preferences and their impact on public health nutrition and three, knowledge of nutritional needs and practices of population sub-groups like mothers, infants, children, adolescents, elderly and also the economically, geographically and socially disadvantaged groups in India.

   b. **Objectives**

   1) To help students understand the core concepts of nutrition

   2) To make students acquainted with methods of nutritional status assessments

   3) To help students understand the applied concepts of nutrition e.g. biological associations between nutrition and health and the role played by nutrition in public health achievements and failures

4) To help students combine principles and practices from nutrition and social and behavioral science to enumerate, appreciate and assess food and nutrition strategies as integral part of public health policies and programmes

5) To help students develop a political economic understanding of changing food systems and its impact on food security, nutrition and public health.

c. Learning Outcomes

On completion of this course students are expected to

1. Develop an understanding of the scientific principles of nutrition and their relation with public health outcomes
2. Be conversant with the measures of nutritional assessment and their application
3. Have a sensitive understanding of the complex relationship between food, society and culture and its public health implications
4. Cultivate a critical approach towards analysing public policies on food security and nutrition and their implications for public health.

d. Overall structure:

This course is organized around six modules.

Module	Topic	Duration (week)
1	Food science and nutrition principles	2
2	Nutritional assessments	2
3	Nutrition and public health	2
4	Food, society and culture	2
5	Food security and nutrition	2
6	Food and nutrition in public policy	2

8. Contents

1. Food science and nutrition principles

This introductory module presents the scientific principles of human nutrition. It introduces students to macronutrients (carbohydrates, protein, lipids and water), micronutrients (vitamins, minerals etc.) and their common food sources and recommended dietary allowance (RDA) or estimated average requirement.

Essential readings

- J. Mann and S. Truswell (2002). Essentials of Human Nutrition, 2nd edition. Oxford University Press.
- Wardlaw's Perspectives in Nutrition-McGraw-Hill
- Food Science, Nutrition and Health, Fox & Cameron, Routledge
- Recommended Dietary Allowance (RDA) and Estimated Average Requirements (EAR), ICMR-NIN, 2020.

Additional readings

- Encyclopedia of Human Nutrition (1998). London: Academic Press.
- Bender, D., 2014. An introduction to nutrition and metabolism. CRC Press.
- Eastwood, M.A., 2013. Principles of human nutrition. Springer.
- Public Health Nutrition. (2013). Barrie M. Margetts, John M. Kearney, Lenore Arab, Michael J. Gibney (Eds.) Germany: Wiley.

2. Nutritional assessments

This module deals with nutrition related measurements and indices and their application in assessing nutritional status. It includes dietary, biochemical and anthropometric, measurements of nutritional status. This module will also introduce students to monitoring and evaluation techniques for nutrition interventions.

Essential readings

- WHO Working Group (1986). Use and interpretation of anthropometric indicators of nutritional status. Bulletin of the World Health Organization, 64 (6): 929-941.
- National Institute of Nutrition (2011). Dietary Guidelines for Indians – A Manual. Available at https://www.nin.res.in/downloads/DietaryGuidelinesforNINwebsite.pdf
- Achaya, KT (1983): RDAs, Their Limitation and Application, Economic and Political Weekly, Vol. 18. No. 15, April 9 pp. 587-590

- WHO resources on nutrition monitoring and evaluation. Available at https://apps.who.int/nutrition/publications/policy/en/index.html
- Underwood, B. A. (1986). Evaluating the nutritional status of individuals: a critique of approaches. Nutrition reviews, 44(suppl_3), 213-224.

Additional readings

- Deaton, A., & Drèze, J. (2009). Food and nutrition in India: facts and interpretations. Economic and political weekly, 42-65.
- Luo, H., Zyba, S.J. and Webb, P. (2020). Measuring malnutrition in all its forms: An update of the net state of nutrition index to track the global burden of malnutrition at country level. Global Food Security, Volume 26, September 2020.
- Jelliffe, Derrick Brian & World Health Organization. (1966). The assessment of the nutritional status of the community (with special reference to field surveys in developing regions of the world / Derrick B. Jelliffe ; prepared in consultation with twenty-five specialists in various countries. World Health Organization. https://apps.who.int/iris/handle/10665/41780

3. Nutrition and public health

This module deals with the relationship between diets and disease, nutrition-related public health achievements and current nutritional issues around the world and in India. In addition to under-nutrition, which has been a historical focus of public health nutrition, the module will also cover the role of nutrition in chronic non-communicable diseases.

Essential readings

- Mark Lawrence, Tony Worsley – Public Health Nutrition: From Principles to Practice, Allen and Unwin, Routledge (2007).
- S. C. Vir (eds.) (2011). Public Health Nutrition in Developing Countries (Part-I & II), Woodhead Publishing India.
- Arnold D. (1994), "The 'discovery' of malnutrition and diet in colonial India", The Indian Economic and Social History Review, 31, 1 (1994), Sage, New Delhi.
- Szreter S. The McKeown Thesis. Journal of Health Services Research & Policy. 2000;5(2):119-121. doi:10.1177/135581960000500211
- Krehl W. A. (1965). Contributions of nutrition to medicine and health: past and potential. The American journal of clinical nutrition, 16, 517–520. https://doi.org/10.1093/ajcn/16.6.517

- TPopkin., B. M. (1998): The Nutrition transition and its health implications in lower income countries. Public Health Nutrition 1(1).
- Waterlow, J.C. (1974): Some Aspects of Childhood Malnutrition as a Public Health Problem, British Medical Journal, October, pp. 88.

Additional readings

- Colgrove J. (2002). The McKeown thesis: a historical controversy and its enduring influence. American journal of public health, 92(5), 725–729. https://doi.org/10.2105/ajph.92.5.725
- Lincoln, C. Chen et al (1981): "A Perspective Study of the Risk of Diarrheal Diseases According to the Nutritional Status of Children, American Journal of Epidemiology, 14, 2, 284.
- Gopalan C. & Naidu N. (1972): Nutrition and Fertility, Lancet, November 18
- Bang, A. (1991): Vitamin A and Childhood Mortality- The New magic Pill? Economic and Political Weekly, Sept. 21, pp. 2187-89.
- Shah D, Gupta P and Ghai OP (2007). Nutrition and Health in Gupta P and Ghai OP (eds.) Textbook of Preventive and Social Medicine, 3rd Edition, New Delhi, CBS Publishers and Distributors
- D.L. Katz and S. Meller. Can We Say What Diet Is Best for Health? Annual Review of Public Health 2014 35:1, 83-103
- Gopalan C (2007): From 'Farms to Pharmacies': Beginnings of a Sad Decline. Economic and Political Weekly, September 1, 2007, pp. 3535-3536.

4. Food, society and culture

Apart from its functional role, food also has important cultural connotations and social significance. This module engages with the complex relations between society, culture and food. The objective is to demonstrate how societal norms, customs and behaviours play an important role in what we eat and how our food gets to our plate. The module will explore how identities for instance, gender, ethnicity, class, caste, religion etc. are constructed through food production, preparation and consumption, as well as how these dimensions shape access to food and nutritional services.

Essential readings

- Khare.R.S and M.S.A Rao.(Ed.). 1986. Food Society and culture. Aspects of south Asian food systems. Carolina Academic Press; US. (Pages 185-222)
- Mintz, Sidney and Christine M. Du. Bois.2002. 'The anthropology of food and eating'. Annual Review of Anthropology 31:99-119.

- Appadurai, Arjun. 'Gastro-politics in Hindu South Asia', American Ethnologist 8 (3): 494-511.
- Murcott, Anne. 1988. "Sociological and Social Anthropological Approaches to Food and Eating." World Review of Nutrition and Dietetics 55:1-40.
- Iverson, Vegard and P.S. Raghavendra.2006. 'What the signboard hides: Food, Caste and employability in small South Indian eating places', Contributions to Indian Sociology 40(3):311-341.
- Geetha Reddy, Rob M. van Dam, 2020. 'Food, culture, and identity in multicultural societies: Insights from Singapore, Appetite, Volume 149.

Additional readings

- George, Susan and Nigel Paige. 2007.Food for Beginners. Orient Blackswan
- Thorat, Sukhdeo and Joel Lee. 2005. 'Caste discrimination and food security programmes'. Economic and Political Weekly 40(39):4198-4201.
- Achaya, K.T.2001. Historical Dictionary of Indian Food. Oxford University Press
- Collingham, L. 2017 Hungry Empire : How Britain's Quest for Food Shaped the World. Random House: UK.
- Pollan, Michael. 2008. In Defense of Food. New York, NY: Penguin
- Staples, J. (2020). "Sacred Cows and Chicken Manchurian: The Everyday Politics of Eating Meat in India". University of Washington Press.

5. Food security and nutrition

Nutrition is intimately related to food security which stands for consistent and reliable access to safe, nutritious food. In addition to the obvious impact on physical well-being, food insecurity can result in risky coping strategies, lost productivity, increased expenditures on medical needs, and mental health issues. This module will uncover some of these issues with a particular focus on the Indian scenario. The experiences of special groups like pregnant women, children and tribal population with food security and nutrition in India will be particularly engaged with in this module.

Essential readings

- J. Drèze, A. Sen. Hunger and Public Action, Oxford University Press, Oxford (1989)
- Siegel, B. R. (2018). Hungry Nation: Food Famine and the Making of Modern India". Cambridge University Press.

- Drèze J (2004) Democracy and the Right to Food. Economic & Political Weekly, 24 April, 24, 1723– 1731.
- Khera, R. (2008). Starvation Deaths and 'Primitive Tribal Groups'. Economic and Political Weekly, Vol. 43, Issue No. 52.
- The National Food Security Bill (2013) India Ministry of Law and Justice. The Government of India, viewed September 2014 <http://indiacode.nic.in/acts-in-pdf/202013.pdf
- Deaton, Angus and Dreze, Jean (2009), 'Food and Nutrition in India: Facts and Interpretations', EPW, Vol 44, No 7.
- Patnaik. U. (2004). The Republic of Hunger. Social Scientist Vol. 32, No. 9/10, Sep. - Oct., 2004

Additional readings

- Sinha, D., B. Patnaik, V. Raaj, S. Bhattacharya, A. Joshi (2014) 'Popular actions, state reactions: The moral and political economy of food in India'. Food Riots and Food Rights project report. Brighton/New Delhi: Institute of Development Studies www.foodriots.org
- Drèze J & Khera, R. (2015). Understanding Leakages in the Public Distribution System. Economic and Political Weekly, Vol. 50, Issue No. 7.
- Pingali, P., Mittra, B., & Rahman, A. (2017). The bumpy road from food to nutrition security–Slow evolution of India's food policy. Global food security, 15, 77-84.
- World Food Programme India (2020). Who eats When, What and How Much?. Available at https://www.wfp.org/publications/wfp-india-who-eats-when-what-and-how-much
- Burchi, F., De Muro, P. (2016). From food availability to nutritional capabilities: Advancing food security analysis. Food Policy Volume 60, April 2016, Pages 10-19
- FAO, IFAD, UNICEF, WFP and WHO. 2021. The State of Food Security and Nutrition in the World 2021. Rome, FAO. https://doi.org/10.4060/cb4474en
- Proceedings of the policy consultation on Tracking Hunger and Malnutrition for Food and Nutritional Security in India, Jawaharlal Nehru University, 25th-26th February, 2013. Available at https://www.jnu.ac.in/sites/default/files/u63/thmfnsi.pdf

6. Food and nutrition in public policy

This purpose of this module is to familiarize students with the salient features, successes and inadequacies of policies and programmes that have historically tried to address nutrition related issues in India. Students will be encouraged to critically analyze the contexts, processes, stakeholder interactions and evaluation of these policies and programmes. Crucial systemic and programmatic interventions in nutrition and food security like the ICDS, mid-day meal, PDS, Poshan Abhiyan will be taken up for critical analysis. The module will also take up for discussion public health campaigns around right to food, community based models on nutritional rehabilitation and campaigns against corporate interests in food products.

Essential readings

- Nestle, M. and M. F. Jacobson. Halting the obesity epidemic: a public health policy approach. Public Health Rep. 115 (1):12-24, 2000.
- Maxwell, S. and Slater, R (2003). Food Policy Old and New. Development Policy Review, 21 (5-6): 531-553.
- Ruel M, and Alderman, H. for the Maternal and Child Nutrition Study Group. Nutrition sensitive interventions and programmes.: How can they help to accelerate progress in improving maternal and child nutrition? Lancet 2013.
- World Health Organization 2018. Global nutrition policy review 2016-2017: country progress in creating enabling policy environments for promoting healthy diets and nutrition. Available at https://www.who.int/publications/i/item/9789241514873
- Gopalan C (2007): From 'Farms to Pharmacies': Beginnings of a Sad Decline. Economic and Political Weekly, September 1, 2007, pp. 3535-3536
- Dasgupta, R., Sinha, D., & Yumnam, V. (2014). Programmatic response to malnutrition in India, room for more than one elephant. Indian pediatrics, 51(11), 863–868. https://doi.org/10.1007/s13312-014-0518-5
- National Nutrition Policy, 1993. Department of Women and Child Development, Government of India. Available at https://wcd.nic.in/sites/default/files/nnp_0.pdf

Additional readings

- Austin J, Overholt C. Nutrition policy: building the bridge between science and politics. Annu Rev Nutr. 1988;8:1-20.
- Sommer A., How public health policy is created: scientific process and political reality. Am J Epidemiol. 2001 Dec 15;154(12 Suppl):S4-6.
- Per Pinstrup Andersen. Nutrition Sensitive Food Systems: from rhetoric to action. Lancet, 2013.

- Khera, R. (2011). Revival of the Public Distribution System: Evidence and Explanations. Economic and Political Weekly, Vol. 46, Issue No. 44-45.
- Gragnolati, M., Bredenkamp, C., Dasgupta, M., Lee, Y.K., Shekar, M. (2006). ICDS and Persistent Undernutrition: Strategies to Enhance the Impact. Economic and Political Weekly Vol. 41, No. 12 (Mar. 25-31, 2006), pp. 1193-1201
- Ramachandran, P. School Mid-day Meal Programme in India: Past, Present, and Future. Indian J Pediatr 86, 542–547 (2019). https://doi.org/10.1007/s12098-018-02845-9
- Prasad, V. and Sinha, D. (2015). Potentials, Experiences and Outcomes of a Comprehensive Community Based Programme to Address Malnutrition in Tribal India. International Journal of Child Health and Nutrition, 2015, 4, 151-162. Available at https://www.lifesciencegloba l.com/pms/index.php/ijchn/article/view/3244/1903

Other pedagogic aids

Films (e.g.. Super Size Me, Forks over Knives, Harvesting Hunger) and case studies.

9. Pedagogy:

a. Instructional design

Class lectures and discussions

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

A food testing and nutritional assessment laboratory will be useful

c. Expertise in AUD faculty or outside

AUD and outside

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

Linkages with Government agencies and civil society working towards nutrition and food security will be established.

10. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Term paper (30%).
- Project report and presentation (40%).
- Written examination (30%).

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 1th December 2021 and has been approved in the present form.

12/04/22

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	Master of Public Health (MPH)
Course title	Environment, Sanitation and Water
Course code	
Credits	4
Course type (core / compulsory /optional / any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	N. Nakkeeran and Public Health Team

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

   The course is a 2nd semester core course of the MPH programme. It does not overlap on any other course but it builds on principles covered in 1st semester courses such as introduction to public health and Social Science Perspectives in Public Health. This course will also relate to a course on 'Public Health Laws' as a part of which, laws pertaining to environment and public health can be best covered

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

   No requirement.

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

   As per University norms

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

   2nd (winter) Semester; Semester-long course

5. **Proposed date of launch:** Winter 2022

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

   'Environment and health' is a core element of public health that demands very high priority for a country like ours and particularly from the point of view of people living in the margins. Public health concerns stemming from basic environmental attributes like water, sanitation and waste management to more contemporary ones like climate change and environmental sustainability disproportionately affect lives of people in poor countries and in the margins. Focusing on this element therefore will be one of the most equity oriented academic interventions.

7. **Course Details:**

   a. Summary

   The course emphasises the critical importance of environment, with a focus on water, sanitation, waste management and climate change and associated impact on biodiversity, and their associations with public health; direct and indirect public health concerns stemming from challenges to sustainable environment, pollution and toxicity will also be engaged with. The course will introduce these diverse perspectives on environment and public health with the concept of environmental justice as one of the frameworks to understand health inequity.

   A course on "environmental health" has become an essential part of public health programmes at the masters' level. While this is a compulsion at the level of public health education, a strong focus on sanitation and water is extremely critical as far as public health situation is concerned especially in countries like India where a comprehensive solution to these problems have been elusive. Hence there is a disconnect and hence a tussle between a standard academic requirement and a requirement stemming from public health reality and practice. A standard course with no sufficient mention of sanitation and water, at the time transaction may tend to ignore the necessary attention these aspects require and instead. This course therefore aims to bridge this disconnect by focusing on the one hand on environment and climate change in general and sanitation and water supply more specifically.

   b. Objectives

   1. To emphasise the critical importance of sanitation, water supply and waste management as cross-cutting and overarching areas of importance in public health.

2. To introduce debates around climate change, sustainable environment and public health
3. To bring out the differential impact of direct and indirect environmental causes on the health and wellbeing of diverse population groups

c. Learning Outcomes:

On completion of this course students are expected to:

1. Appreciate the critical link between water supply, sanitation, waste management, pollution, toxicity and public health and how this link directly and indirectly shapes health outcome and wellbeing differentially across different population groups

2. To be familiar with contemporary debates around the nexus between climate change, sustainable environment and public health.

3. To be sensitive to disproportionately high effect of environment on the health and wellbeing of groups in the margins.

d. Overall structure:

This course is organized around four modules.

Module No.	Topic	Duration (weeks)*
1	Relevance of Environment in Public health	3
2	Water supply, sanitation and public health	3
3	Pollution, waste, toxicity and public health	3
4	Climate change, biodiversity and public health	3

* With four hours per week

e. Contents

Module1: Relevance of Environment in Public health

This module will introduce students to the relevance of environment and ecology to health and more specifically to public health; both at individual and population levels with environmental justice as the overarching framework. The health impacts of adverse environmental and ecological circumstances disproportionately affect certain population groups like the poor and marginalized communities, women, children and the disabled, due to existing socioeconomic inequalities, cultural norms, or intrinsic physiological factors. This module will bring out this differential impacts and pathways for such

patterns. The module will also introduce 'one-health' as a concept and a framework to link environment, ecology including agro-farming practices with public health.

Essential readings

- Asaaga, F.A., Young, J.C., Oommen, M.A. *et al.* Operationalising the "One Health" approach in India: facilitators of and barriers to effective cross-sector convergence for zoonoses prevention and control. *BMC Public Health* **21,** 1517 (2021). https://doi.org/10.1186/s12889-021-11545-7
- Barnett, T., Fournié, G., Zoonoses and wet markets: beyond technical interventions, www.thelancet.com/planetary-health Vol 5 January 2021, e2-e3
- Jonesa, BA., et al., "Zoonosis emergence linked to agricultural intensification and environmental change" PNAS, 2013, vol. 110 / no. 21 pp.8399–404
- Mackenbach J. P. (2007). Global environmental change and human health: a public health research agenda. Journal of epidemiology and community health, 61(2), 92–94. https://doi.org/10.1136/jech.2005.045211
- Northridge, ME., Environmental Equity and Health: Understanding Complexity and Moving Forward, American Journal of Public Health, February 2003, Vol 93, No. 2, 209-14
- Ranganathan, Malini (2021): Caste, racialization, and the making of environmental unfreedoms in urban India, Ethnic and Racial Studies, DOI: 10.1080/01419870.2021.1933121
- Schlosberg, D., (2013) Theorising environmental justice: the expanding sphere of a discourse, Environmental Politics, 22:1, 37-55, DOI: 10.1080/09644016.2013.755387

Additional Readings

- Agyeman, J and Evans, B., 'Just Sustainability': The Emerging Discourse of Environmental Justice in Britain? The Geographical Journal , Jun., 2004, Vol. 170, No. 2, Environment and Development in the UK (Jun., 2004), pp. 155-164
- Bhatia, R., "Implementation framework for One Health approach", Indian J Med Res 149, March 2019, pp 329-331 DOI: 10.4103/ijmr.IJMR_1517_18
- Brulle, R., and Pellow DN., Environmental Justice: Human Health and Environmental Inequalities, Annu. Rev. Public Health 2006. 27:103–24 doi: 10.1146/annurev.publhealth.27.021405.102124
- Bullard, R. D. 1990. *Dumping in Dixie: Race, class, and environmental quality.* Boulder, CO: Westview (available at http://www.ciesin.org/docs/010-278/010-278chpt2.html)

- Cole, J., & Desphande, J. (2019). Poultry farming, climate change, and drivers of antimicrobial resistance in India. The Lancet. Planetary health, 3(12), e494–e495. https://doi.org/10.1016/S2542-5196(19)30236-0
- Frumkin, H. (2016). Environmental health: From global to local (Third ed.). San Francisco, CA: Jossey-Bass, A Wiley Brand.
- Institute of Medicine 1999, *Toward Environmental Justice: Research, Education, and Health Policy Needs*. Washington, DC: The National Academies Press. https://doi.org/10.17226/6034.
- Lina Álvarez & Brendan Coolsaet (2020) Decolonizing Environmental Justice Studies: A Latin American Perspective, Capitalism Nature Socialism, 31:2, 50-69, DOI: 10.1080/10455752.2018.1558272
- Moeller, D. W. (1997). *Environmental health* (Revised ed.). Cambridge: Harvard University Press.
- Rom, WN., Environmental Policy and Public Health Air Pollution, Global Climate Change, and Wilderness, Jossey-Bass, 2012
- Swaroop, K., Environmental Health Perspectives Economic & Political Weekly March 27, 2021 vol LVI, no 13
- World Health Organization. WHO global action plan for antimicrobial resistance. Geneva: WHO; 2015. Available from: https://www.who.int/news-room/questions-and-answers/item/one-health, accessed on 31 Dec 2021

Module 2: Water supply, sanitation and public health

Water and sanitation are important drivers of public health. They are also intimately associated with hygiene, one of the more individual level determinants of public health outcome. Apart from the obvious correspondence with communicable diseases, access to safe water and sanitation has tremendous positive implications for women's role in the household and society. They are indispensable for leading a life in human dignity and a prerequisite for the realization of other human rights (General Comment No 15, 2002, Right to Water, United Nations). This module will elaborate these associations with the intention of establishing water and sanitation as the most pressing environmental public health concern in a developing country context. This module will also introduce the debates around the interrelationships between climate change, sanitation technologies, and water requirements keeping climate resilient sanitation systems, equity in availability of sanitation services and the concerns of sanitation workers in the foreground.

Essential readings

- Amebelu, A., Ban, R., Bhagwan, J., Chilengi, R., Chandler, C., Colford, J. M., ... & Wolf, J. (2021). The Lancet Commission on water, sanitation and hygiene, and health. The Lancet, 398(10310), 1469-1470.

- Bartram J, Cairncross S (2010) Hygiene, Sanitation, and Water: Forgotten Foundations of Health. PLoS Med 7(11): e1000367. doi:10.1371/journal.pmed.1000367
- Cairncross S, Bartram J, Cumming O, Brocklehurst C (2010) Hygiene, Sanitation, and Water: What Needs to Be Done? PLoS Med 7(11): e1000365. doi:10.1371/journal.pmed.1000365
- Eisenberg, J NS., and Scot, JC., Integrating Disease Control Strategies: Balancing Water Sanitation and Hygiene Interventions to Reduce Diarrheal Disease Burden, American Journal of Public Health | May 2007, Vol 97, No. 5
- Howard, G., Calow, R., Macdonald, A. and Bartram, J. (2016). Climate Change and Water and Sanitation: Likely Impacts and Emerging Trends for Action. *Annual Review of Environment and Resources*, 41(1), pp.253-276.
- Kohlitz, J., Willetts J., Gero A., Lyons, S., Boisson, S., and Medlicott, K., *Discussion Paper: Climate Sanitation and Health*, WHO, 2019
- Mara D, Lane J, Scott B, Trouba D (2010) Sanitation and Health. PLoS Med 7(11): e1000363. doi:10.1371/journal.pmed.1000363
- Pattanayak, S. K., Poulos, C., Yang, J. C., & Patil, S. (2010). How valuable are environmental health interventions? Evaluation of water and sanitation programmes in India. Bulletin of the World Health organization, 88, 535-542.
- Subbaraman, R., & Murthy, S. L. (2015). The right to water in the slums of Mumbai, India. Bulletin of the World Health Organization, 93, 815-816.

Additional Readings

- Azizullah, A., Khattak, M. N. K., Richter, P., & Häder, D. P. (2011). Water pollution in Pakistan and its impact on public health—a review. Environment international, 37(2), 479-497.
- Bhunia, R., Ramakrishnan, R., Hutin, Y., & Gupte, M. D. (2009). Cholera outbreak secondary to contaminated pipe water in an urban area, West Bengal, India, 2006. Indian journal of gastroenterology, 28(2), 62-64.
- Cullet, P., Koonan, S., and Bhullar L., (eds.) The Right to Sanitation in India - Critical Perspectives, OUP, 2019
- Geest, Sjaak van der, "The social life of faeces System in the Dirt" in Ginkel RV.,Strating A., (eds) Wildness and Sensation Anthropology of Sinister and Sensuous Realms, Het spinhuis, 2007
- Grasham, C.F., Calow, R., Casey, V. *et al.* Engaging with the politics of climate resilience towards clean water and sanitation for all. *npj Clean Water* 4, 42 (2021). https://doi.org/10.1038/s41545-021-00133-2
- Guha., S., Nutrition, Sanitation, Hygiene, and the Likelihood of Death: The British Army in India c. 1870-1920, Population Studies , Nov., 1993, Vol. 47, No. 3 (Nov., 1993), pp. 385-401
- Harrison, M., A Dreadful Scourge: Cholera in early nineteenth-century India Modern Asian Studies 54 2(2020) pp 502-553

- Hurst P., and Kirby, P., Health, Safety and Environment: A Series of Trade Union Education Manuals for Agricultural Workers, ILO, 2004
- Kohlitz, J.P., Chong, J. and Willetts, J. (2017) Climate change vulnerability and resilience of water, sanitation, and hygiene services: a theoretical perspective. *Journal of Water, Sanitation and Hygiene for Development* 7(2), pp.181–195.
- Kolsky, P. J. (1993). Water, sanitation and diarrhoea: the limits of understanding. Transactions of the Royal Society of Tropical Medicine and Hygiene, 87, 43-46.
- Kumar, S., and Preet, P, Manual Scavenging: Women Face Double Discrimination as Caste and Gender Inequalities Converge, EPW Online
- Nath, KJ, (2003) Home hygiene and environmental sanitation: a country situation analysis for India, International Journal of Environmental Health Research, 13:sup1, S19-S28, DOI: 10.1080/0960312031000102778
- Radu Ban, Monica Das Gupta & Vijayendra Rao (2010) The Political Economy of Village Sanitation in South India: Capture or Poor Information?, The Journal of Development Studies, 46:4, 685-700, DOI: 10.1080/00220380903002962
- Saravanan VS., et al., Urbanization and human health in urban India: institutional analysis of water-borne diseases in Ahmedabad, Health Policy and Planning, 31, 2016, 1089–1099 doi: 10.1093/heapol/czw039
- Smith, A. H., Lingas, E. O., & Rahman, M. (2000). Contamination of drinking-water by arsenic in Bangladesh: a public health emergency. Bulletin of the World Health Organization, 78, 1093-1103.
- Sharan, A., "From source to sink: 'Official' and 'improved' water in Delhi, 1868–1956", The Indian Economic and Social History Review, 48, 3 (2011): 425–62 SAGE Los Angeles/London/New Delhi/Singapore/Washington DC DOI: 10.1177/001946461104800305.
- Suthar, S., Chhimpa, V., & Singh, S. (2009). Bacterial contamination in drinking water: a case study in rural areas of northern Rajasthan, India. Environmental monitoring and assessment, 159(1), 43-50.

Module 3: Pollution, waste, toxicity and public health

Pollutants are undesirable elements produced in higher than acceptable levels of concentrations that reduce the quality of our environment. Pollutants are often the by-product of human activities, industrial activity or climate change. They have an adverse effect on the environment by polluting the water we drink, the air we breathe, and the soil in which plants grow. Cleary therefore, pollution in any form has adverse impact on human health. Chemicals, untreated and unmanaged, are a hazardous threat to human health, as their use continues to grow worldwide. This module looks at the approaches and debates around sustainable environment and climate change: air and water pollution, heat health, pesticide use, global warming and Industrial pollution.

Waste management practice usually encompasses disposal, treatment, reduction, recycling, segregation and modification. Absence of waste management leads to waste building up on the streets, obstructing waterways, or polluting the air through its burning. All of this has a direct public health impact particularly on children. Also the health impacts are inherently biased against the poor because of the proximity of their habitations to disposal sites. This module will also uncover the links, processes, regulations, and institutional arrangements for waste management and their public health implications.

Essential readings

- Abalansa, S.; El Mahrad, B.; Icely, J.; Newton, A. Electronic Waste, an Environmental Problem Exported to Developing Countries: The GOOD, the BAD and the UGLY. Sustainability 2021, 13, 5302. https://doi.org/10.3390/su13095302
- Gutberlet, J., & Uddin, S. M. N. (2017). Household waste and health risks affecting waste pickers and the environment in low-and middle-income countries. International journal of occupational and environmental health, 23(4), 299-310.
- Kumar, S., Smith, S. R., Fowler, G., Velis, C., Kumar, S. J., Arya, S., ... & Cheeseman, C. (2017). Challenges and opportunities associated with waste management in India. Royal Society open science, 4(3), 160764.
- Liu, H. Y., Bartonova, A., Schindler, M., Sharma, M., Behera, S. N., Katiyar, K., & Dikshit, O. (2013). Respiratory disease in relation to outdoor air pollution in Kanpur, India. Archives of environmental & occupational health, 68(4), 204-217.
- Marg, B. Z. (2011). Hazardous metals and minerals pollution in India: Sources, toxicity and management. A Position Paper, Indian National Science Academy, New Delhi.
- Rushton, L. (2003). Health hazards and waste management. British medical bulletin, 68(1), 183-197.

Additional Readings

- Arnold, D. (2013). Pollution, toxicity and public health in metropolitan India, 1850–1939. Journal of Historical Geography, 42, 124-133.
- Bali, S., Singh, A. R., & Nayak, P. K. (2018). Iodine deficiency and toxicity among school children in Damoh district, Madhya Pradesh, India. Indian pediatrics, 55(7), 579-581.
- George, A., "Being Less Equal: Narratives of Poor Waste-picking Women in Kerala on Inequality, Being Less Equal: Narratives of Poor" Indian Journal of Human Development, Vol. 7, No. 1, 2013, 39-60
- Guttikunda, S. K., & Kopakka, R. V. (2014). Source emissions and health impacts of urban air pollution in Hyderabad, India. Air Quality, Atmosphere & Health, 7(2), 195-207.
- Ioannis, M., et al., "Environmental and Health Impacts of Air Pollution: A Review", Frontiers in Public Health, Vo. 8, 2020, https://www.frontiersin.org/article/10.3389/fpubh.2020.00014 DOI.10.3389/fpubh.2020.00014

- Khilnani, G. C., & Tiwari, P. (2018). Air pollution in India and related adverse respiratory health effects: past, present, and future directions. Current opinion in pulmonary medicine, 24(2), 108-116.
- Mazumder, D. G. (2008). Chronic arsenic toxicity & human health. Indian J Med Res, 128(4), 436-447.
- Mehta, P. S., Mehta, A. S., Mehta, S. J., & Makhijani, A. B. (1990). Bhopal tragedy's health effects: a review of methyl isocyanate toxicity. Jama, 264(21), 2781-2787.
- Misra, V., & Pandey, S. D. (2005). Hazardous waste, impact on health and environment for development of better waste management strategies in future in India. Environment international, 31(3), 417-431.
- NCT of Delhi, Govt of., Sewerage Master Plan for Delhi – 2031 Final Report, SFD Report - Delhi, India Final Report, The SFD, 2016
- Noel-Brune, M., Goldizen, F. C., Neira, M., van den Berg, M., Lewis, N., King, M., ... & Sly, P. D. (2013). Health effects of exposure to e-waste. The Lancet Global Health, 1(2), e70.
- Sharma, A. K., Baliyan, P., & Kumar, P. (2018). Air pollution and public health: the challenges for Delhi, India. Reviews on environmental health, 33(1), 77-86.
- Verma, A., Kumar, R., & Yadav, S. (2020). Distribution, pollution levels, toxicity, and health risk assessment of metals in surface dust from Bhiwadi industrial area in North India. Human and Ecological Risk Assessment: An International Journal, 26(8), 2091-2111.
- Wath, S. B., Dutt, P. S., & Chakrabarti, T. (2011). E-waste scenario in India, its management and implications. Environmental monitoring and assessment, 172(1), 249-262.

Module 4: Climate change, biodiversity and public health

Climate change poses a variety of threats to public health in several interconnected ways. There are direct threats in the form of extreme weather events and their consequences and indirect threats through the impact of climate change on biodiversity and ecosystems (e.g., atmosphere, food systems, vector distribution) economies and societies (e.g., migration, conflict), often mediated by human interventions. The recognition of climate change as a determinant of public health is relatively new, but is quickly and constantly evolving. Against this backdrop, this module introduces students to some of the key aspects of the relationship between climate change, the environment and public health, with the concept of one-health as the organising framework. It also engages with the health benefits of mitigation and adaptation policies and measures in public health and related sectors.

Essential readings

- Asaaga, F.A., Young, J.C., Oommen, M.A. *et al.* Operationalising the "One Health" approach in India: facilitators of and barriers to effective cross-sector convergence for zoonoses prevention and control. *BMC*

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- Cole, J., & Desphande, J. (2019). Poultry farming, climate change, and drivers of antimicrobial resistance in India. The Lancet. Planetary health, 3(12), e494–e495. https://doi.org/10.1016/S2542-5196(19)30236-0
- Dhara, V. R., Schramm, P. J., & Luber, G. (2013). Climate change & infectious diseases in India: implications for health care providers. The Indian journal of medical research, 138(6), 847–852.
- Haines, A., Kovats, R. S., Campbell-Lendrum, D., & Corvalan, C. (2006). Climate change and human health: impacts, vulnerability and public health. Public health, 120(7), 585–596. https://doi.org/10.1016/j.puhe.2006.01.002
- McMichael A. J. (2015). Extreme weather events and infectious disease outbreaks. Virulence, 6(6), 543–547. https://doi.org/10.4161/21505594.2014.975022
- Muttarak, R., & Dimitrova, A. (2019). Climate change and seasonal floods: potential long-term nutritional consequences for children in Kerala, India. BMJ global health, 4(2), e001215. https://doi.org/10.1136/bmjgh-2018-001215
- Watts, N., Amann, M., Arnell, N et. al. (2021). The 2020 report of The Lancet Countdown on health and climate change: responding to converging crises. The Lancet, Volume 397, issue 10269, p129-170,

Additional readings

- Asad, H., & Carpenter, D. O. (2018). Effects of climate change on the spread of zika virus: a public health threat. Reviews on environmental health, 33(1), 31–42. https://doi.org/10.1515/reveh-2017-0042
- Bhatia, R., "Implementation framework for One Health approach", Indian J Med Res 149, March 2019, pp 329-331 DOI: 10.4103/ijmr.IJMR_1517_18
- Buse, C. G., & Patrick, R. (2020). Climate change glossary for public health practice: from vulnerability to climate justice. Journal of epidemiology and community health, 74(10), 867–871. https://doi.org/10.1136/jech-2020-213889
- Chatterjee, P., Kakkar, M. & Chaturvedi, S. Integrating one health in national health policies of developing countries: India's lost opportunities. *Infect Dis Poverty* **5,** 87 (2016). https://doi.org/10.1186/s40249-016-0181-2
- Galaz, V., Leach, M., Scoones, I. and Stein, C. (2015) The political economy of One Health research and policy, STEPS Working Paper 81 Brighton: STEPS Centre

- Levy, B.S. & Patz, J.A. (eds.) (2015). Climate Change and Public Health, OUP.
- Luber, G & Lemery, J. (eds.) (2015). Global Climate Change and Human Health: From Science to Practice. Jossey-Bass.
- Patil, R. R., & Deepa, T. M. (2007). Climate change: The challenges for public health preparedness and response- An Indian case study. Indian journal of occupational and environmental medicine, 11(3), 113–115. https://doi.org/10.4103/0019-5278.38460
- Rao M. (2010). The impact of climate change on health in India. Perspectives in public health, 130(1), 15–16. https://doi.org/10.1177/1757913909354146
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- Singh, B. B., Sharma, R., Gill, J. P., Aulakh, R. S., & Banga, H. S. (2011). Climate change, zoonoses and India. Revue scientifique et technique (International Office of Epizootics), 30(3), 779–788. https://doi.org/10.20506/rst.30.3.2073
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- Watts, N., Adger, W. N., Agnolucci, P., Blackstock, et. al. (2015). Health and climate change: policy responses to protect public health. Lancet (London, England), 386(10006), 1861–1914. https://doi.org/10.1016/S0140-6736(15)60854-6
- *World Bank. 2010. People, Pathogens, and Our Planet : Volume One - Towards a One Health Approach for Controlling Zoonotic Diseases. World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/2844 License: CC BY 3.0 IGO."*

8. Pedagogy:

a. Instructional design

The course will be a combination of class lectures, discussions, invited lectures, and exposure visits.

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

Support for organising local visits to related sites

c. Expertise in AUD faculty or outside: AUD and external faculty

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

Linkage with agencies working in the area of environment and waste.

9. Assessment structure (modes and frequency of assessments)

The course will have the following assessment situations

- Assessment 1 - An assignment that is based on field observation, review of literature or secondary data (30%)
- Assessment 2 - A term paper / written assignment (40%)
- Assessment 3 - End semester exam / Presentation (30%)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021 and has been approved in the present form

12/04/22

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	Master of Public Health (MPH)
Course title	Health Economics and Financing
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Samik Chowdhury and Public Health Team

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

   The course is a 2nd semester core course of the MPH programme. It does not overlap with any other course in this programme. However there is some overlap with an elective offered in the School of Liberal Studies titled "An Introduction to the Economics of Health and Health Care".

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

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

   No requirement.

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

As per University norms

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

   Semester-long course

5. **Proposed date of launch:**

   Winter 2022

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

   This course intends to teach foundations of economic analysis as a way of thinking about health. In keeping with the vision of AUD and the underlying value framework of the MPH programme, the emphasis of the course will be on key economic concepts, models and their application in analyzing population level health issues, health care 'markets' and health policy (health financing in particular). The course will also introduce students to the associations between disease/public health/health and economic development.

7. **Course Details:**

   a. **Summary**

   The course intends to offer students a distinctive lens to study public health, health care and health policy. Drawing on theoretical foundations and empirical evidence from select branches of economics viz. microeconomics, macroeconomics, development economics, public economics, behavioural economics and economics of information, the course aims to develop an objective yet sensitive and contextual understanding of the health sector.

   b. **Objectives**

   1) To help students understand the scope of economics in public health and health care.
   2) To make students familiar with the links between disease and development.
   3) To help students develop familiarity with the methods of economic analysis and their applications in health.
   4) To help build an ability to critically analyse public policies in the health sector with particular focus on health financing.

   c. **Learning outcomes**

   1. Ability to apply core microeconomic concepts to health and health care

2. Develop a clear understanding of the macroeconomic associations between health and economic development
3. Understand and perform basic economic evaluation in health
4. Develop a clear understanding of the health financing arrangements in India.

d. Overall structure:

This course is organized around five modules.

	Topic	Duration (week)
1.	Markets, Government and Health	3
2.	Demand for health and health care	2
3.	Economic evaluation in health	2
4.	Health financing	3
5.	Macroeconomics of health	2

e. Contents

1. Markets, Government and Health

This introductory module begins with how economists think about the world in terms of key concepts like scarcity, trade-off, opportunity cost, marginalism, efficiency, preference, indifference, utility, elasticity, production possibility frontier. A brief revision of reading and interpreting graphs is also a part of this module. It then moves on to providing a basic understanding of how constituent units of an economy work and interact via markets.

The second part of the module provides a brief introduction to key macroeconomic concepts like comparative advantage, economic growth, inflation and unemployment.

The third part of the module presents the limitations of the market and the role of Government. Here the concepts of externality, asymmetric information, market failure and public goods will be discussed.

Thus a substantial part of this module shall deal with essential microeconomics, with a relatively smaller weight accorded to macroeconomics, and economics of the public sector. However, the context against which these concepts will be illustrated is the health sector.

Essential Readings

- Microeconomic Tools for Health Economics (Chapter 2) from The Economics of Health and Health Care, Sherman Folland, Allen C. Goodman, Miron Stano, Pearson.

- Fuchs, Victor R. "What is Health Economics?" In The Future of Health Policy. Boston: Harvard University Press, pp. 27-40.
- Williams A. (1988). Priority setting in public and private health care. A guide through the ideological jungle. Journal of health economics, 7(2), 173–183. https://doi.org/10.1016/0167-6296(88)90015-x
- Mcpake, B. & Normand, C. Health Economics: An International Perspective, Routledge (Chapters 1 to 8)
- Principles of Economics, N. Gregory Mankiw (selected chapters), Cengage.

Additional Readings

- Essentials of Economics, Paul Krugman, Robyn Wells & Kathryn Grady, Worth Publishers.
- Economics, Joseph E. Stiglitz & Carl E. Walsh, W. W. Norton & Company.
- Mitchell, T. (2005). The work of economics: How a discipline makes its world. European Journal of Sociology, 46(2), 297-320. doi:10.1017/S000397560500010X
- Jan Abel Olsen (2009): Principles in Health Economics and Policy

2. Demand for Health and Health Care

Module 2 of the course will introduce the seemingly elegant conceptualisation of health as a commodity that can be produced and consumed, while simultaneously uncovering the inherent shortcomings of market economics (asymmetric information, adverse selection and moral hazard) in explaining the distinctive complexities of health and health care. The idea is to lead students towards the conceptualisation of public health as a public (merit) good with inherent externality issues and the consequent significance of public provisioning.

Essential Readings

- Arrow, K. (1963) "Uncertainty and the Welfare Economics of Medical Care." American Economic Review, 53, pp. 941-973
- Akerlof, George "The Market for 'Lemons': Quality Uncertainty and the Market Mechanism," Quarterly Journal of Economics, 84, 1970, 488—500.
- Grossman, M (1972) "On the Concept of Health Capital and the Demand for Health," Journal of Political Economy, 80(2), 223-255.
- Bhattacharya, J., Hyde, T., & Tu, P. Health Economics, Palgrave Macmillan (Chapters 1,2,3,8 & 9)
- Wagstaff, A. (1986) "The Demand for Health: Theory and Applications", Journal of Epidemiology and Community Health, 40, 1-11.
- Krugman, Paul, "Health Economics 101," New York Times, November 14, 2005.

Additional readings

- Grossman, Michael, "The Human Capital Model," in Handbook of Health Economics, Volume 1A,

- Einav, Liran and Amy Finkelstein, "Moral Hazard in Health Insurance: What We Know and How We Know It," Journal of the European Economic Association, 16(4), 2018, 957—982.

3. Economic Evaluation in Health

This module will introduce the concept and measurement of disease burden and a attempt a theoretical understanding of economic evaluation of health care programmes and their implications in a resource poor setting. The key concepts that will be discussed in this module includes DALY, QALY, cost-benefit analysis, cost-utility analysis, cost-effectiveness analysis, cost of illness and health technology assessment.

Essential Readings

- Drummond, M. F., Sculpher, M. J., Claxton, K., Stoddart, G. L., and Torrance, G. W., "Methods for the Economic Evaluation of Health Care Programmes", OUP
- Dukhanin, V., Searle, A., Zwerling, A., Dowdy, D. W., Taylor, H. A., & Merritt, M. W. (2018). Integrating social justice concerns into economic evaluation for healthcare and public health: A systematic review. Social science & medicine (1982), 198, 27–35. https://doi.org/10.1016/j.socscimed.2017.12.012
- Lave L. B. (1980). Economic evaluation of public health programs. Annual review of public health, 1, 255–276. https://doi.org/10.1146/annurev.pu.01.050180.001351
- Kaur, G., Chauhan, A. S., Prinja, S. et. al (2021): Cost-effectiveness of population-based screening for diabetes and hypertension in India: an economic modeling study, Lancet Public Health, November 2021.

Additional readings

- Dang, A., Likhar, N., & Alok, U. (2016). Importance of Economic Evaluation in Health Care: An Indian Perspective. Value in health regional issues, 9, 78–83. https://doi.org/10.1016/j.vhri.2015.11.005
- Marthe Gold, David Stevenson, and Dennis Fryback, 2002. "HALYs and QALYs and DALYs, Oh My: Similarities and Differences in Summary Measures of Population Health," Annual Review of Public Health 23, 115-34.
- HTA website of Department of Health Research, Govt. of India https://htain.icmr.org.in/
- Centre for Disease Prevention and Control: Economic Evaluation Overview. https://www.cdc.gov/policy/polaris/economics/index.html
- Hartz, S., & John, J. (2009). Public health policy decisions on medical innovations: what role can early economic evaluation play?. Health policy (Amsterdam, Netherlands), 89(2), 184–192. https://doi.org/10.1016/j.healthpol.2008.05.011

4. Health financing

This module may be classified into three sections. Section one introduces students to the framework of health financing and then presents health financing mechanisms like tax-based public spending, social insurance, Government sponsored health insurance, private insurance, out of pocket spending etc. against this framework. Section two engage further with these mechanisms as means to differentiate between health systems around the world. Distinct health systems like that of the UK, USA, Thailand, Germany, Costa Rica, Cuba etc. will be taken up to highlight the role of health financing in determination of health systems. Section three will attempt a critical understanding of the features and consequences of the current health financing arrangements in India, with a critical examination of Government sponsored health insurance schemes as a preferred public policy response to the burden of high out of pocket spending on health. There is a scope to highlight the concept and practice of strategic purchasing in all three sections of this module.

Essential Readings

- Le Grand, J., 1978, The Distribution of Public Expenditure: The Case of Health Care, Economica 45, 125-142.
- WHO (2010). World Health Report 2010: Health systems financing: The path to universal health coverage. Geneva: World Health Organization. https://www.who.int/whr/2010/en/.National Health Accounts, Government of India, 2019
- National Health Accounts, 2016-17, Government of India. https://nhsrcindia.org/sites/default/files/2021-06/FINAL%20National%20Health%20Accounts%202016-17%20Nov%202019-for%20Web%20%281%29.pdf
- Health Financing and Financial Protection, Chapter 1 , High Level Expert Group (HLEG) Report on Universal Health Coverage, GOI, 2011
- Kumar, A. K., Chen, L. C., Choudhury, M., Ganju, S., Mahajan, V., Sinha, A., & Sen, A. (2011). Financing health care for all: challenges and opportunities. Lancet (London, England), 377(9766), 668–679. https://doi.org/10.1016/S0140-6736(10)61884-3
- Chowdhury, S. (2011). Financial burden of transient morbidity: a case study of slums in Delhi. Economic and Political Weekly, 59-66.
- Russell, S (1996). Ability to pay for health care: Concepts and evidence. Health Policy and Planning, 11 (3), 219-237.
- McCoy, D., Chand, S., Sridhar, D. (2009). Global health funding: how much, where it comes from and where it goes. Health Policy and Planning 2009;24:407–417
- Filmer, Deon and Lant Pritchett, "The Impact of Public Spending on Health: Does Money Matter?" Social Science and Medicine, 1999, 49(10), 1309-1323.

Additional readings

- Brown L. D. (2003). Comparing health systems in four countries: lessons for the United States. American journal of public health, 93(1), 52–56. https://doi.org/10.2105/ajph.93.1.52
- Wagstaff, A. 2005. The Economic Consequences of Health Shocks. World Bank Policy Research Working Paper WPS3644. Washington DC: World Bank.
- Dasgupta, M & Muraleedharan, V.R. (2014). Universal Health Coverage: Reform of the Government System Better Than Quality Health Insurance. Economic and Political Weekly , August 30, 2014, Vol. 49, No. 35, pp. 29-32
- Sengupta, A., Prasad, V., Towards a truly universal Indian health system, The Lancet, Volume 377, Issue 9767, 26 February–4 March 2011, Pages 702-703
- Kutzin, J (2013). Health financing for universal coverage and health system performance: concepts and implications for policy, Bulletin of the World Health Organization 2013;91:602–611. https:// www.who.int/bulletin/volumes/91/8/12-113985/en/ .
- Health Systems Review and Health Systems in Transition reports for various countries
- William C. Hsiao (1992): Comparing Health Systems: What Nations can Learn from One Another. Journal of Health Politics, Policy and Law, Vol. 17, No. 4, Winter 1992
- Smith J. Healthy bodies and thick wallets: the dual relation between health and economic status. J Econ Perspectives 1999 Spring;13(2):145–66.

5. Macroeconomics of health

This module covers the linkages between health and the macroeconomy. The intrinsic and instrumental role of health on human development and economic growth, both across and within nations forms an integral part of this module. In addition, this module will also engage with the political economic aspects of pharmaceuticals, medical technology and patents and their implications for the health system of countries.

Essential readings

- Acemoglu, Daron, and Simon Johnson, "Disease and Development: The Effect of Life Expectancy on Economic Growth," Journal of Political Economy, 2007, 115(6), 925-985.
- Bloom, David E. and David Canning, "The Health and Wealth of Nations," Science, 2000, 287(5456), 1207-1208.
- Lange, S., & Vollmer, S. (2017). The effect of economic development on population health: a review of the empirical evidence. British medical bulletin, 121(1), 47–60. https://doi.org/10.1093/bmb/ldw052

- Philip Musgrove (eds.) "Health Economics in Development" The World Bank, 2004.
- Bleakley, C. Hoyt. 2010a. Health, Human Capital, and Development. Annual Review of Economics, 2:283–310.
- Kremer, Michael, "Pharmaceuticals and the Developing World," Journal of Economic Perspectives, 16(4): 67–90, 2002.
- Cutler and McClellan (2001) "Is Technological Change in Medicine Worth It?" Health Affairs, 20(5):11-29.
- Cutler, David M. and Dan P. Ly, "The (Paper)Work of Medicine: Understanding International Medical Costs," Journal of Economic Perspectives, 25(2), 2011, 3–25.

Additional readings

- Over Mead. 1992. The Macroeconomic Impact of AIDS in sub-Saharan Africa. Population and Human Resources Department, World Bank. http://www.worldbank.org.
- Cutler, David, Angus Deaton, and Adriana Lleras-Muney, "The Determinants of Mortality," Journal of Economic Perspectives, 2006, 20(3), 97-120.
- Canning, David, "The Economics of HIV/AIDS in Low Income Countries: The Case for Prevention," The Journal of Economic Perspectives, 2006, 20(3), 121-142.
- Deaton, Angus, The Great Escape: Health, Wealth, and the Origins of Inequality, Princeton, NJ: Princeton University Press, 2013, Part I, 59-164.
- Bloom, David E.; Kuhn, Michael; Prettner, Klaus (2018). Health and Economic Growth. IZA Discussion Papers, No. 11939
- Case, Anne and Angus Deaton, "Mortality and Morbidity in the 21st Century," Brookings Papers on Economic Activity, 2017, 397–479.
- Case, Anne and Angus Deaton, "Deaths of Despair and the Future of Capitalism," Princeton University Press, 2020
- Report of the National Commission for Macroeconomics and Health, 2005,MOHFW. GOI, http://www.indiaenvironmentportal.org.in/files/file/macroeconomics%20and%20health.pdf
- World Health Organization. Macroeconomics and health: investing in health for economic development. Report of the commission on macroeconomics and health. Geneva: WHO; 2001.
- Banerji, D. (2002). Report of the WHO Commission on Macroeconomics and Health: A Critique. International Journal of Health Services, 32(4), 733–754. https://doi.org/10.2190/CECN-VWK4-H8AC-BCRH
- Gilpin, R. (2001). Global Political Economy: Understanding the International Economic Order, Princeton University Press, 2001.

8. **Pedagogy:**

e. Instructional design

Class lectures and discussions

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

None

g. Expertise in AUD faculty or outside

AUD

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

None

9. **Assessment structure (modes and frequency of assessments)**

The course will have three types of assessment situations.

- MCQ Quizzes (20%).
- Term paper and presentation (40%).
- Written examination (40%).

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021 and has been approved in the present form.

12/04/22

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	Master of Public Health (MPH)
Course title	Health Behaviour, Promotion & Communication
Course code	
Credits	2
Course type (core / compulsory /optional / any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	N. Nakkeeran and Public Health Team

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

   The course is a 2nd semester core course of the MPH programme. It does not overlap on any other course but it builds on principles covered in 1st semester courses such as introduction to public health and Social Science Perspectives in Public Health.

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

   No requirement.

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

   As per University norms

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

   2nd (winter) Semester; Semester-long course

5. **Proposed date of launch:** Winter 2022

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

The field of 'Health behaviour, promotion & communication' has evolved with the premise of taking public health interventions to the most unreached populations in any community or region, with the underlying value of promoting health equity. This course forms one of the core competencies of public health.

7. **Course Details:**

a. Summary

'Health behaviour, promotion & communication' is an applied field invoking social science and communication theories to further public health interests. These aspects are important components of public health assessments and interventions.

The course will start with introducing students to basic concepts around health behaviour; concepts, principles and theories of communication; diverse channels and strategies of communication that are used for behaviour change and promoting health literacy; sites and target groups for behaviour change – community, health workers, providers and policy makers; measuring health behaviour change and health literacy outcomes. It will move on to engage with the complexities of health behaviour and the critical role of social determinants in shaping health behaviour.

The field of communication has witnessed explosive growth in recent decades and it has been dramatically altering (even improving) our lives in an unprecedented manner. It is crucial to understand, unpack, manage, or leverage directed or undirected, benevolent or detrimental implications of such a communication scenario on population health. Accordingly, the course will encourage a discussion on the role of social media and how effectively social media can be used in health communication; how do interpersonal communication, mass-communication and social media communication interact and mediate. Equally the course will also encourage a critical analysis of how communication strategies are used to accord legitimacy to a select set of interventions, sites of interventions or target groups and the economic and political interest behind such efforts.

b. Objectives

1. To equip students with knowledge of key concepts around health behaviour and concepts, principles and theories of communication for behaviour change

2. To equip students with skills to design and evaluate health communication and behaviour change strategies

3. To encourage students to critically analyse behaviour change and communication strategies in conjunction with social determinants of health, deploying key social science theories.

4. To engage with the current communication technology scenario to appreciate its role in influencing behaviour and consequently, health, at population levels

c. Learning Outcomes:

On completion of this course students are expected to:

- Appreciate the role of behaviour change and communication strategies in public health interventions
- Acquire skills to design and evaluate health communication and behaviour change strategies for public health interventions
- Appreciate the major social and behavioural science theories and concepts in critically understanding behaviour change and communication strategies as applicable in the modern context
- Appreciate deployment of communication strategies to shape health behaviour at the population level.

d. Overall structure:

This course is organized around three modules.

Module No.	Topic	Duration (weeks)*
1	Understanding health behaviour and behaviour change; Social science theories to understand behaviour change; social determinants shaping health behaviour	4
2	Communication for health literacy and advocacy - Concepts, principles, theories and strategies	4
3	Critical understanding of behaviour change communication models	4

* With two hours per week

e. Contents

Module 1: Health behaviour – Understanding 'behaviour', Sick-role, illness behaviour, risk behaviour, health and care seeking, models of health seeking behaviour; behaviour change - key concepts and theories around health education & health promotion; knowledge – intention - action gaps; critique on health behaviour models.

Social science theories and concepts to understand human behaviour / social action and public health interventions; role of social determinants of health in shaping health behaviour.

Essential Readings

- Carrasco, MA., Behavioural and social science research opportunities, *Bull World Health Organ* 2021;99:834–836, doi: http://dx.doi.org/10.2471/BLT.20.285370
- Jenkins, CD., *Building Better Health: A Handbook of Behavioral Change*, Pan American Health Organization, 2003
- Monroe, A., et al., Improving malaria control by understanding human behaviour, *Bull World Health Organ* 2021;99:837–839 doi: http://dx.doi.org/10.2471/BLT.20.285369
- Nakkeeran N, Sacks E, N Srinivas P *et al.* Beyond Behaviour as Individual Choice: A Call to Expand Understandings around Social Science in Health Research [version 1; peer review: 2 approved]. *Wellcome Open Res* 2021, 6:212 (https://doi.org/10.12688/wellcomeopenres.17149.1
- WHO, "Behaviour change strategies and health: the role of health systems", Regional Committee for Europe Fifty-eighth session Tbilisi, Georgia, 15–18 September 2008, https://www.euro.who.int/__data/assets/pdf_file/0003/70185/RC58_edoc10.pdf

Additional Readings

- Coreil J. Social and Behavioural Foundations of Public Health. (2nd edition) (2009). Thousand Oaks: SAGE publication. ISBN 9781412957045
- Edberg M. Essentials of Health Behavior: Social and Behavioral Theory in Public Health. Sudbury, MA: Jones & Bartlett Publishers
- Hayden J. Introduction to health behavior theory. (2nd edition) Burlington, MA: Jones & Barlett Learning
- WHO (2020) Joint statement by WHO, UN, UNICEF, UNDP, UNESCO, UNAIDS, ITU, UN Global Pulse, and IFRC (2020). Managing the COVID-19 infodemic: Promoting healthy behaviours and mitigating the harm from misinformation and disinformation. https://www.who.int/news/item/23-09-2020-managing-the-covid-19-infodemic-promoting-healthy-behaviours-and-mitigating-the-harm-from-misinformation-and-disinformation

Module 2:

Health Communication - key concepts, principles, and theories of health communication; channels of communication – inter-personal communication, mass-communication and social media communication

Target groups for behaviour change – community, health workers, providers, other stakeholders

Communication for health literacy and advocacy: Counselling and awareness campaigns, community engagement for behaviour change, participatory techniques for providing health communication skills; advocacy and media engagement, social marketing; posters, info-graphics, designing a health communication strategy

Measuring health behaviour change and health literacy

Essential Readings

- Albury C., et al. Communication practices for delivering health behaviour change conversations in primary care: a systematic review and thematic synthesis BMC Family Practice (2019) 20:111, https://doi.org/10.1186/s12875-019-0992-x
- Dunn, AL., Resnicow, K., Klesges, LM, "Improving measurement methods for behavior change interventions: opportunities for innovation", *Health Education Research Theory & Practice*, Vol.21 (Supplement 1): Pages i121–i124 2006
- Evans, WD., "How social marketing works in health care", BMJ Vol. 332 20 May 2006: 1207-10, bmj.com.
- Gordon, Ross, et al. "The effectiveness of social marketing interventions for health improvement: What's the evidence?" *Public Health*, 2006, 120. 1133-1139.
- Maibach, E.W. (2003). Recreating communities to support active living: A new role for social marketing. American Journal of Health Promotion, 18(1), 114–119.
- Mheidly, N., Fares, J. Leveraging media and health communication strategies to overcome the COVID-19 infodemic. J Public Health Pol 41, 410–420 (2020).
- Rimal, R. N., & Lapinski, M. K. (2009). Why health communication is important in public health. *Bulletin of the World Health Organization*, *87*(4), 247–247a. https://doi.org/10.2471/blt.08.056713
- Wakefield, M. A., Loken, B., & Hornik, R. C. (2010). Use of mass media campaigns to change health behaviour. *Lancet (London, England)*, *376*(9748), 1261–1271.

Additional readings

- Houser, H., The Aesthetics of Environmental Visualizations: More than Information Ecstasy? Public Culture 26:2 doi 10.1215/08992363-2392084
- Lefebvre, R.C. (2000). Theories and models in social marketing. In P.N. Bloom & G.T. Gundlach (Eds), Handbook of marketing and society. Newbury Park, CA: SAGE Publications. Retrieved from http://socialmarketing.blogs.com/Publications/Theoretical_Models_in_Social_Marketing.pdf
- Novelli, W. (1990). Applying social marketing to health promotion and disease prevention. In K. Glanz, F.M. Lewis & B.K. Rimer (Eds), Health behaviour and health education: Theory, research and practice (pp. 324–369). San Francisco: Jossey-Bass Publishers

- Pigg, SL., Languages of Sex and AIDS in Nepal: Notes on the Social Production of Commensurability, Cultural Anthropology, Vol.16, No.4,481-54, https://doi.org/10.1525/can.2001.16.4.481
- Schiavo, R. (2013). Health communication: From theory to practice. Jossey-Bass.
- Van Duyn, M. et al. "Adapting Evidence-Based Strategies to Increase Physical Activity among African Americans, Hispanics, Hmong, and Native Hawaiians: A Social Marketing Approach." *Preventing Chronic Disease, Public Health Research, Practice, and Policy*, 2007, 4(4), 1-11.
- Wilson M, Allen DD, Li JC. Improving measurement in health education and health behavior research using item response modeling: comparison with the classical test theory approach. Health Educ Res 2006; 21(Suppl 1): i19–i32

Module 3: Critical understanding of behaviour change and communication models – Critical theories of communication; concepts of discourse, issue culture and their role in shaping public opinion and decision making in public health; 'infodemic'; stigma, discriminatory and exclusionary practices in health communication; deficit perspective. Understanding the alignment/diversification between theory and modern communication practice

Essential Readings

- Abraham, T., The Chronicle of a Disease Foretold: Pandemic H1N1 and the Construction of a Global Health Security Threat, Political studies: 2011 VOL 59, 797–812
- Bayer, R., Stigma and the ethics of public health: Not can we but should we", Social Science & Medicine 67 (2008) 463–472
- Honigsbaum, M., The art of medicine - Ebola: epidemic echoes and the chronicle of a tragedy foretold, www.thelancet.com Vol 384 November 15, 2014, 1740-41
- Hoppe, T., "Spanish Flu": When Infectious Disease Names Blur Origins and Stigmatize Those Infected, AJPH November 2018, Vol 108, No. 11, 1462-64
- Markel, H., "When Germs Travel", The American Scholar, Spring 1999, Vol. 68, No. 2 (Spring 1999), pp. 61-69
- Stuber, J., Meyer, I., and Link B., Stigma, prejudice, discrimination and health, *Soc Sci Med.* 2008 August ; 67(3): 351–357. doi:10.1016/j.socscimed.2008.03.023
- Waitzkin, H., "A Critical Theory of Medical Discourse: Ideology, Social Control, and the Processing of Social Context in Medical Encounters" Journal of Health and Social Behavior , Jun., 1989, Vol. 30, No. 2 (Jun., 1989), pp. 220-239

Additional readings

- Becker, MH., "A Medical Sociologist Looks at Health Promotion", Journal of Health and Social Behavior , Mar., 1993, Vol. 34, No. 1 (Mar., 1993), pp. 1-6.

- Ernst, W., "Introduction: Historical and contemporary perspectives on race, science and medicine", in Waltraud Ernst and Bernard Harris (eds.) *Race, Science and Medicine, 1700–1960*, Routledge, London, 1-28, 1999.
- Fairchild, A., National identity and the immigrant experience, *American Journal of Public Health;* Jan 1999; 89, 1, 113-15
- Fuchs, Christian. 2016. "Herbert Marcuse and Social Media" In Christian Fuchs' *Critical Theory of Communication.* Pp. 111–152. London: University of Westminster Press. DOI: http://dx.doi.org/10.16997/book1.d.
- Fuchs, Christian. 2016. "Introduction: Critical Theory of Communication: New Readings of Lukács, Adorno, Marcuse, Honneth and Habermas in the Age of the Internet", In Christian Fuchs' *Critical Theory of Communication.* Pp. 1–46. London: University of Westminster Press. DOI: http://dx.doi.org/10.16997/book1.a.
- Hyer RN., and Covello VT., Effective Media Communication during Public Health Emergencies: A WHO Handbook, WHO, 2005
- Krieger, N., and Fee, E., Man-Made Medicine and Women's Health: The Biopolitics of Sex/Gender and Race/Ethnicity, *International Journal of Health Services*, Volume 24, Number 2, Pages 265-283, 1994.
- Krista Maglen (2005) Importing Trachoma: The Introduction into Britain of American Ideas of an 'Immigrant Disease', 1892–1906, Immigrants & Minorities, 23:1, 80-99, DOI: 10.1080/0261928042000334853
- Liebel, AM., Applying Critical Theory to Disrupt Deficit Perspectives in Patient Communication and Health Literacy: "10 Minutes to Better Patient Communication" Podcast Series, Journal of Consumer Health on the Internet 2020, Vol. 24, No. 4, 416–429 https://doi.org/10.1080/15398285.2020.1831354
- Ling, JC., et al., Social Marketing: Its Place in Public Health, Annu. Rev. Publ. Health. 1992. 13:341-62
- Link, BG., Phelan, JC., "Conceptualizing Stigma", Annu. Rev. Sociol. 2001. 27:363–85
- Markel, H., Stern AM., "Which Face? Whose Nation? Immigration, Public Health and Construction of Disease at America's Ports and Borders, 1891-1928", American Behavioural Scientist, Vol.42, No.9, June/July 1999, 1314-1331.
- Misra, B., "Sitala:" The Small-Pox Goddess of India, Asian Folklore Studies , 1969, Vol. 28, No. 2 (1969), pp. 133-142
- O'Sullivan, G.A., Yonkler, J.A., Morgan, W., and Merritt, A.P. A Field Guide to Designing a Health Communication Strategy, Baltimore, MD: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, March 2003.
- University of Twente, *Communication Theories*, University of Twente, The Netherlands https://www.utwente.nl/en/bms/communication-theories/

8. Pedagogy:

a. Instructional design

The course will be a combination of class lectures, discussions, invited lectures, group and individual practical exercises, and exposure visits.

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

Support for organising local visits to related sites

c. Expertise in AUD faculty or outside: AUD and external faculty

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

Linkage with agencies working on health promotion, health communication and implementing public health programmes

9. Assessment structure (modes and frequency of assessments)

The course will have the following assessment situations

- Assessment 1 - Designing or evaluating a health communication / behaviour change strategy (50%)
- Assessment 2 - A written assignment / end semester (50%)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021 and has been approved in the present form

12/01/22

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	Master of Public Health (MPH)
Course title	Introduction to Public Health Research (4)
Course code	
Credits	4
Course type (core / compulsory /optional / any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	N. Nakkeeran and Public Health Team

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

   The course is a 2nd semester core course of the MPH programme. Similar Research Methodology courses are being offered in other MA programmes as well but this course will be oriented towards research in the field of public health. It does not overlap on any other course but it builds on principles covered in 1st semester courses such as Biostatistics – 1, Introduction to public health, Social Science Perspectives in Public Health. As the part of research methods based on numerical and statistical principles and associated theoretical bases will be covered in the Biostatistics -1, this course will cover the general aspects on conceptualizing and contextualizing research, epistemological basis of research, beyond which this course will focus more on qualitative research methodology

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

   No requirement.

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

   As per University norms

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

   2nd (winter) Semester; Semester-long course

5. **Proposed date of launch:** Winter 2022

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

   Research method is cross-cutting theme in all domains of public health and is one of the core competencies promoted in the public health programme. This course promotes a critically ability to logically analyse a public health situation to problematize and ask a right set of questions to inquire in to and analyse the situation.

7. **Course Details:**

   a. Summary

   This course will start with a general understanding on conceptualizing and contextualizing research followed by discussing the epistemological bases of different approaches to research. This will be followed with detailed discussions on a range of study designs, methods and analysis with a focus more towards qualitative research methodology. The part of research methods based on numerical and statistical principles and associated theoretical bases will be covered in the Biostatistics -1.

b. Objectives

1. To equip the students with ability conceptualise and contextualise their research
2. To equip students with the knowledge of designing research studies of various types, using a wide range of methods
3. To provide skills to analyse qualitative data
4. To systematically and rigorously analyse and review other research studies in the field of public health
5. To appreciate the principles behind public health research ethics.

c. Learning Outcomes:

This course is expected to equip students to apply their understanding and research skills acquired in this course in research assignments they would take

up in their internships and dissertation. On completion of this course students are therefore expected to:

1. Acquire the knowledge and skill to independently conceptualise and develop robust study designs around specific research themes and on questions relevant to public health

2. Develop an in-depth understanding of various qualitative research methods, data collection, and data analysis.

3. Gain sensitivity to ethical concerns in public health research

d. Overall structure:

This course is organized around six modules.

Module No.	Topic	Duration (weeks)*
1	Conceptualising research	2
2	Epistemological bases of research approaches; and contextualising research	2
3	Research methodologies / Designs	2
4	Qualitative data collection methods; quality and rigour in qualitative research	2
5	Analysis in qualitative research	2
6	Preparation of research proposal; ethics in qualitative research	2

* With four hours per week

e. Contents

Module 1: Conceptualising research – introduction to basic concepts in research, Problem identification, framing problem statement and research question; framing research objectives; stage of research / research cycle.

Essential Readings

- Babbie, E., (2008) "Part 1 – Introduction to Inquiry", in *The Basics of Social Research,* Thomson Wordsworth (4th Edn.)
- Creswell, John W., Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Sage: Los Angeles, 2009, 3rd Edn.
- Crotty, M., *The Foundations of Social Research: Meaning and Perspectives in the Research Process,* Allen & Unwin, 1998 (Chapter on Introduction to Research Process)

- Durbin, Charles, G., "How to Come Up With a Good Research Question: Framing the Hypothesis", Respiratory Care (2004) 49/10: 1195-98
- Flick, U., An Introduction to Qualitative Research, Sage, 2009 (Part 2 – From Theory to Text, "Making use of the Literature in qualitative Research")
- Knopf, JW., Doing a Literature Review Political Science and Politics , Jan., 2006, Vol. 39, No. 1 (Jan., 2006), pp. 127- 132
- Lorena P Rios, Chenglin Ye, Lehana Thabane. Association between framing of the research question using the PICOT format and reporting quality of randomized controlled trials, BMC Medical Research Methodology 2010, 10:11, http://www.biomedcentral.com/1471-2288/10/11
- Thabane, L., Ye, C., & Paul, J., "Posing the research question: not so simple", Canadian Journal of Anesthesia (2009) 56:71–79

Additional Readings

- Billig, M., "Methodology and Scholarship in Understanding Ideological Explanation" in Clive Seale (ed.) Social Research Methods – A Reader, Routledge India, 2008, pp. 13-19
- Mukherji, PN – 'Introduction' in Methodology in Social Research
- Ramachandran, P., "User Survey Research and Statistics for Health workers", Tata Institute of Social Sciences, Mumbai, 2002.
- Mills, C.W., (1959) "On intellectual Craftmanship", in Clive Seale (ed.) Social Research Methods – A Reader, Routledge India, 2008, pp. 19-25

Module 2: Epistemological basis of qualitative research – positivism, constructivism, interpretativism (re-connecting with what was taught in social sciences perspectives); reflecting on contextualising research within specific theoretical, spatial and temporal contexts.

Essential Readings

- Charmaz K. Grounded theory: Objectivist and constructivist methods. In Denzin NK, Lincoln YS, (eds). Handbook of qualitative research. 2nd ed. Thousand Oaks CA: Sage; 2000. p. 509-35.
- Crotty, M., *The Foundations of Social Research: Meaning and Perspectives in the Research Process,* Allen & Unwin, 1998 (Chapter on Constructionism)
- *Harding, S., (1987) "Introduction: Is there a feminsit method?",* Sandra Harding (ed.) Feminism and methodology, Bloomington, Indiana University Press. Pp.1-14.
- Lincoln, Y. S. and Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging influences. In N. Denzin and Y. Lincoln (eds.), Handbook of Qualitative Research (2nd ed., pp. 163-188). Thousand Oaks, CA: Sage.

- Schweizer, T., Epistemology: "The nature and validation of Anthropology Knowledge" in Bernard, Russell H., (ed) Handbook of Methods in Cultural Anthropology, Altamira, Sage, New Delhi, 1998, pp.39 – 87

Additional Readings

- Collins, PH, "Black Feminist Epistemology", in Patricia Hill Collins, *Black feminist thought: Knowledge, consciousness, and the politics of Empowerment* (2nd edn.) , New York: Routledge
- *Douglas, M., Purity and Danger: An Analysis of Concept on Pollution and Taboo. Routledge, London, 1966.*
- Harding, S., Rethinking Standpoint Epistemology: What is "Strong Objectivity?" The Centennial Review, Fall 1992, Vol. 36, No. 3, pp. 437-470
- Tapan, M., (ed.) *Anthropological Journey: Reflections on Fieldwork*, Orient Blackswan, 1998
- Said, EW., "Introduction" in *Orientalism*, Vintage, New York, 1979, pp 1-28
- Wolf DL., (ed.) *Feminist Dilemmas in Fieldwork*, Routledge, 1996

Module 3: Research methodologies / Designs – Survey, Ethnography, Case study, Oral history, participatory research, different kinds of textual analysis; cross-sectional, longitudinal (cohort, panel), experimental designs.

Essential Readings

- Baum, F., "Researching Public Health: Behind the qualitative-quantitative methodological debate", Social Science and Medicine 40/4:459-68
- Bryman, A. (1984). The Debate about Qualitative and Quantitative Research. A Question of Methods or Epistemology. The British Journal of Sociology. 35(1): 75- 92
- Chambers, R., "Rural Appraisal: Rapid, Relaxed and Participatory", in Amitava Mukherjee ed *Participatory rural appraisal methods and appucations1n rural planning*
- Fernandez, J., and Herzfeld, "In Search of Meaningful methods", in Bernard, Russell H., (ed) Handbook of Methods in Cultural Anthropology, Altamira, Sage, New Delhi, 1998, 89 – 127
- Garfinkel, H. G., Studies in Ethnomethodology, Prentice Hall, 1967.
- Hammersley, M. and P. Atkinson (2007), Ethnography: Principles in Practice, Taylor & Francis London,2007 (Chapters 1 & 3)
- Johnson JC., Research Design and Research Strategies, in Bernard, Russell H., (ed) Handbook of Methods in Cultural Anthropology, Altamira, Sage, New Delhi, 1998, 131 – 171.
- Lincoln, YS. & Guba, EG. (1985). Naturalistic Inquiry. Newbury Park, CA: Sage Publications.

- Ohly, S., et al "Diary Studies in Organizational Research An Introduction and Some Practical Recommendations", Journal of Personnel Psychology 2010; Vol. 9(2):79–93 DOI: 10.1027/1866-5888/a000009
- Stake, R. (1998). Case studies. In N.K. Denzin & Y.S. Lincoln (Eds.). Strategies of Qualitative Enquiry, 89-109, Thousand Oaks, CA: Sage.
- Thompson, P. The voice of the past: Oral history, https://tristero.typepad.com/sounds/files/thompson.pdf

Additional readings

- Clifford, J., Writing Culture: The Poetics and Politics of Ethnography, University of California Press, 1986.
- Comaroff, John and Comaroff, Jean : Ethnography and historical imagination
- Cooper et al. – *Challenging the Qualitative – Quantitative Divide: Exploration in Case-focsued causal analysis,* Continuum, London, (2012) (PP 1-24)
- Dal MR., et al., (Eds.) Handbook on Monitoring and Evaluation of Human Resources for Health with special applications for low- and middle-income countries, WHO, 2009
- Goffman, E.,: The presentation of self in everyday life (Selected extracts – Co-presence and Metaphors for social interaction)
- Rubin, Herbert J., Qualitative Interviewing: The Art of Hearing Data, Thousand Oaks, 1995.
- Spradley JP., Participant Observation
- Srivastava, Vinay Kumar (Ed.), Methodology and Field Work, New Delhi: Oxford University Press, 2004

Module 4: Data collection methods: Interviews of different types, FGD, Observation based methods, case study, and participatory techniques;

Quality and rigour in qualitative research: meaning and types of data; Credibility, Transferability, Dependability and Confirmability; saturation; triangulation; member-checking; transparency and systematic data archiving; theoretical "sampling"; COREQ guidelines; reflexivity and positionality in research

Essential Readings

- Bowen GA. Naturalistic inquiry and the saturation concept: A research note. Qual Res 2008;8:137-52.
- Chambers, R., "Rural Appraisal: Rapid, Relaxed and Participatory", in Amitava Mukherjee ed *Participatory rural appraisal methods and appucations1n rural planning*
- Denzin, N.,'The Comparative Life History' in The Research Act, McGraw Hill, 1978

- Krueger, A.R Focus Groups: A Practical Guide for Applied Research, Thousand Oaks, CA: Sage Publications, 2009
- Magana, Alejandra: Qualitative Interviewing, http://web.ics.purdue.edu/~admagana/CMaps/ResearchMethods/7qualitative_interviewing.pdf
- Mays N, Pope C. Assessing quality in qualitative research. BMJ 2000;320:50-2.
- Morgan DL, Focus Groups As Qualitative Research, Portland State University
- Patton, M.Q. Chapter 7: Qualitative Interviewing. In *Qualitative research and Evaluation Methods*. Third Edition. Sage Publications, Inc. 2002
- *Rabbidge, M, (2017) Embracing Reflexivity: The Importance of Not Hiding the Mess, TESOL Quarterly, Vol. 51, No. 4 (Dec 2017), pp. 961-971, https://www.jstor.org/stable/44984801?seq=1#metadata_info_tab_contents*
- Wiseman, V., et al., "Using diaries to collect data in resource-poor settings: questions on design and implementation" *Health Policy and Planning*, Advance Access published September 28, 2005

Additional readings

- Amibola, S., The Foreign Gaze: Authorship in Academic Global Health, BMJ Global Health, 2019:4
- Cunningham, N., and Carmichael, T., 2018. Finding My Intuitive Researcher's Voice through Reflexivity: An Autoethnographic Study. *The Electronic Journal of Business Research Methods*, 16(2), pp. 56-66, available online at www.ejbrm.com
- Denzin, N., The reflexive interview and a performative social science
- Driessen H., and Jansen, W., "The Hard Work of Small Talk in Ethnographic Fieldwork," Journal of Anthropological Research 69, no. 2 (Summer 2013): 249-263. https://doi.org/10.3998/jar.0521004.0069.205
- Emerson, RM., Fretz RI., and Shaw LL., Writing Ethnographic Fieldnotes (Introduction)
- *England, KVL., (1994) Getting Personal: Reflexivity, Positionality, and Feminist Research, The Professional Geographer, 46:1, 80-89, DOI: 10.1111/j.0033-0124.1994.00080.x*
- Finch and Lewis, "Focus Groups" in Ritchie and Lewis (ed) *Qualitative research practice: A Guide for Social Science Students and Researchers*
- *Finley, L., (2008) Reflecting on 'Reflective practice' A discussion paper prepared for PBPL CETL (www.open.ac.uk/pbpl) PBPL paper 52,*

- Geertz, C., Deep play: notes on the Balinese cockfight, *Daedalus*; Fall 2005; 134, 4:56-86.
- Geertz, C., Thick Description: Towards an Interpretive Theory of Culture
- George, A., "Case Studies and Theory Development," in Paul Lauren, ed., Diplomacy: New Approaches in Theory, History, and Policy (Free Press, 1979) pp. 43-68.
- *Merton, RK., (1948)* "The Self-Fulfilling Prophecy" *The Antioch Review , Vol. 8, No. 2 pp. 193-210, https://www.jstor.org/stable/4609267*
- Morrison, T., https://www.youtube.com/watch?v=DQ0mMjII22I (Interview)
- Morse JM. Insight, inference, evidence, and verification: Creating a legitimate discipline. Int J Qual Methods 2006;5: 1-7.
- Nakkeeran, N., "Is sampling a misnomer in qualitative research" *Sociological Bulletin*, 65 (1), January - April 2016, pp. 40-49. (0038-0229)
- Nakkeeran, N., Zodpey, SP "Qualitative research in applied situations: Strategies to ensure rigor and validity". *Indian Journal of Public Health* 2012;56:4-11
- Stark, S., and Torrance, H., "Chapter 3: Case Study". in B. Somekh, and C. Lewin (Eds.), Research Methods In The Social Sciences, London: Sage, 2005, pp.33-40

Module 5: Analysis of qualitative data: Principles in qualitative data analysis; open coding & ground theory based analysis, framework analysis, and introduction to qualitative data analysis softwares.

Essential Readings

- Atkinson and Hammersley, "Chapter 8: The process of analysis" in *Ethnography: Principles in Practice*
- Becker HS, Geer B. Participant observation: The analysis of qualitative data. In: Burgess RG, editor. Field research: A sourcebook and field manual. London: George Allen and Unwin; 1992. p. 239-50.
- *Manning, PK., Cullum-Swan, B.,* 'Narrative, Content and Semiotic Analysis' in Methods of Collecting and analysing Empirical Material.
- Perakyla, A., 'Analyzing Talk and Text' in Denzin and Lincoln (Eds.) *Collecting and Interpreting Qualitative Material, Sage, Los Angels, 2008:251-374*
- Spencer, Ritchie and O'Connor "Analysis: Practices, Principles and Processes" in Ritchie and Lewis (ed) *Qualitative research practice: A Guide for Social Science Students and Researchers*

Module 6: Preparation of research proposal - Key components of a research proposal / grant, time and resource estimation; planning the field movement; ethical, technical and administrative approvals;

Ethics in public health research - core principles of research ethics; research ethics specific to public health research; ethical concerns in qualitative and ethnographic research

Essential Readings

- Bell, J., Doing your research project: A guide for first-time researchers in education, health and social science, 4th Edn. Open University Press, Berkshire England, 2005 (Chapter 13 - Writing the report).
- Boydell K., "Ethical issues in conducting qualitative research", Research Ethics Lecture Series, 2007, http://www.sickkids.ca/pdfs/research/reb/12410-qualitative.pdf
- British Sociological Association, "Statement of Ethical Practice for the British Sociological Association", 2002, www.britsoc.co.uk/NR/rdonlyres/.../0/StatementofEthicalPractice.doc
- Gysels, M., Shipman, C., Higginson, IJ., "Is the Qualitative research interview an acceptable medium for research with palliative care patients and carers", BMC Medical Ethics 2008, 9:7 http://www.biomedcentral.com/1472-6939/9/7
- Richards HM., Schwartz, LJ., 2002, "Ethics of qualitative research: Are there special issues for health services research", Family Practice, 19/2 :135-39

Additional Readings

- Bound, M., Campbell J., 2012, "Ethical Considerations with Gatekeepers", http://www.academia.edu/1526314/Ethics_in_Qualitative_Research_Gatekeepers
- Council for Scientific and Industrial Research, Grant Application, https://csirhrdg.res.in/SiteContent/ManagedContent/ContentFiles/20190121170716974res_formsC.pdf (last accessed 31 Dec 2021)
- European Research Council, 2021, "European Research Council (ERC) Frontier Research Grants Information for Applicants to the Starting and Consolidator Grant Calls" https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/information-for-applicants_he-erc-stg-cog_en.pdf (last accessed 31 Dec 2021)
- Friedland AJ and Folt CL "Writing Successful Science Proposals", Yale University Press, London, 2000
- Indian Council for Medical Research, "Format of the Research Plan", https://epms.icmr.org.in/extramuralstaticweb/pdf/Adhoc/Adhoc_format_research_proposal_plan.pdf (last accessed 31 Dec 2021)
- Kevin D. Haggerty, Ethics Creep: Governing Social Science Research in the Name of Ethics

- Oak, Harald, "How to write a research proposal", German Academic Exchange Service
- Pajares, F., "The elements of a proposal", *Emory University* , (Undated)
- Przeworski, Adam and Salomon, Frank "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions", Social Science Research Council, 1998
- Priya R., Qualitative research in public health: perspectives and ethics, Indian Journal of Medical Ethics, Issues Med Ethics.2000 Oct-Dec;8(4)

8. **Pedagogy**:

   a. Instructional design

   The course will be a combination of class lectures, discussions, invited lectures, and group exercises.

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

   Support for organising local visits to related sites

   c. Expertise in AUD faculty or outside: AUD and external faculty

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

   Linkage with organisations working on public health and allied fields

9. **Assessment structure (**modes and frequency of assessments)

   The course will have the following assessment situations

   - A review assignment (30%)
   - A term paper / written assignment (40%)
   - Submission of a research proposal (30%)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
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The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021 and has been approved in the present form

12/04/22

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	Master of Public Health (MPH)
Course title	Field Practice – I
Course code	
Credits	1
Course type (core / compulsory / optional /any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	N. Nakkeeran and Public Health Team

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

   This course connects with all courses in the 1st and 2nd semester of MPH programme

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

   None

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

   As per University norms

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

   2nd Semester; Semester-long course

5. **Proposed date of launch**:

   Winter 2022

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

The course has a potential to provide students with exposure to empirical situations and an opportunity to observe and reflect on a number of issues like access, equity, preparedness, community participation, efficiency etc. of key components of public health and the health care system.

7. Course Details:

a. Summary:

This component aims to provide students with exposure to public health practice. This will be in the form of weekly or fortnightly visits to selected public health agencies such as health care delivery institutions, offices of local self-governments or autonomous bodies with public health related functions like water supply, sanitation, drainage, pest control, food safety, birth and death registration, sites such as wet-markets, landfills, water-treatment plants, organic farms, emission control stations etc., communities, sites where civil society organisations are implementing programs.

This will be supervised and coordinated by faculty members. Students will be given exercises to be completed in these visits that will help them to relate with some of the aspects learnt in the theory courses in the respective or in previous semesters like epidemiology, public health nutrition and food security, water, sanitation and environment, health behaviour, promotion and communication. At the end of the semester students will submit a journal which will be evaluated along with periodic presentations students may be asked to make during the semesters either in the campus or in the field sites.

Students, either alone or in small groups will visit one or more community setting or a public health agency for a minimum of 4 full days or 8 half-days in this semester.

Each student will maintain a journal used for noting field observations. At the end of the semester students may be asked to submit this journal for assessment or may be asked to make presentation that will form part of the assessment for this course.

In addition, teachers teaching other courses in this semester may also give small assessments that may require observations in the field during this 'field placement'.

b. Objectives

1. To provide opportunities for students to observe, interact with and learn from communities, sites where civil society organisations are implementing programs or agencies that are involved in public health activities

2. To undertake activities that helps to observe / apply / reflect class room learning in the field

3. To make public health related observation that can be brought to the class-room for discussion and reflection

4. To promote students to connect this exposure with internships ar dissertation work they will undertake in future semesters in terms of field learning, and associations built during this period.

c. Learning Outcomes

On completion of this course students are expected to

1. Have made observation on at least one public health aspect
2. Relate to some of the aspects discussed in theory classes.

d. Overall structure:

Students, either alone or in small groups will visit one or more community setting or a public health agency for a minimum of 4 full days or 8 half-days in this semester.

Each student will maintain a journal used for noting field observations. At the end of the semester students may be asked to submit this journal for assessment or may be asked to make presentation that will form part of the assessment for this course.

In addition, teachers teaching other courses in this semester may also give small assessments that may require observations in the field during this 'field placement'.

e. Contents:

This course is a practise based course and is therefore not organised around modules. Please refer to point 7d (Overall structure) for contents. An indicative reading list for the course is as follows:

Reading list

Driessen, H., and Jansen, W., "The Hard Work of Small Talk in Ethnographic Fieldwork", Journal of Anthropological Research, vol. 69, 2013:249-63

Emerson, RM., "Chapter 1: Fieldnotes in ethnographic research", in Writing Ethnographic Fieldnotes, University of Chicago Press, 1995, http://williamwolff.org/wp-content/uploads/2016/01/emerson-fieldnotes-2011.pdf

Geertz.,C., Chapter 1: Thick Description: Towards an interpretative theory of culture, in Interpretation of Culture, pp.2-30

Lehman, L., Individual feedback- Thoughts about our field visits and the health system in India, 2015, https://iphindia.org/individual-feedback-thoughts-field-visits-health-system-india-lion-lehmann/

Lehec, C., "Graffiti in Palestinian Refugee Camps: from palimpsest walls to public space", Articulo - Journal of Urban Research 15 | 2017 : Arts in Cities - Cities in Arts Issue, https://journals.openedition.org/articulo/3399

Zimring, C., A Guide to Conducting Healthcare Facility Visits, The Center for Health Design, Martinez, US, 1994, https://www.healthdesign.org/sites/default/files/Healthcare%20Facility%20Visits.PDF

"How To Write Field Notes" (Anonymous) http://www.gpgrieve.org/PDF/How_to_write_Field_Notes.pdf

8. Pedagogy:

a. Instructional design

An orientation lecture will be organised to instruct students on the importance of this activity, ethical norms students have to keep in mind while in field, what will be expected in their journal and at the end of the course.

One or more faculty members will be coordinating this course and hence will be accessible for clarifications.

Course coordinators may visit students while the latter is in the field to mentor and offer supportive supervision

Other than this the principal instructional strategy here is students making field visits, have face-to-face interaction with community members, or staff in public health agencies and learn from such interactions and observations

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

Access to community sites and public health agencies

c. Expertise in AUD faculty or outside:

AUD Faculty, guest / visiting faculty members, external experts

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

Yes. The course will require linkages with members in the community, staff members in civil society organisations, or other public health agencies

9. Assessment structure (modes and frequency of assessments)

1. Journal / Presentation at the end of the course or periodically (70%)

2. Process component – regularity to field, taking part in presentation, discussions – 30% (This component may have inputs from field agencies if feasible)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on17th December 2021and has been approved in the present form.

12/04/22

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	MPH
Course title	Writing and critical reading (Workshop)
Course code	
Credits	1
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	N. Nakkeeran and Public Health Team

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

   This course offered in a workshop mode connects with the course "Introduction to Public Health Research", "Dissertation" as well all other courses to promote critical reading ability and writing skill.

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

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

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

   This will be as per University norms. As this is a compulsory course all students enrolled in the MPH program have to compulsory complete this course. As this is going to be offered in a workshop mode involving hands-on exercise, depending on number of students enrolled the class may be divided in to two sections.

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

This course will be offered after the 2^{n} Semester and before the start of the 3rd Semester in workshop mode.

5. Proposed date of launch:

During the break between the 2nd and the 3rd semesters

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

The course, involving lectures, hands-on and practical exercises facilitates students to acquire and appreciate the skills of critical reading and writing and aims to bring students to a level playing world. Public health requires extensive reading of research articles as well as conceptual essays. Likewise the Program also demands wiring in many formats. This workshop should facilitate such skills enhancement.

7. Course Details:

a. Summary:

Critical thinking and Communication are two of the important competencies emphasized in the MPH programme. This workshop is one of the components of the program that feeds into building these competencies. Critically reading and reviewing any text, particularly public health texts, is one of the important ways in which critical engagement with the field is fostered. Further academic writing is one of the principal forms in which the competence to communicate is valued.

This workshop is conceived into two sections viz., (a) critical reading skills and appreciating its importance for critical thinking and in public health research (b) Academic writing skills

b. Objectives

- To build the ability for critical reading of public health and other texts
- To develop the capacity to review diverse forms of public health literature to critically analyze and deploy them to conceptualize further research
- To develop the skill of academic writing to produce high-quality research papers and reports

c. Overall structure:

The course is offered in a workshop mode, with the duration of 4 full working days that excludes self-learning and the time students are expected to devote to complete take-home exercises.

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

Unit -I Critical reading: This Unit will introduce diverse forms of academic writing with a special focus on public health; will focus on critical reading skills – its meaning, key elements and strategies; link critical reading with critical thinking. This will be transacted in the form of lectures and exercises on critical reading and analysis of diverse forms of public health and epidemiological texts.

Essential readings

- Geertz C., Thick Description: Towards an Interpretative Theory of Culture
- Kurland, D., I Know What It Says...What Does It Mean? Critical Skills for Critical Reading
- Wallace, M., and Wray, A., *Critical Reading and Writing for Postgraduates,* (2nd Edn.) Sage: Los Angeles, 2011
- UTS. "How to read critically", https://www.uts.edu.au/current-students/support/helps/self-help-resources/academic-skills/how-read-critically, University of Technology, Sydney.
- Wiles, Janine L. PhD; Allen, Ruth E S PhD; and Butler, Rachael, Owning my thoughts was difficult: Encouraging students to read and write critically in a tertiary qualitative research methods course, *Journal of University Teaching & Learning Practice*, 13(1), 2016. Available at: http://ro.uow.edu.au/jutlp/vol13/iss1/8

Additional readings

- Rafael Pichardo-Rodriguez, Liz B. Cordova-Cueva, Marcos Saavedra-Velasco. Critical reading of clinical studies. Practical bases for the resident physician in medical specialties. Rev. Fac. Med. Hum. July 2021; 21(3):623-630. DOI 10.25176/RFMH.v21i1.3166
- Tasnimi, M., "Critical Reading: An Introduction", Humanising Language Teaching, Vol.19, No. 6, 2017.
- "Introduction" in '*Be more critical: A practical guide for Health and Social Care students,* Oxford Brookes University, Oxford, 2011.

- Cleveland State University, "Critical reading: what is critical reading, and why do i need to do it?" https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it

Unit – II Academic writing: This Unit will focus on academic writing as a skill; introducing to structure/formats and styles of writing, stages of writing and specific skills of academic writing. This Unit will also focus on ethics of academic writing, citation and referencing styles.

Essential Readings

- Bell, J., Doing your research project: A guide for first-time researchers in education, health and social science, 4th Edn. Open University Press, Berkshire England, 2005 (Chapter 13 - Writing the report).
- Creswell, J. W., & Tashakkori, A. (2007). Developing publishable mixed methods manuscripts. Journal of Mixed Methods Research, 2(1), 107–111.
- Gilgun, Jane (2005), "Grab" and Good Science: Writing up the Results of Qualitative Research', *Qualitative Health Research,* 15(2): 256-262.
- Hess, DR., "How to Write an Effective Discussion" *Respiratory care*, October 2004 Vol. 49 No. 10: 1238-41
- Knopf, JW., "Doing a Literature Review" Political Science and Politics , Jan., 2006, Vol. 39, No. 1 (Jan., 2006), pp. 127- 132

Additional readings

- Lynch T., "ELTT Course 10: Writing up Qualitative Research" http://www.docs.hss.ed.ac.uk/iad/Postgraduate/PhD_researchers/Writing/3_Methodology.pdf (Last accessed 19.11.2021)
- Mills, CW., "On Intellectual craftsmanship' in Clive Seale (ed) Social Research Methods, 2004: 19-25
- Pajares, F., "The elements of a proposal", *Emory University* , (Undated)
- San Francisco Edit, Fourteen Steps to Writing an Effective Discussion Section, https://jivasquez.files.wordpress.com/2016/06/discussion.pdf (Last accessed on 19.11.2021)
- Stenius, K, et al., 2017. How to Write Publishable Qualitative Research. In: Babor, T F, Stenius, K, Pates, R, Miovský, M, O'Reilly, J and Candon, P. (eds.) Publishing Addiction Science: A Guide for the

Perplexed, Pp. 155–172. London: Ubiquity Press. DOI: https://doi.org/10.5334/bbd.h. License: CC-BY 4.0.

- Tong A., Sainsbury P., Craig J., "Consolidated criteria for reporting qualitative research (COREQ): a 32 item checklist for interviews and focus groups", *International Journal of Quality in Health Care*, 2007:19/6(349-57).
- Wilkinson, A. M. (1991). *The scientist's handbook for writing papers and dissertations*. Englewood Cliffs, NJ: Prentice Hall
- Creswell, J. W., & Tashakkori, A. (2007). Developing publishable mixed methods manuscripts. *Journal of Mixed Methods Research, 2*(1), 107–111.
- Whitesides, GM., "Whitesides' Group: Writing a Paper", Advanced Materials, Vol.16, No. 5, 2004, 1375-77
- Aldrich, H., Write As If You Don't Have the Data: The benefits of a free-writing phase, blogs.lse.ac.uk/impactofsocialsciences/2016/01/22/write-as-if-you-dont-have-the-data/ (January 22, 2016)
- Oxman, A., and Guyatt, Guidelines for reading literature reviews, CMAJ, VOL. 138, APRIL 15, 1988:697-703
- Blettner, M., Heuer, C., Rasum, O., "Critical reading of epidemiological papers: A guide" European Journal of Public Health Vol. 11 , No.. 1: (2001) 97-101

Links to videos

- Academic writing workshops: https://www.csuohio.edu/writing-center/academic-writing-workshops
- Critical Thinking: https://www.youtube.com/watch?v=TAXUkVT_ilo&t=245s
- Critical thinking: https://www.youtube.com/watch?v=TAXUkVT_ilo&t=245s

8. Pedagogy:

e. Instructional design

The course will be transacted through lectures, hands-on and practical exercises, group exercises on reading and writing, individually and in groups.

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

None

g. Expertise in AUD faculty or outside

Expertise will be largely drawn from SGA, from other schools/Centres/ Cells. If need be external experts will be invited.

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

None

9. Assessment structure (modes and frequency of assessments)

- A written assignment critically reviewing the literature on any public health topic (100%)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021and has been approved in the present form.

12/04/22

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	Master of Public Health (MPH)
Course title	Health Databases
Course code	
Credits	1
Course type (core / compulsory / optional /any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Samik Chowdhury and Public Health Team

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

   This course connects with most of the courses in the 1st and 2nd semester of the MPH programme and is likely to be useful for internship/ dissertation and at least two other workshops scheduled in the subsequent semesters.

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

   None

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

   As per university norms

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

   During the break between the 2nd and the 3rd semesters; workshop mode, 6 days.

5. **Proposed date of launch**:

   Break between the 2nd and the 3rd semesters in 2022

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

In the current age, data and information is fundamental to the pursuit of equality and social justice with excellence – the avowed vision of the University and the underlying ethos of the programme.

7. **Course Details**:

a. Summary:

The course will introduce students to secondary data and information sources on key aspects of public health, health care and the health sector in general, that are available in public domain. The focus will be on India, although relevant international databases will also be discussed.

The broad areas in which relevant statistics will be explored are demography, vital statistics, disease classification, health outcomes, disease burden, health infrastructure, health manpower and health financing. Some of the non-health macro and micro indicators with implications for health e.g. per capita GDP, public finances (revenue and expenditure), household income and wealth, consumption expenditure, access to basic services like housing, water, sanitation, drainage etc. will also be included.

In addition to the identification of data sources, emphasis will be laid on understanding the concepts, definitions, metadata and methodology in relation to these sources of information.

The course delivered in a workshop mode will also engage with select databases that require user generated data queries to extract relevant information. This is expected to teach students how to run customized data searches.

Data visualization and infographics now occupy a central position in analytical approaches to social science. While the methodologies of the same is beyond the scope of this course, students will be made aware of portals and web publications that host such infographics, some of which are under the creative commons licence and can therefore be freely downloaded and used.

b. Objectives

1. To appreciate the complementary role played by data and information in the understanding of theoretical concepts and issues.
2. To develop an ability to distinguish between original and derived, authentic and unreliable sources of information.

3. To cultivate a spirit of advancing evidence based opinions and arguments.
4. To stimulate application of acquired knowledge to internship and dissertation work scheduled in later periods.

c. Learning Outcomes

On completion of this course students are expected to

1. Develop an idea of the statistical system of the country
2. Be conversant with sources of health statistics in India and the World
3. Be able to prepare a short analytical piece using information and statistical sources familiarised during the workshop

d. Overall structure:

This course will be conducted on a workshop mode over a period of 6 days in an offline/online environment. Each day will have two sessions – one in the forenoon and another in the afternoon. At the end of the workshop students will be asked to prepare a short analytical piece using the data sources discussed during the workshop, and their prior knowledge (Biostatistics-I in semester I) of statistical analysis of secondary data. The topics/research questions may either be (1) indicated by the instructor, or (2) decided by the students themselves, based on their area of interest. However, selection of relevant data sources has to be made by the student. They will be required to submit this piece a week after the workshop and make a presentation, which will be assessed and graded by the instructor.

e. Contents:

The course may be organised along the following modules:

Module I (Key data sources)

Census of India, Sample Registration System

State and national information for India on area, population, urbanization, sex ratio, literacy rate, occupational status, access to basic amenities (housing, water, sanitation), vital statistics (birth rates, death rates, infant mortality rates, maternal mortality rates) for the country and states

National Sample Survey

State and national information for India on household consumption expenditure, morbidity profile, utilisation of health services, private health spending on outpatient and inpatient services, slum surveys.

National Family Health Survey

State and national information for India on fertility, infant and child mortality, the practice of family planning, maternal and child health, reproductive health, nutrition, anaemia, utilization and quality of health and family planning services.

Others

National Mental Health Survey, National Air Quality Index, National Crime Records Bureau, Comprehensive National Nutrition Survey, Global Adult Tobacco Survey (GATS-India)

Module II (Specific topics)

Health outcomes and disease burden

International Classification of Diseases (ICD), country profiles of disease burden by Institute of Health Metrics and Evaluation (IHME), state level disease burden by ICMR-PHFI, Medically Certified Causes of Death (MCCD), National Health Profile.

Health infrastructure, human resources

National Health Profile, Rural Health Statistics, Annual report of the Directorate General of Health Services (Union and States)

Health financing

National Health Accounts, Union and State Budgets and Finance Accounts, Study of State Finances (RBI), IRDA Annual Reports for Health Insurance, Annual Reports of MOHFW.

Module III (Databases – National and International)

National

EPW Research Foundation, Open Government Data (OGD) Platform, OpenBudgetsIndia, Statistical Abstract of India and states.

International

World Development Indicators, World Health Statistics, Global Health Expenditure database. World Population Prospects

Module III (Data visualization and Infographics)

Our World in Data, Institute of Health Metrics and Evaluation (IHME)

8. **Pedagogy**:

a. Instructional design

The course will be transacted in a workshop mode.

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

Students' access to computers is necessary for this course. The computer lab may be utilised for this purpose.

c. Expertise in AUD faculty or outside:

AUD Faculty.

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

Not applicable.

9. Assessment structure (modes and frequency of assessments)

1. Presentation based on a selected/assigned data source (60%)
2. Class participation (40%)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021and has been approved in the present form.

Keeran 12/04/22

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	Master of Public Health (MPH)
Course title	Internship – 1
Course code	
Credits	4
Course type (core / compulsory / optional /any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	N. Nakkeeran and Public Health Team

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

   This course connects with all courses in the 1st and 2nd semester of MPH programme. Specifically this course may build over the 'Field Practice - 1' course.

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

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

   None

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

   As per university norms

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

   During the break between the 2nd and the 3rd semesters; 30 working days

5. **Proposed date of launch:**

   Break between the 2nd and the 3rd semesters in 2022

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

The course provides opportunity for students to get themselves placed in an agency / institution / community group that are engaged in public health or allied fields and hence to gain sensitivity to diverse social and cultural settings and on issues such as health inequity, challenges in access to services etc. Exposure to field situations and relating it to classroom learning is essential part of public health learning and public health practice.

7. **Course Details:**

a. Summary:

Students will be doing this internship over a period of minimum 30 working days in any public health related *agency / institution / community group* located anywhere in the country or outside. Students will be supervised and coordinated by faculty members as well as with one or more designated staff from the agency where the student is placed. During this period students will engage in undertaking assignments jointly decided by the student and internship agency with the internship supervising faculty member informed.

b. Objectives

This course encourages students to:

1. Understand the organisation and functioning of the agency they are being placed in terms of its vision and values, organisational structure, setting, functioning of various systems and specifically on programs / projects being implemented

2. Independently undertake public health related tasks, focusing on a specific programme / project / aspect in the agency

3. Apply and reflect on classroom learning in relation to field situations

4. Work as part of a team in the field

c. Learning Outcomes

On completion of this course students are expected to

1. Display an understanding on how an organisation of that level / size / nature is organised and function.
2. Have independently undertaken public health related task(s) in the field
3. Show evidence of applying a / reflecting on specific aspect of class-room learning to field situations
4. Demonstrate application of one or more specific public health competencies

d. Overall structure:

Students will be doing this internship over a period of minimum 30 working days in any public health related *agency / institution / community group* located anywhere in the country or outside.

During the course students complete a substantive project / study that involves the application of public health research skills and knowledge to a work environment. Students can get placed in a range of agencies which include government and non-government agencies.

During this period students will engage in undertaking assignments jointly decided by the student and internship agency with the internship supervising faculty member informed. These assignments should be in the nature of applying what the students learnt during the previous two semesters in a manner that is mutually relevant to the agency as well as the student. It may be in the form of a small research study, evaluation of a component, developing systems for any program, organising special programs or campaigns, training, preparation of manuals etc. However this should not preferably include doing repetitive tasks, which do not provide opportunity for the student to learn or apply what was learnt in theory classes or hone select public health competencies.

Students will be supervised and coordinated by faculty members as well as by one or more designated staff from the agency where the student is placed. Students will be given exercises to be completed that help to relate some of the aspects learnt in the theory courses in the respective or in previous semesters. At the end of the Course students will submit a journal which will be evaluated along with one or more presentations students may be asked to make.

Assessment will be done by the faculty coordinator in consultation with the internship agency as explained in item no. 9 below.

Nature of internship agency: It could be a government, non-government, quasi-government, local bodies, non-profit, for-profit, community based organizations; located anywhere in the country or outside; involved in public health or allied activities such as nutrition, environment, sanitation, water, public health law, rural or urban planning and development, worker's safety and health, etc; in the form of delivery of public health or allied services, funding, program implementation, evaluation or assessment, documenting, research, teaching or training; or any other similar agency.

Identification of internship agency: Students, in consultation and with the approval of the program team / course coordinator, will identify and write to one or more agencies to finalize the internship agency. Program team / course coordinator would facilitate this process of identifying the internship agency.

e. Contents:

This course is a practise based course and is therefore not organised around modules. Please refer to point 7d (Overall structure) for contents. An indicative reading list for the course is as follows:

Indicative reading list

a. Gebbie, K., Rosenstock, L., and Hernandez LM., "Public Health Agencies: Their Roles in Educating Public Health Professionals" Kristine Gebbie, Linda Rosenstock, and Lyla M. Hernandez (Eds) Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century Committee on Educating Public Health Professionals for the 21st Century, (2003), pp145-67 https://www.ncbi.nlm.nih.gov/books/NBK221182/pdf/Bookshelf_NBK221182.pdf

b. Lehman, L., Individual feedback- Thoughts about our field visits and the health system in India, 2015, https://iphindia.org/individual-feedback-thoughts-field-visits-health-system-india-lion-lehmann/

c. Zimring, C., A Guide to Conducting Healthcare Facility Visits, The Center for Health Design, Martinez, US, 1994, https://www.healthdesign.org/sites/default/files/Healthcare%20Facility%20Visits.PDF

8. Pedagogy:

a. Instructional design

An orientation lecture will be organised to instruct students on the importance of this activity, ethical norms students have to keep in mind while in field, what will be expected at the end of the course.

One or more faculty members will be coordinating this course and hence will be accessible for clarifications.

Course coordinators may visit students while the latter is in the field to mentor and offer supportive supervision

Other than this the principal instructional strategy here is students get themselves placed with an internship agency and the student work and interact with the staff and community and undertakes specified tasks

Students will be encouraged to maintain a journal that gives detailed description of engagement in the field.

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

Access to community sites and public health agencies

c. Expertise in AUD faculty or outside:

AUD Faculty, guest / visiting faculty and internship agencies

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

Yes. The course will require linkages with members in the community, staff members in civil society organisations, or other public health related agencies

9. **Assessment structure** (modes and frequency of assessments)

1. Process component – regularity to field, taking part in presentation, discussions – 20% (Faculty coordinator may take inputs from the internship agency to assess this component)

2. Field based exercise – 40% (Faculty coordinator may take inputs from the internship agency to assess a part of this component)

3. Assessment of the internship Journal / Presentation – 40%

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021and has been approved in the present form.

Reeran
12/04/22

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	Master of Public Health (MPH)
Course title	Field Practice – 2
Course code	
Credits	1
Course type (core / compulsory / optional /any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	N. Nakkeeran and Public Health Team

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

   This course connects with all courses in the 1st, 2nd and 3rd semesters of MPH programme

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

   None

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

   As per University norms

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

   3rd Semester; Semester-long course

5. **Proposed date of launch:**

   Monsoon 2022

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

The course has a potential to provide students with exposure to empirical situations and an opportunity to observe and reflect on a number of issues like access, equity, preparedness, community participation, efficiency etc. of key components of public health and the health care system.

7. Course Details:

a. Summary:

This component aims to provide students with exposure to public health practice. This will be in the form of weekly or fortnightly visits to selected public health agencies such as health care delivery institutions, offices of local self-governments or autonomous bodies with public health related functions like water supply, sanitation, drainage, pest control, food safety, birth and death registration, sites such as wet-markets, landfills, water-treatment plants, organic farms, emission control stations etc., communities, sites where civil society organisations are implementing programs.

This will be supervised and coordinated by faculty members. Students will be given exercises to be completed in these visits that will help them to relate with some of the aspects learnt in the theory courses in the respective or in previous semesters like epidemiology, public health nutrition and food security, water, sanitation and environment, health behaviour, promotion and communication. At the end of the semester students will submit a journal which will be evaluated along with periodic presentations students may be asked to make during the semesters either in the campus or in the field sites.

Students, either alone or in small groups will visit one or more community setting or a public health agency for a minimum of 4 full days or 8 half-days in this semester.

Each student will maintain a journal used for noting field observations. At the end of the semester students may be asked to submit this journal for assessment or may be asked to make presentation that will form part of the assessment for this course.

In addition, teachers teaching other courses in this semester may also give small assessments that may require observations in the field during this 'field placement'.

b. Objectives

1. To provide opportunities for students to observe, interact with and learn from communities, sites where civil society organisations are implementing programs or agencies that are involved in public health activities

2. To undertake activities that helps to observe / apply / reflect class room learning in the field

3. To make public health related observation that can be brought to the class-room for discussion and reflection

4. To promote students to connect this exposure with internships and dissertation work they will undertake in future semesters in terms of field learning, and associations built during this period.

c. Learning Outcomes

On completion of this course students are expected to

1. Have made observation on at least one public health aspect
2. Relate to some of the aspects discussed in theory classes.

d. Overall structure:

Students, either alone or in small groups will visit one or more community setting or a public health agency for a minimum of 4 full days or 8 half-days in this semester.

Each student will maintain a journal used for noting field observations. At the end of the semester students may be asked to submit this journal for assessment or may be asked to make presentation that will form part of the assessment for this course.

In addition, teachers teaching other courses in this semester may also give small assessments that may require observations in the field during this 'field placement'.

e. Contents:

This course is a practise based course and therefore is not organised along modules. Refer to "Overall structure" (7d) for contents. The indicative reading list is as follows:

Indicative reading list

Driessen, H., and Jansen, W., "The Hard Work of Small Talk in Ethnographic Fieldwork", Journal of Anthropological Research, vol. 69, 2013:249-63

Emerson, RM., "Chapter 1: Fieldnotes in ethnographic research", in Writing Ethnographic Fieldnotes, University of Chicago Press, 1995, http://williamwolff.org/wp-content/uploads/2016/01/emerson-fieldnotes-2011.pdf

Geertz.,C., Chapter 1: Thick Description: Towards an interpretative theory of culture, in Interpretation of Culture, pp.2-30

Lehman, L., Individual feedback- Thoughts about our field visits and the health system in India, 2015, https://iphindia.org/individual-feedback-thoughts-field-visits-health-system-india-lion-lehmann/

Lehec, C., "Graffiti in Palestinian Refugee Camps: from palimpsest walls to public space", Articulo - Journal of Urban Research 15 | 2017 : Arts in Cities - Cities in Arts Issue, https://journals.openedition.org/articulo/3399

Zimring, C., A Guide to Conducting Healthcare Facility Visits, The Center for Health Design, Martinez, US, 1994, https://www.healthdesign.org/sites/default/files/Healthcare%20Facility%20Visits.PDF

"How To Write Field Notes" (Anonymous) http://www.gpgrieve.org/PDF/How_to_write_Field_Notes.pdf

8. Pedagogy:

a. Instructional design

An orientation lecture will be organised to instruct students on the importance of this activity, ethical norms students have to keep in mind while in field, what will be expected in their journal and at the end of the course.

One or more faculty members will be coordinating this course and hence will be accessible for clarifications.

Course coordinators may visit students while the latter is in the field to mentor and offer supportive supervision

Other than this the principal instructional strategy here is students making field visits, have face-to-face interaction with community members, or staff in public health agencies and learn from such interactions and observations

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

Access to community sites and public health agencies

c. Expertise in AUD faculty or outside:

AUD Faculty, guest / visiting faculty members, external experts

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

Yes. The course will require linkages with members in the community, staff members in civil society organisations, or other public health agencies

9. Assessment structure (modes and frequency of assessments)

1. Journal / Presentation at the end of the course or periodically (70%)

2. Process component – regularity to field, taking part in presentation, discussions – 30% (This component may have inputs from field agencies if feasible)

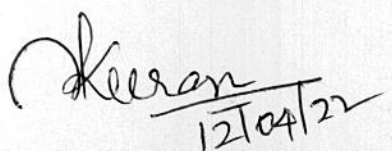
Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 17th December 2021and has been approved in the present form.



Signature of the Dean of the School

Annexure -1

Minutes of the Meeting

6th Meeting of the Board of Studies
17th December 2021

The sixth Meeting of the Board of Studies of SGA was held during 10:30 am – 5:30 pm on 17th December 2021. The meeting was held online through Google Meet due to the prevailing Covid-19 pandemic.

The following was the agenda for the meeting:

1. To approve the minutes of the 5th BoS, the minutes of the BoS done by circulation and reporting on matters

2. To consider and approve the following courses for the existing programmes:

   i. Economic Development in Developing Countries (PG Elective)
   ii. Public Health Nutrition and Food Security (MPH)
   iii. Environment, Sanitation and Water (MPH)
   iv. Health Economics and Financing (MPH)
   v. Health Behaviour, Promotion & Communication (MPH)
   vi. Introduction to Public Health Research (MPH)
   vii. Field Practice-I (MPH)
   viii. Workshop-1: Writing and Critical reading (MPH)
   ix. Workshop-2: Health Data Bases (MPH)
   x. Internship-I (MPH)
   xi. Field Practice-II (MPH)

The following members of the BoS were present in the meeting:

1. Professor Nakkeeran N, Dean & Chairperson
2. Professor Partha Mukhopadhyay
3. Professor Praveen Singh
4. Dr. Rohit Negi
5. Dr. Sunalini Kumar
6. Dr. Partha Saha
7. Dr. Ngoru Nixon
8. Dr. Rachna Mehra

9. Dr. Shad Naved

Special Invitees who were present in the meeting:

1. Dr. N. Devadasan
2. Dr. Subhadra Menon
3. Prof. Suparna Ghosh
4. Dr. Samik Chowdhury
5. Dr. Teena Anil
6. Dr. Ekta Singh
7. Dr. Sandip Luis

Professor Avijit Pathak, Mr. Arunava Dasgupta, Professor Niraja Gopal Jayal, Dr. Meenakshi Gopinath, and Professor Mohd. Sharique Farooqi could not join the meeting. Dr. Anil Persaud and Ms. Divya Chopra have left the University.

The meeting began with Professor N Nakkeeran welcoming the members. Attendees specially invited to discuss the courses of Master of Public Health were welcomed and introduced. Professor Nakkeeran also specially thanked all the members for being part of the Board for almost three years and for their support and contributions towards development of courses and academic programmes of the School, as the term of members of the board will end by 1st January 2022.

Agenda 1: To approve the minutes of the 5th meeting of the BoS, minutes of the BoS done by circulation and reporting on matters

The minutes of the 5th meeting of the Board of Studies and the minutes of BoS done by email circulation was ratified. Members had earlier approved the minutes of these two meeting by email.

The Board was informed that the Academic Council has approved the minutes of the 5th meeting of the BoS (Annexure 1) as well as the MPH programme and courses of MPH and other programme which were presented in, and approved by the BoS, barring one course, and the proposal to launch Hindi compulsory course.

i. The Board took note of the suggestion of the Academic Council to revise the title of a course earlier titled as '*The Global Contemporary: Aesthetic of Crisis and Ethic of Exigency*'. The Board was informed that the matter was discussed in detail in the SGA faculty meeting and a simpler title as follows was decided: "**Responses to Crises in Global Visual Culture".** The Board was also informed that the Academic Council had authorised the Vice Chancellor to approve the revised course title and that accordingly approval for the revised course title has been obtained from the Vice Chancellor.

ii. The Board was informed that the proposal to offer a foundation/compulsory course in Hindi in all BA programmes has been referred back by the Academic Council to the Standing Committee on Academic Programmes. The Concerns raised in the SCAP and AC meetings were shared; subsequent meetings at the School faculty level and with the member of Academic Council who had made suggestions and that the matter has been resolved was shared with the Board. The Board was further informed that proposal now has been again submitted to the SCAP for further discussion and approval.

iii. Status of the matters pertaining to two students (SCSA Matter)

a. Madhavi Mukherjee (SK2182M0157), BA Sustainable Urbanism

The Board was informed that, keeping in line with the recommendation of the BoS, the proposal had been placed before the Standing Committee on Student Affairs (SCSA) for consideration. On the day of the 6th meeting of the BoS, the decision of the SCSA, that the proposal was not approved, was received and was shared with the BoS.

After detailed discussion the Board made the following recommendations:

As a general suggestion for the Programme, the Board suggested that having studied mathematics in 10th standard should be made as explicit criteria to enrol in the BA SU Programme or the course "Working with Numbers" should be made into an elective course replacing it with another core course through a proposal to BoS and approvals that follow it.

As a suggestion specific to this case, the Board suggested that there can be discussion between course instructor and student and explain the content of the course and explore if the student can actually handle the course.

If the student still feels she is unable to do the course the school may re-appeal for an exception and approve this specific case of deviation from the approved program structure, keeping in mind that the student did not have mathematics as a subject in the 10th standard and supported with a medical certification provided by the student; the possibility of getting this certification from University counsellor may also be considered.

b. Iqbal Singh Notay (S193MUS07), MA Urban Studies

The Board was informed that keeping in line with the recommendation of the BoS, the student was asked to submit his request directly. However, despite several reminders, the student did not respond on the matter related to the PG Diploma. It was therefore to be surmised that the student is no longer interested in that possibility. He may continue as a regular student in the MA US programme.

On the day of the BoS meeting the decision of the SCSA, approving the option of the student exiting with a PG Diploma was received and shared with the BoS.

The Board was also informed of the decision of SCSA not approving the proposal asking to permit the student to do an elective course in lieu of the Studio course.

Agenda 2: To consider and approve the following courses for the existing PG programmes

i. Economic Development in Developing Countries (PG Elective)

This course will introduce some of the complex issues related to the nexus between growth, poverty and inequality, and analyse some structural features which developing countries need to address in order to achieve inclusive growth – implying growth accompanied by poverty alleviation and reduction in inequality. Challenges of achieving growth along with equity in distribution are more pronounced among developing countries where marginalized sections are usually left out from the growth process.

This course will be offered to post graduate students in one of the semesters in which electives are offered. The course will look into some of the debates on the causality between growth, poverty and inequality in developing nations. This discussion will not only remain confined to an understanding of theories developed around these topics in isolation, but will also explore the inter-linkages between the three and will further analyse policies adopted around these three issues in developing countries. In particular, this course will look into land and credit markets and their roles in causality linkages between growth, poverty and inequality.

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

1. This course may require Economics as pre requisite, and so it may be mentioned in the document itself.

2. In developing countries, an important characteristic is the dominance of informal sector in the economy, and in such circumstances, identity becomes an important feature in determining outcomes in informal transactions. In discussing land and credit markets, informality will automatically come in which is also clear from the references mentioned. However, discussion on identity is something which is missing.

Based on the suggestions, the following modifications are made in the course outline:

1. In the point Specific requirements on the part of students who can be admitted to this course it is now mentioned that Foundation courses in Economics in any Indian university is essential
2. Discussion on identity has been incorporated in module 4 where land and credit markets are discussed along with their role in poverty-growth-inequality nexus. Readings suggested and additional readings in this regard are also included in the list.

The Board took note of the revised course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

ii. Public Health Nutrition and Food Security (MPH)

This course uncovers the indispensable role of nutrition in public health. The course through its constituent modules explores the scientific, social, cultural, behavioural,

political economy and policy aspects of this relationship. The course revolves around three broad objectives - one, familiarity with nutrition-related public health principles, achievements, and problems around the world and in India ; two, critical appreciation of the changing nature of food availability, accessibility and preferences and their impact on public health nutrition and three, knowledge of nutritional needs and practices of population sub-groups like mothers, infants, children, adolescents, elderly and also the economically, geographically and socially disadvantaged groups in India.

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

1. There is scope for reordering of the sequence of modules. It can start with "Food science and nutrition". Then get into recommended dietary allowance (RDA) and estimated average requirement (by ICMR). Nutritional assessment should come earlier followed by nutrition and public health. Another board member opined that nutrition and public health could be Module 1. This could be followed by nutrition principles.
2. The biochemical pathways of nutrition in Module 1 may be avoided in view of the diverse background of students.
3. Role of behaviour and communication in food and nutrition is missing from the outline
4. The linkages with other courses around food and nutrition offered in the University should be explored
5. Case studies, films and other resources could be included as a part of pedagogy
6. The course could begin with one introductory lecture on the multi-sectoral nature of nutrition and its relation to public health
7. The nutritional assessment component may encourage a critical assessment of an appropriate metric for nutritional assessment in view of the recent debates on malnourishment.
8. The linkage between programmes directed towards food security and nutritional achievements can be critically analysed – people may not be food short, but they may be malnourished.
9. Essential reading list may be reduced.
10. Extensive comments on the outline were shared by one external expert over email. The comments dealt mostly with course objectives; some references were also shared.

Based on the suggestions, the following modifications are made in the course outline:

1. The modules have been rearranged as follows:

Module	Topic	Duration (week)
1	Food science and nutrition principles	2
2	Nutritional assessments	2

3	Nutrition and public health	3
4	Food, society and culture	2
5	Food security and nutrition	2
6	Food and nutrition in public policy	2

Recommended dietary allowance (RDA) and estimated average requirement (by ICMR) has been added to Module 1.

1. Biochemical pathways of nutrition have been excluded from the revised outline.
2. These would be covered in another course titled "Health behaviour, promotion and communication", that will be offered in the same semester.
3. Course outlines of other courses around the same theme have been consulted during the development of this course content.
4. Some such resources have now been added to the outline.
5. This will be done either as suggested and/or in the first semester course titled "Introduction to public health"
6. The approach would be to introduce students to the principles of nutrition and nutritional assessments and then offer a critical perspective. Selected readings on this aspect have now been added.
7. This aspect will be covered in the current Module 5. Some relevant readings have been added.
8. Essential reading list has been reduced.
9. The suggestions have mostly been incorporated in the revised course outline.

The Board took note of the revised course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

iii. Environment, Sanitation and Water (MPH)

The course emphases the critical importance of environment, with a focus on water, sanitation, waste management and climate change and associated impact on biodiversity, and their associations with public health; direct and indirect public health concerns stemming from challenges to sustainable environment, pollution and toxicity will also be engaged with. The course will introduce these diverse perspectives on environment and public health with the concept of environmental justice as one of the frameworks to understand health inequity.

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

1. There has been a massive build-up on climate change in the recent decades. This may sometimes shadow less glamorous but more critical aspects of public health like sanitation falling off the map for many decades. Just as a note of caution, at the time of transaction, while

climate change will get covered, one has to also make sure that other issues around sanitation that are more critical to public health get sufficient prominence.

2. Given the Covid-19 context the concept of One-health has to be highlighted; because that is where public health is moving now. Not only PH community but also people from veterinary science, environment are moving in that direction. There is a need for a greater focus on it than what has been given presently
3. One-health probably can be seen as an organising principle. It may better to introduce that as a concept and a framework. This can provide a framework to link sanitation, water and climate change. How sanitation technology (piped-sewer systems) has interlinings with energy/ water requirements and climate change. How can these linkages be brought out, addressed and make students to reflect on these linkages in terms of pedagogy.
4. A probable reading could be added - Sharan, A., "From source to sink: 'Official' and 'improved' water in Delhi, 1868–1956", The Indian Economic and Social History Review, 48, 3 (2011): 425–62 SAGE Los Angeles/London/New Delhi/Singapore/Washington DC DOI: 10.1177/001946461104800305.

Based on the suggestions, the following modifications are made in the course outline:

1. To retain the prominence of these aspects of the course, 'sanitation' and 'water supply' as important concepts are retained in the title of course and a module (module 2) has been dedicated to this theme. Further, this module provides space to facilitate students to critically engage with the sanitation solutions that put forth from the climate change discourse and to counterpoise climate change concerns with concerns of equity in sanitation services. Relevant readings have been added in the 2nd module as well as in the 4th module.
2. One-health as a concept and a framework will be introduced in module 1 and discussed in detail in module 4 of the course. Necessary changes have been made in these two modules. Relevant readings have been included in module 1 and 4.
3. The third concern has been addressed by way of addressing the earlier two points. A scope has been created in one of the assessment components to use observational or secondary data.
4. This reading was reviewed and has been incorporated in the 2nd module.

The Board took note of the revised course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

iv. Health Economics and Financing (MPH)

The course intends to offer students a distinctive lens to study public health, health care and health policy. It intends to teach foundations of economic analysis as a way of thinking about health. In keeping with the vision of AUD and the underlying value framework of the MPH programme, the emphasis of the course will be on key economic concepts, models and their application in analysing population level health issues, health care 'markets' and health policy (health financing in particular). The course will also introduce students to the associations between disease/public health/health and economic development. Drawing on theoretical foundations and empirical evidence from select branches of economics, viz., microeconomics, macroeconomics, development economics, public economics, behavioural economics and economics of information, the course aims to develop an objective yet sensitive and contextual understanding of the health sector.

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

1. The framework of health financing may be introduced at the beginning of Module 4
2. Strategic purchasing can be introduced as a separate topic in Module 4.
3. Students may be introduced to some of the indicators for assessing health financing in a country
4. Some discussion on financing of research and development and recovery of the cost of innovations might be useful
5. Role of incentives in decisions regarding provider choice as well as decentralised service provision can be discussed in one of the modules

Based on the suggestions, the following modifications are made in the course outline:

1. The framework of health financing was supposed to be the introductory part of Module 4. It was however not explicitly mentioned in the course outline. Now it has been explicitly mentioned.
2. Strategic purchasing will be discussed under (1) framework of health financing and (2) government sponsored health insurance schemes, both in Module 4.
3. Students will be introduced to key indicators of health financing through the National Health Accounts, which has been included as an essential reading in Module 4.
4. Financing of research and development and recovery of the cost of innovations will be a key component of Module 5, which discusses, among other things, political economic aspects of pharmaceuticals, medical technology and patents and their implications for the health system of

countries. However a couple of readings specific to this area have been added in the revised course outline.

5. Some of this will be covered in Module 1 where key concepts in economics viz. scarcity, trade-off, incentive opportunity cost, marginalism, efficiency, preference, indifference, utility, elasticity etc. will be discussed in the context of the health sector. An in depth coverage of the role of incentives in consumer and provider choice is beyond the scope of this course, especially in view of the diverse background of prospective students.

The Board took note of the revised course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

v. Health Behaviour, Promotion & Communication (MPH)

The field of 'Health behaviour, promotion & communication' has evolved with the premise of taking public health interventions to the most unreached populations in any community or region, with the underlying value of promoting health equity. This course forms one of the core competencies of public health. This is an applied field invoking social science and communication theories to further public health interests. These aspects are important components of public health assessments and interventions.

The course will start with introducing students to basic concepts around health behaviour; concepts, principles and theories of communication; diverse channels and strategies of communication that are used for behaviour change and promoting health literacy; sites and target groups for behaviour change – community, health workers, providers and policy makers; measuring health behaviour change and health literacy outcomes. It will move on to engage with the complexities of health behaviour and the critical role of social determinants in shaping health behaviour.

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

1. The course has to reconcile with the fact that health communication theory has not kept pace with modern communication practices and approaches. It should be understood that health communication should impact health behaviour, though there may be complexities involved. Can this change in behaviour (health literacy) be measured? What is the critical role of social determinants on health behaviour? Students should acquire analytical skills to assess what works and what does not. The

course should clarify the difference between health communication and advocacy.

2. How do we / can we examine interpersonal communication, mass communication and online communication all in a single process and how do they mediate each other. There is need to understand diverse target groups, stakeholders and providers that the health communication strategies should acknowledge.
3. The role played by social / digital media is enormous and complex. The speed of communication and the way it could impact decision making should be a point of discussion.

Based on the suggestions, the following modifications were made in the course outline:

1. The course summary has been rewritten incorporating the above suggestions, particularly the 1st and 2nd suggestions.
2. Objectives of the course has been reframed as follows:
   i. To equip students with knowledge of key concepts around health behaviour and concepts, principles and theories of communication for behaviour change
   ii. To equip students with skills to design and evaluate health communication and behaviour change strategies
   iii. To encourage students to critically analyse behaviour change and communication strategies in conjunction with social determinants of health, deploying key social science theories.
   iv. To engage with the current communication technology scenario to appreciate its role in influencing behaviour and consequently, health, at population levels
3. Course structure has been revised as follows:

Module No.	Topic	Duration (weeks)*
1	Understanding health behaviour and behaviour change; Social science theories to understand behaviour change; social determinants shaping health behaviour	4
2	Communication for health literacy and advocacy - Concepts, principles, theories and strategies	5
3	Critical understanding of behaviour change communication models	4

4. The course contents were edited and rephrased at many placed and the following additions have been inserted:
    - Module 1:
        - Role of social determinants of health in shaping health behaviour.
    - Module 2:
        - Channels of communication – inter-personal communication, mass-communication and social media communication;
        - Target groups for behaviour change – community, health workers, providers, other stakeholders
        - Measuring health behaviour change and health literacy
        - The following readings have been added
            - Dunn, AL., Resnicow, K., Klesges, LM, "Improving measurement methods for behaviour change interventions: opportunities for innovation", Health Education Research Theory & Practice, Vol.21 (Supplement 1): Pages i121–i124 2006
            - Wilson M, Allen DD, Li JC. Improving measurement in health education and health behaviour research using item response modelling: comparison with the classical test theory approach. Health Educ Res 2006; 21(Suppl 1): i19–i32
    - Module 3:
        - Understanding the alignment/diversification between theory and modern communication practice

The Board took note of the revised course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

vi. Introduction to Public Health Research (MPH)

Research methodology is cross-cutting theme in all domains of public health and is one of the core competencies promoted in the public health programme. This course promotes a critical ability to logically analyse a public health situation to problematize and ask the right set of questions to inquire in to and analyse the situation. The course starts with a general understanding on conceptualizing and contextualizing research followed by discussing the epistemological bases of different approaches to research. This will be followed with detailed discussions on a range of study designs, methods and analysis with a focus more towards qualitative research methodology. The course aims to equip the students with the ability to conceptualise and contextualise their research, the knowledge of designing research studies of various types, using a wide range of methods and to systematically and rigorously analyse and review other research studies in the field of public health.

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

1. If the students are expected to develop a research proposal at the end of the course, the course should inform students on preparation of a budget, Gantt chart, data safety aspects and similar aspects. Students should have clarity on what is the difference between a problem statement and a research question. This is an important part of RM. Hence more time may be needed for module -1
2. What is the objective of the course? Are the students expected to appreciate public health research or are they expected to be able to do research? The course objectives, learning outcomes and content may be accordingly aligned.
3. Is there scope in the course for looking at administrative/official data and how decisions are made using the data? Analysing data scenarios.
4. Can this course equip students with translating research into evidence, evidence / numbers into social narratives for health education and policy?

Based on the suggestions, the following modifications / responses are made with respect to the course outline:

1. Time allotted to the first module has been increased from 2 weeks to 3 weeks. A set of topics on proposal development, preparation of Gantt chart, budget, field preparation has been included as part of the last module. Accordingly the distribution of topics and modules has been reorganized as follows:

Module No.	Topic	Duration (weeks)*
1	Conceptualising research	3
2	Epistemological bases of research approaches; and contextualising research	2
3	Research methodologies / Designs	2
4	Qualitative data collection methods; quality and rigour in qualitative research	2
5	Analysis in qualitative research	2
6	Preparation of research proposal; ethics in qualitative research	2

* With four hours per week

2. Students are expected to not only appreciate mythological aspects in other studies but at the end of the course the students are expected to develop knowledge and skills to independently frame research studies. Accordingly, objectives, learning outcomes have been aligned in line with the content.
3. Looking at administrative (health system) data and how decisions are made using such data can be part of the course "Health System" in the 1st semester. Some such data scenarios may also be taken up as part of the course on Biostatistics – 1 in the first semester.
4. The aspect on translating research into evidence, evidence / numbers into social narratives for health education and policy has been included as a part of the course "Workshop on Writing and Critical Reading".

The Board took note of the revised course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

vii. Field Practice-I (MPH)

This course aims to provide students with exposure to public health practice/s. This will be in the form of weekly or fortnightly visits to selected public health agencies such as health care delivery institutions, offices of local self-governments or autonomous bodies with public health related functions like water supply, sanitation, drainage, pest control, food safety, birth and death registration, sites such as wet-markets, landfills, water-treatment plants, organic farms, emission control stations etc., communities, sites where civil society organisations are implementing programs.

This will be supervised and coordinated by faculty members. Students will be given exercises to be completed in these visits that will help them to relate with some of the aspects learnt in the theory courses in the respective or in previous semesters like epidemiology, public health nutrition and food security, water, sanitation and environment, health behaviour, promotion and communication. At the end of the semester students will submit a journal which will be evaluated along with periodic presentations students may be asked to make during the semesters either in the campus or in the field sites. In addition, teachers teaching other courses in this semester may also give small assessments that may require observations in the field during this 'field practice'.

No specific comments were received for this course.

The Board took note of the course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

viii. Workshop-1: Writing and Critical reading (MPH)

Critical thinking and Communication are two of the important competencies emphasized in the MPH programme. This workshop is one of the components of the program that feeds into building these competencies. Critically reading and reviewing any text, particularly public health texts, is one of the important ways in which critical engagement with the field is fostered. Further academic writing is one of the principal forms in which the competence to communicate is valued.

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

1. Explore introducing students with learning to read legal documents that are important from PH points of view.

Based on the suggestions, the following modifications / responses are made with respect to the course outline:

1. The suggestion to introduce students to read legal documents is a good suggestion. However, as this is a 1 credit course to introduce writing and critical reading, it may not provide space to include such topic. This could form part of the third semester course on Public Health Laws.

ix. Workshop-2: Health Data Bases (MPH)

The course will introduce students to secondary data and information sources on key aspects of public health, health care and the health sector in general, that are available in public domain. The focus will be on India, although relevant international databases will also be discussed. The broad areas in which relevant statistics will be explored are demography, vital statistics, disease classification, health outcomes, disease burden, health infrastructure, health manpower and health financing. Some of the non-health macro and micro indicators with implications for health, e.g., per capita GDP, public finances (revenue and expenditure), household income and wealth, consumption expenditure, access to basic services like housing, water, sanitation, drainage etc. will also be included. In addition to the identification of data sources, emphasis will be laid on understanding the concepts, definitions, metadata and methodology in relation to these sources of information.

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

1. There may be a scope to provide students with some understanding of routine public health data that is collected administratively
2. A 2-credit course at AUD is required to have at least two assessment components. SES has some 1 credit courses. It might be useful to consult them while deciding on the mode of assessment.

Based on the suggestions, the following modifications are made in the course outline:

1. This is a very pertinent suggestion. However, the focus of this workshop mode course is to make students familiar with health (and associated) data that is available in the public domain. Most of the routinely collected administrative data is not available in the public domain. Time permitting, students may be introduced to Health Management Information System (HMIS) data.

   A first semester course titled "Health System Fundamentals" has one module on knowledge and information. There is a scope to discuss issues related to routinely collected public health data there.

2. The assessment structure has been modified. Now it consists of three components with 50:40:10 weightage.

The Board took note of the revised course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

x. Internship-I (MPH)

Students will be placed for a period of 30 working days in any public health related *agency / institution / community group* located anywhere in the country or outside. During this internship students will undertake projects that require applying what they learnt during the previous two semesters in a manner that is mutually relevant to the agency as well as the student. It may be in the form of a small research study, evaluation of a project component of the host agency, developing systems for any program, organising special programs or campaigns, training, preparation of manuals etc. Students will be supervised and coordinated by faculty members as well as by one or more designated staff from the agency where the student is placed. At the end of the course students will submit a journal which will be evaluated along with one or more presentations students may be asked to make. Assessment will be done by the faculty coordinator in consultation with the internship agency.

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

1. It would be better to be clear on who will fix the internship; whether it would be based on the initiative that comes from the student or should the program team decide it.

2. It would be better to clarify what does "assessment will be done by the faculty coordinator in consultation with the internship agency" mean and make this process more explicit.

Based on the suggestions, the following modifications are made in the course outline:

1. Necessary change has been made in the course outline, making it explicit that students will identify and finalise the internship agency, in consultation and approval of the program team / course coordinator.

2. Necessary change has been made in the course outline, making the assessment structure explicit, specifying for which component and in what manner inputs from the internship agency would be considered in assessments.

The Board took note of the revised course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

xi. **Field Practice-II (MPH)**

This course aims to provide students with exposure to public health practice. This will be in the form of weekly or fortnightly visits to selected public health agencies such as health care delivery institutions, offices of local self-governments or autonomous bodies with public health related functions like water supply, sanitation, drainage, pest control, food safety, birth and death registration, sites such as wet-markets, landfills, water-treatment plants, organic farms, emission control stations etc., communities, sites where civil society organisations are implementing programs.

This will be supervised and coordinated by faculty members. Students will be given exercises to be completed in these visits that will help them to relate with some of the aspects learnt in the theory courses in the respective or in previous semesters like epidemiology, public health nutrition and food security, water, sanitation and environment, health behaviour, promotion and communication. At the end of the semester students will submit a journal which will be evaluated along with periodic presentations students may be asked to make during the semesters either in the campus or in the field sites. In addition, teachers teaching other courses in this semester may also give small assessments that may require observations in the field during this 'field practice'.

No specific comments were received for this course.

The Board took note of the course, and approved it in its present form. The course may be placed before the Academic Council for its final approval.

The meeting ended with a Vote of Thanks.

Dean

School of Global Affairs

(For minutes of 57th meeting of SCAP held on 15 March 2022)

School of Global Affairs

Comments received in SCAP committee meeting and responses / modifications made

Agenda 1: To consider and approve the following courses for the existing PG programmes

i. **Economic Development in Developing Countries** (PG Elective)

This elective course attempts to develop an understanding of some of the complex issues related to the nexus between growth, poverty and inequality, and analyze some structural features which developing countries need to address in order to achieve inclusive growth – implying growth accompanied by poverty alleviation and reduction in inequality. Challenges of achieving growth along with equity in distribution are more pronounced among developing countries where marginalized sections are usually left out from the growth process. Courses on marginalized sections and social discrimination are dealt with in various programmes and courses within AUD, and therefore, this elective course will build on these concepts and broaden understanding of structural impediments towards achieving inclusive growth in developing countries.

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

1) The course outline should preferably mention the specific Program for which this course is an elective even if it is open for students from other progammmes.

2) The assessment structure provided may be explained in more detail.

3) The weekly teaching flow given in the outline may be further clarified

4) An article by T N Krishnan interlinking market to Land, Labour and capital can be incorporated published in EPW may be added

5) The possibility of doing a workshop as a part of this course to discuss how different kinds of inequality intersect with gender and disability may be explored.

6) Reading list may be divided in to Essential and Additional readings.

7) In readings lists, where books are being provided, consider indicating specific chapters or page numbers.

Based on the suggestions, the following explanations are provided or modifications are made in the course outline:

1) After discussing within the school and to the program team of MA Global studies and keeping in mind the seamless alignment of this course with the MA in Global Studies (MAGS) programme, it has been decided to consider this course as an elective course for the MAGS.

2) The assessment structure and components have been explained with more detail as follows:

- Assessment 1 (Empirical Exercise) – 30%

Take home assignment where conceptual clarity and measurement issues of poverty and inequality are assessed followed by broad implications of results obtained.

- Assessment 2 (growth, inequality, poverty nexus) – 30%

Written exam on theories of growth, inequality, poverty, and the interlinkages between them will be the focus.

- Assessment 3 (structural impediments) – 40%

Take home assessment where students work on a country or group of countries where structural problems and policy implications are analysed.

3) In line with the suggestion clarifying the weekly teaching flow, the following table has been provided in the revised outline

Module No.	Module Title	Number of classes / Weeks
	Introductory Classes	1 class
1	Poverty	2 weeks
2	Economic Growth	3 weeks
3	Inequality	2 weeks
4a	Structural Features: Land	2 weeks
4b	Structural Features: Credit	2 weeks
5	All Revisions	1 week
6	All Assessments	1 week

4) The suggested reading written by T N Krishnan on the interlinking market to Land, Labour and capital has been included in the reading list.

5) The suggestion to explore the possibility of including a workshop to discuss how different kinds of inequality intersect with gender and disability was well received. Accordingly a case study of Youth for Equality from Andhra Pradesh has been incorporated as a separate module "Other Dimensions of Inequality" This case study is about certain skills were imparted to differently abled children to make them part of mainstream economic development; but they find it difficult to cope with society once their support system of sustenance is taken away.

6) Under every module separate sets of 'essential' and 'further' readings have been provided.

7) Wherever books are included as readings specific chapters have been mentioned.

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

Since all courses that follow are part of the newly launched Master of Public Health (MPH) programme, its approved program structure is given below for clarity on location of the different courses for which approvals are being sought. Currently, approval for the courses in the shaded cells is being sought.

Table 1: Program Structure

Semester-I	Semester-II	Summer Break	Semester-III	Semester-IV
Introduction to Public Health (4)	**Public Health Nutrition & Food Security (4)**	**Internship -I (4)**	Public Policies in Health (4)	WS3[@]- Quantitative Analysis software (1) WS4[@]- Qualitative Analysis software (1) WS5[@]- Public Health Ethics (1) WS6[@] – Basic GIS and mapping in Public Health (1)
Health system (4)	**Environment, Sanitation and Water (4)**		Introduction to Public Health Management (4)	
Essentials of Epidemiology (4)	**Health Economics and Financing (4)**		Electives (4) *	
Social Science Perspectives in Public Health (4)	**Introduction to Public Health Research (4)**		Electives (4)*	Dissertation or Internship - II (8)
Biostatistics (2)	**Health behaviour, promotion & communication (2)**		Law and public health (2)	
	Field practice-I (1)	**WS1[#]- Writing & critical reading (1)** **WS2[#]- Health Data Bases (1)**	**Field practice - II (1)**	
18	19	6	19	10 Total: 72

*Electives may be of 2 or 4 credits with a total of 8 credits for electives. Opting for 2 credits electives will be encouraged.

WS1-2 – These will be of 4 full days each. Both are compulsory workshops;

@WS3-6 – These will be of 4 full days each. Students have to complete any 2 out of 4 workshops.

ii. Public Health Nutrition and Food Security (MPH Core)

This course is a 2nd semester core course of the MPH programmes. Nutrition and food security arguably has the strongest relationship with public health outcomes. The scope of this relationship is multi-dimensional involving the social, political, cultural, economic, anthropological and last but not the least clinical aspects of nutrition and food security. The course through its constituent modules explores the scientific, social, cultural, behavioural, political economy and policy aspects of this relationship. The course revolves around three broad objectives - one, familiarity with nutritional needs and principles of nutrition, two, nutrition related public health principles and, nutrition specific and sensitive interventions around the world and in India ; two, critical appreciation of the changing nature of food availability, accessibility and preferences and their impact on public health nutrition and three, knowledge of nutritional needs and practices of population sub-groups like mothers, infants, children, adolescents, elderly and also the economically, geographically and socially disadvantaged groups in India.

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

1) Name of the faculty who developed the course should be mentioned in the course outline at the beginning
2) The course should have 12 weeks of classes distributed across the modules.
3) Essential and suggested readings should be separated (Keep a nomenclature throughout whether using optional/ suggested)
4) Reduce the number of readings in Modules.

Based on the suggestions, the following explanations are provided or modifications are made in the course outline:

1) Name of the faculty who developed the course has been mentioned in the course outline at the beginning
2) Duration of teaching has been reduced to 12 weeks as per the following table

Module	Topic	Duration (week)
1	Food science and nutrition principles	2
2	Nutritional assessments	2
3	Nutrition and public health	2

4	Food, society and culture	2
5	Food security and nutrition	2
6	Food and nutrition in public policy	2

3) Readings under each module has been divided into "Essential" and "Additional" readings.
4) Suggested readings in each module have been reduced to a reasonable number.

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

iii. Environment, Sanitation and Water (MPH Core)

'Environment and health' is a core element of public health that demands very high priority for a country like ours and particularly from the point of view of people living in the margins. The course emphasises the critical importance of environment, with a focus on water, sanitation, waste management and climate change and associated impact on biodiversity, and their associations with public health; direct and indirect public health concerns stemming from challenges to sustainable environment, pollution and toxicity will also be engaged with. The course will introduce these diverse perspectives on environment and public health with the concept of environmental justice as one of the frameworks to understand health inequity.

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

1) The course should have 12 weeks of classes distributed across the modules.

2) Separate readings in to "Essential" and "Additional"

3) There are too many readings in some of the modules. Consider reducing the number of readings

4) Name of the faculty who developed the course should be mentioned in the course outline at the beginning

5) Give a justification on the tile with 'environment' largely undefined and kept open but sanitation and water are specific.

Based on the suggestions, the following explanations are provided or modifications are made in the course outline:

1) Duration of teaching has been reduced to 12 weeks as given in the table below:

Module No.	Topic	Duration (weeks)*
1	Relevance of Environment in Public health	3
2	Water supply, sanitation and public health	3
3	Pollution, waste, toxicity and public health	3
4	Climate change, biodiversity and public health	3

2) Readings under each module has been divided into "Essential" and "Additional" readings.

3) Suggested readings in each module have been reduced to a reasonable amount.

4) Name of the faculty who developed the course has been mentioned along with the Public Health team in the course outline.

5) A justification as given below has been added as a part of summary in the course outline justifying the title with 'environment' largely undefined and kept open but sanitation and water are specific.

> A course on "environmental health" has become an essential part of public health programmes at the masters' level. While this is a compulsion at the level of public health education, a strong focus on sanitation and water is extremely critical as far as public health situation is concerned especially in countries like India where a comprehensive solution to these problems have been elusive. Hence there is a disconnect and hence a tussle between a standard academic requirement and a requirement stemming from public health reality and practice. A standard course with no sufficient mention of sanitation and water, at the time transaction may tend to ignore the necessary attention these aspects require and instead. This course therefore aims to bridge this disconnect by focusing on the one hand on environment and climate change in general and sanitation and water supply more specifically.

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

iv. Health Economics and Financing (MPH Core)

The course is a 2nd semester core course of the MPH programme. The course intends to offer students a distinctive lens to study public health, health care and health policy. Drawing on theoretical foundations and empirical evidence from select branches of economics viz. microeconomics, macroeconomics,

development economics, public economics, behavioural economics and economics of information, the course aims to develop an objective yet sensitive and contextual understanding of the health sector.

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

1) Name of the faculty who developed the course should be mentioned in the course outline at the beginning
2) The course should have 12 weeks of classes distributed across the modules.
3) Essential and suggested readings should be separated (Keep a nomenclature throughout whether using optional/ suggested)
4) Reduce the number of readings in Module IV.

Based on the suggestions, the following explanations are provided or modifications are made in the course outline

1) Name of the faculty who developed the course has been mentioned in the course outline at the beginning
2) Duration of teaching has been reduced to 12 weeks as per the following table

	Topic	Duration (week)
1.	Markets, Government and Health	3
2.	Demand for health and health care	2
3.	Economic evaluation in health	2
4.	Health financing	3
5.	Macroeconomics of health	2

3) Readings under each module has been divided into "Essential" and "Additional" readings.
4) Number of readings in Module IV has been reduced

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

v. Health Behaviour, Promotion & Communication (MPH Core)

'Health behaviour, promotion & communication' is an applied field invoking social science and communication theories to further public health interests. These aspects

are important components of public health assessments and interventions. This course starts with introducing students to basic concepts around health behaviour; concepts, principles and theories of communication; diverse channels and strategies of communication that are used for behaviour change and promoting health literacy; sites and target groups for behaviour change – community, health workers, providers and policy makers; measuring health behaviour change and health literacy outcomes. It will move on to engage with the complexities of health behaviour and the critical role of social determinants in shaping health behaviour.

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

1) The course should have 12 weeks of classes distributed across the modules.

2) Separate readings in to "Essential" and "Additional"

3) Name of the faculty who developed the course should be mentioned in the course outline at the beginning

4) A two credit course need not have three components of assessments

Based on the suggestions, the following explanations are provided or modifications are made in the course outline:

1) Duration of teaching has been reduced to 12 weeks of two hours per week as given in the table below:

Module No.	**Topic**	**Duration (weeks)***
1	Understanding health behaviour and behaviour change; Social science theories to understand behaviour change; social determinants shaping health behaviour	4
2	Communication for health literacy and advocacy - Concepts, principles, theories and strategies	4
3	Critical understanding of behaviour change communication models	4

* With two hours per week

2) Readings under each module has been divided into "Essential" and "Additional" readings.

3) Name of the faculty who developed the course has been mentioned along with the Public Health team in the course outline.

4) The assessment structure has been modified as follows

- Assessment 1 - Designing or evaluating a health communication / behaviour change strategy (50%)
- Assessment 2 - A written assignment / end semester (50%)

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

vi. Introduction to Public Health Research (MPH Core)

This course starts with a general understanding on conceptualizing and contextualizing research followed by discussing the epistemological bases of different approaches to research. This will be followed with detailed discussions on a range of study designs, methods and analysis with a focus more towards qualitative research methodology.

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

1) The course should have 12 weeks of classes distributed across the modules.

2) Separate readings in to "Essential" and "Additional"

3) There are too many readings in some of the modules. Consider reducing the number of readings

4) Name of the faculty who developed the course should be mentioned in the course outline at the beginning

Based on the suggestions, the following explanations are provided or modifications are made in the course outline:

1) Duration of teaching has been reduced to 12 weeks as given in the table below:

Module No.	Topic	Duration (weeks)*
1	Conceptualising research	2
2	Epistemological bases of research approaches; and contextualising research	2
3	Research methodologies / Designs	2
4	Qualitative data collection methods; quality and	2

	rigour in qualitative research	
5	Analysis in qualitative research	2
6	Preparation of research proposal; ethics in qualitative research	2

* With four hours per week

2) Readings under each module has been divided into "Essential" and "Additional" readings.

3) Suggested readings in each module have been reduced to a reasonable amount.

4) Name of the faculty who developed the course has been mentioned along with the Public Health Team in the course outline.

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

vii. Field Practice-I (MPH Compulsory)

This component aims to provide students with exposure to public health practice. This will be in the form of weekly or fortnightly visits to selected public health agencies such as health care delivery institutions, offices of local self-governments or autonomous bodies with public health related functions like water supply, sanitation, drainage, pest control, food safety, birth and death registration, sites such as wet-markets, landfills, water-treatment plants, organic farms, emission control stations etc., communities, sites where civil society organisations are implementing programs. This will be supervised and coordinated by faculty members. Students will be given exercises to be completed in these visits that will help them to relate with some of the aspects learnt in the theory courses in the respective or in previous semesters

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

1) As this is a one-credit course, the number of components of assessments may be reduced.

2) Name of the faculty who developed the course should be mentioned in the course outline at the beginning

Based on the suggestion, the following explanations are provided or modifications are made in the course outline:

1) The assessment structure for this course has been modified as below:

   1. Journal / Presentation at the end of the course or periodically (70%)

   2. Process component – regularity to field, taking part in presentation, discussions – 30% (This component may have inputs from field agencies if feasible)

2) Names of the faculty members who developed the course have been mentioned in the course outline

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

viii. Workshop-1: Writing and Critical reading (MPH Compulsory)

Critical thinking and Communication are two of the important competencies emphasized in the MPH programme. This workshop is one of the components of the program that feeds into building these competencies. Critically reading and reviewing any text, particularly public health texts, is one of the important ways in which critical engagement with the field is fostered. Further academic writing is one of the principal forms in which the competence to communicate is valued. This workshop is conceived into two sections viz., (a) critical reading skills and appreciating its importance for critical thinking and in public health research (b) Academic writing skills

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

1) As this is a one-credit course, the number of components of assessments may be reduced.
2) Name of the faculty who developed the course should be mentioned in the course outline at the beginning

Based on the suggestion, the following explanations are provided or modifications are made in the course outline:

1) The number of assessments components have been reduced from two to one
2) Name of faculty who developed the course has been mentioned in the outline.

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

ix. Workshop-2: Health Data Bases (MPH Compulsory)

This 1 credit workshop mode course will introduce students to secondary data and information sources on key aspects of public health, health care and the health sector in general, that are available in public domain. The focus will be on India, although relevant international databases will also be discussed. The broad areas in which relevant statistics will be explored are demography, vital statistics, disease classification, health outcomes, disease burden, health infrastructure, health manpower and health financing. Some of the non-health macro and micro indicators with implications for health e.g. per capita GDP, public finances (revenue and expenditure), household income and wealth, consumption expenditure, access to basic services like housing, water, sanitation, drainage etc. will also be included.

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

1) As this is a one-credit course, the number of components of assessments may be reduced.
2) Name of the faculty who developed the course should be mentioned in the course outline at the beginning

Based on the suggestion, the following explanations are provided or modifications are made in the course outline:

1) The number of assessment components has been reduced
2) Name of faculty who developed the course has been mentioned in the outline

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

x. Internship-I (MPH – Compulsory)

Students will be doing this internship over a period of minimum 30 working days in any public health related *agency / institution / community group* located anywhere in the country or outside. Students will be supervised and coordinated by faculty members as well as with one or more designated staff from the agency where the student is placed. During this period students will engage in undertaking assignments jointly decided by the student and internship agency with the internship supervising faculty member informed.

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

1) Grade for Internship need not be divided into components. It may be checked with other schools having internship. Accordingly the assessment structure may be revised.

2) Name of the faculty who developed the course should be mentioned in the course outline at the beginning

Based on the suggestions, the following explanations are provided or modifications are made in the course outline:

1) On consulting other Programs with internship, it was evident that internship may be assessed through more than one assessment situations and the assessment structure for this course has been modified as below:

1. Process component – regularity to field, taking part in presentation, discussions – 20% (Faculty coordinator may take inputs from the internship agency to assess this component)

2. Field based exercise – 40% (Faculty coordinator may take inputs from the internship agency to assess a part of this component)

3. Assessment of the internship Journal / Presentation – 40%

2) Names of the faculty members who developed the course have been mentioned in the course outline

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

xi. Field Practice-II (MPH Compulsory)

This component is similar to Field Practice – I in all respects.

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

1) As this is a one-credit course, the number of components of assessments may be reduced.

2) Name of the faculty who developed the course should be mentioned in the course outline at the beginning

Based on the suggestion, the following explanations are provided or modifications are made in the course outline:

1) The assessment structure for this course has been modified a below:

1. Journal / Presentation at the end of the course or periodically (70%)

2. Process component – regularity to field, taking part in presentation, discussions – 30% (This component may have inputs from field agencies if feasible)

2) Names of the faculty members who developed the course have been mentioned in the course outline

The SCAP took note of the explanations offered and the revised course, and resolved that the course in its present form may be placed before the Academic Council for its final approval.

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

Minutes of the 57th meeting of the Standing Committee on Academic Programmes (SCAP) held on 15th March 2022 in KG campus.

The following members were present:

Prof. Kartik Dave	- Member
Prof. Babu P Remesh	- Member
Prof. Dhirendra D. Dangwal	- In the Chair
Prof. Anita Ghai	- Member
Dr. Suresh Babu	- Member
Dr. Sunita Singh	- Member
Prof. Deepan Sivaraman	- Member
Prof. Nakkeeran Nanjappan	- Member
Dr. Jyotirmoy Bhattacharya	- Member
Dr. Rachna Mehra	- Convenor

Regrets: Prof. Sitansu Sekhar Jena, Prof. Lawrence Liang, Dean Academic Services

Special Invitees: Prof. Gopalji Pradhan, Dr. Mrityunjay Tripathi, Dr. Vaibhav, Dr Partha Saha, Dr. Samik Chaudhury, Dr. Partha Saha and Dr. Nikita Jain

Secretarial Assistance: Dr. Sunita Tyagi

The following agenda items were discussed:

1. **To consider the recommendations of the Board of Studies of School of Global Affairs (SGA) for the proposed courses for the existing MA programmes:**

   Dean SGA presented the following proposed courses to be offered in Masters of Public Health Program

   i. **Economic Development in Developing Countries (PG Elective)**

   This course will be offered in 3rd semester and attempts to develop an understanding of some of the complex issues related to the nexus between growth, poverty and inequality, and analyse some structural features which developing countries need to address in order to achieve inclusive growth – implying growth accompanied by poverty alleviation and reduction in inequality. Challenges of achieving growth along with equity in distribution are more pronounced among developing countries where marginalized sections are usually left out from the growth process. Courses on marginalized sections and social discrimination are

dealt with in various programmes and courses within AUD, and therefore, this elective course will build on these concepts and broaden understanding of structural impediments towards achieving inclusive growth in developing countries

The following observation was made by the SCAP members regarding the course:

1. Program of the school needs to be mentioned to which this course belongs.
2. Explain the assessment in details
3. Weekly teaching has to be clarified
4. EPW article by T N Krishnan interlinking market to Land, Labour and capital can be incorporated
5. Is there a possibility of doing a workshop as part of course to discuss how different kinds of inequality intersect with gender and disability? (Dr. Partha Saha (Course designer) agreed to bring in the case study of Youth for Equality from Andhra Pradesh where certain skills were imparted to differently abled children to make them part of mainstream economic development. But they find it difficult to cope with society once their support system of sustenance is taken away)
6. Essential and additional readings to be separated
7. Please give page numbers for the books suggested

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled 'Economic Development in Developing Countries' (Elective; 4 Credits) be placed in the next meeting of Academic Council for consideration after incorporating the suggestions made the SCAP.

ii.Public Health Nutrition and Food Security (MPH Core 4 credits)

The course is a 2nd semester core course of the MPH programme. The course also connects to two courses viz. Introduction to Public Health and Social Science Perspectives offered in the first semester of the programme. Nutrition and food security arguably has the strongest relationship with public health outcomes. The scope of this relationship is multi-dimensional involving the social, political, cultural, economic, anthropological and last but not the least clinical aspects of nutrition and food security. The course through its constituent modules explores the scientific, social, cultural, behavioural, political economy and policy aspects of this relationship. The course revolves around three broad objectives - one, familiarity with nutritional needs and principles of nutrition, two, nutrition related public health principles and, nutrition specific and sensitive interventions around the world and in India ; two, critical appreciation of the changing nature of food availability, accessibility and preferences and their impact on public health nutrition and three, knowledge of nutritional needs and practices of population sub-groups like mothers, infants, children, adolescents, elderly and also the economically, geographically and socially disadvantaged groups in India.

The following observation was made by the SCAP members regarding the course:

1. Essential and suggested readings should be separated (Keep a nomenclature throughout whether using optional/ suggested)
2. Reduce the number of readings in Modules.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled 'Public Health Nutrition and Food Security' (Core; 4 Credits) be placed in the next meeting of Academic Council for consideration after incorporating suggestions made by the SCAP.

iii. Environment, Sanitation and Water (MPH Core)

The course is a 2nd semester core course of the MPH programme. It does not overlap on any other course but it builds on principles covered in 1st semester courses such as introduction to public health and Social Science Perspectives in Public Health. The course emphasises the effects of environmental changes on water, sanitation, waste management, and public health. It also looks into direct and indirect public health concerns stemming from challenges to sustainable environment, pollution and toxicity. The course will introduce these diverse perspectives on environment and public health with the concept of environmental justice as one of the frameworks to understand health inequity.

The following observations were made by the SCAP members regarding the course

1. Teaching schedule should be of 12 weeks
2. Essential and suggested readings should be separated (Keep a nomenclature throughout whether using optional/ suggested)
3. Reduce the number of readings in Modules.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled 'Environment, Sanitation and Water' (MPH Core) be placed in the next meeting of Academic Council for consideration after incorporating suggestions made by the SCAP.

iv. Health Economics and Financing (MPH Core 4 credits)

The course is a 2nd semester core course of the MPH programme. It does not overlap with any other course in this programme. However there is some overlap with an elective offered in the School of Liberal Studies titled "An Introduction to the Economics of Health and Health Care". The course intends

to offer students a distinctive lens to study public health, health care and health policy. Drawing on theoretical foundations and empirical evidence from select branches of economics viz. microeconomics, macroeconomics, development economics, public economics, behavioural economics and economics of information, the course aims to develop an objective yet sensitive and contextual understanding of the health sector.

The following observation was made by the SCAP members regarding the course

1. Teaching schedule should be of 12 weeks
2. Readings in the fourth module can be reduced
3. Separate essential and additional readings
4. Name of the course coordinator should be given
5. Environment and climate needs to be defined and distinguished. What is the effect of climate change on MPH and diseases related to it?
6. Essential and suggested readings should be separated (Keep a nomenclature throughout whether using optional/ suggested)
7. Reduce the number of readings in Modules.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled Health Economics and Financing (MPH Core 4 credits) be placed in the next meeting of Academic Council for consideration after incorporating the suggestions made in the SCAP.

v. Health Behaviour, Promotion & Communication (MPH Core, 2 credits)

The course is a 2nd semester core course of the MPH programme. It does not overlap on any other course but it builds on principles covered in 1st semester courses such as introduction to public health and Social Science Perspectives in Public Health. The course will start with introducing students to basic concepts around health behaviour; concepts, principles and theories of communication; diverse channels and strategies of communication that are used for behaviour change and promoting health literacy; sites and target groups for behaviour change – community, health workers, providers and policy makers; measuring health behaviour change and health literacy outcomes. It will move on to engage with the complexities of health behaviour and the critical role of social determinants in shaping health behaviour. The course will encourage a discussion on the role of social media and how effectively it can be used in health communication; how do interpersonal communication, mass-communication and social media communication interact and mediate. Equally the course will also encourage a critical analysis of how communication strategies are used to accord legitimacy to a select set of

interventions, sites of interventions or target groups and the economic and political interest behind such efforts.

The following observation was made by the SCAP members regarding the course

1. Separate essential and additional readings
2. Name of the course coordinator should be given
3. For a two credit course, see the assessment structure. It should be less than what is expected in a four credit course.

The SCAP accepted the recommendation of BOS and after due deliberation recommended that the MA course titled 'Health Behaviour, Promotion & Communication' (MPH Core, 2 credits) be placed in the next meeting of Academic Council for consideration after incorporating suggestions made by the SCAP.

vi. Introduction to Public Health Research (MPH Core 4 credits)

The course is a 2nd semester core course of the MPH programme. Similar Research Methodology courses are being offered in other MA programmes as well but this course will be oriented towards research in the field of public health. It does not overlap on any other course but it builds on principles covered in 1st semester courses such as Biostatistics – 1, Introduction to public health, Social Science Perspectives in Public Health. As the part of research methods based on numerical and statistical principles and associated theoretical bases will be covered in the Biostatistics -1, this course will cover the general aspects on conceptualizing and contextualizing research, epistemological basis of research, beyond which this course will focus more on qualitative research methodology. This course will give a general understanding on conceptualizing and contextualizing research followed by discussing the epistemological bases of different approaches to research. This will be followed with detailed discussions on a range of study designs, methods and analysis with a focus more towards qualitative research methodology.

The following observation was made by the SCAP members regarding the course

1. Separate essential and additional readings
2. Name of the course coordinator should be given

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled 'Introduction to Public Health Research' (MPH Core 4 credits) be placed in the next meeting of Academic Council for consideration after incorporating suggestions made by the SCAP.

vii. Field Practice-I (MPH Compulsory, 1 credit)

This component aims to provide students with exposure to public health practice. This will be in the form of weekly or fortnightly visits to selected public health agencies such as health care delivery institutions, offices of local self-governments or autonomous bodies with public health related functions like water supply, sanitation, drainage, pest control, food safety, birth and death registration, sites such as wet-markets, landfills, water-treatment plants, organic farms, emission control stations etc., communities, sites where civil society organisations are implementing programs. This will be supervised and coordinated by faculty members. Students will be given exercises to be completed in these visits that will help them to relate with some of the aspects learnt in the theory courses in the respective or in previous semesters like epidemiology, public health nutrition and food security, water, sanitation and environment, health behaviour, promotion and communication. At the end of the semester students will submit a journal which will be evaluated along with periodic presentations students may be asked to make during the semesters either in the campus or in the field sites. Students, either alone or in small groups will visit one or more community setting or a public health agency for a minimum of 4 full days or 8 half-days in this semester.

The following observation was made by the SCAP members regarding the course

1. Separate essential and additional readings
2. Name of the course coordinator should be given
3. The assessment for 1 credit in the field practise can be related only to journal. There can be various components within the journal writing that can be computed rather than giving three different assessments.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled Field Practice-I (MPH Compulsory, 1 credit) be placed in the next meeting of Academic Council for consideration after incorporating suggestions made by the SCAP.

viii. Workshop-1: Writing and Critical reading (MPH Core, 1 credit)

Critical thinking and Communication are two of the important competencies emphasized in the MPH programme. This workshop is one of the components of the program that feeds into building these competencies. Critically reading and reviewing any text, particularly public health texts, is one of the important ways in which critical engagement with the field is fostered. Further academic writing is one of the principal forms in which the competence to communicate is valued. This workshop is conceived into two sections viz., (a) critical reading skills and appreciating its importance for critical thinking and in public health research (b) Academic writing skills

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled 'Workshop-1: Writing and Critical Reading' (MPH Core, 1 credit) be placed in the next meeting of Academic Council for consideration.

ix. **Workshop-2: Health Data Bases (MPH Compulsory, Core 1 Credit)**

This course connects with most of the courses in the 1st and 2nd semester of the MPH programme and is likely to be useful for internship/ dissertation and at least two other workshops scheduled in the subsequent semesters. The course will introduce students to secondary data and information sources on key aspects of public health, health care and the health sector in general, that are available in public domain. The focus will be on India, although relevant international databases will also be discussed. The broad areas in which relevant statistics will be explored are demography, vital statistics, disease classification, health outcomes, disease burden, health infrastructure, health manpower and health financing. Some of the non-health macro and micro indicators with implications for health e.g. per capita GDP, public finances (revenue and expenditure), household income and wealth, consumption expenditure, access to basic services like housing, water, sanitation, drainage etc. will also be included.

In addition to the identification of data sources, emphasis will be laid on understanding the concepts, definitions, metadata and methodology in relation to these sources of information. Data visualization and infographics now occupy a central position in analytical approaches to social science. While the methodologies of the same is beyond the scope of this course, students will be made aware of portals and web publications that host such infographics, some of which are under the creative commons licence and can therefore be freely downloaded and used.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled 'Workshop-2: Health Data Bases' (MPH Compulsory, Core 1 Credit) be placed in the next meeting of Academic Council for consideration.

x. **Internship-I (MPH – Compulsory, core 4 credits)**

This course connects with all courses in the 1st and 2nd semester of MPH programme. Specifically this course may build over the 'Field Practice - 1' course. The course provides opportunity for students to get themselves placed in an agency / institution / community group that are engaged in public health or allied fields and hence to gain sensitivity to diverse social and cultural settings and on issues such as health inequity, challenges in access to services etc. Exposure to field situations and relating it to classroom learning is essential part of public health learning and public health practice. Students will be doing this internship over a period of minimum 30 working days in any public health related *agency / institution / community group*

located anywhere in the country or outside. Students will be supervised and coordinated by faculty members as well as with one or more designated staff from the agency where the student is placed. During this period students will engage in undertaking assignments jointly decided by the student and internship agency with the internship supervising faculty member informed.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled 'Internship-I' (MPH – Compulsory, core 4 credits) be placed in the next meeting of Academic Council for consideration.

xi. Field Practice-II (MPH Compulsory, core 1 credit)

This course connects with all courses in the 1st, 2nd and 3rd semesters of MPH programme

This component aims to provide students with exposure to public health practice. This will be in the form of weekly or fortnightly visits to selected public health agencies such as health care delivery institutions, offices of local self-governments or autonomous bodies with public health related functions like water supply, sanitation, drainage, pest control, food safety, birth and death registration, sites such as wet-markets, landfills, water-treatment plants, organic farms, emission control stations etc., communities, sites where civil society organisations are implementing programs. This will be supervised and coordinated by faculty members. Students will be given exercises to be completed in these visits that will help them to relate with some of the aspects learnt in the theory courses in the respective or in previous semesters like epidemiology, public health nutrition and food security, water, sanitation and environment, health behaviour, promotion and communication. At the end of the semester students will submit a journal which will be evaluated along with periodic presentations students may be asked to make during the semesters either in the campus or in the field sites. Students, either alone or in small groups will visit one or more community setting or a public health agency for a minimum of 4 full days or 8 half-days in this semester.

The following observation was made by the SCAP members regarding the course

1. Separate essential and additional readings
2. Name of the course coordinator should be given
3. The assessment for 1 credit in the field practise can be revised accordingly.

The SCAP accepted the recommendation of BOS and after due deliberation recommends that the MA course titled Field Practice-II (MPH Compulsory, core 1 credit) be placed in the next meeting of Academic Council for consideration subject to incorporation of the suggestions made by the SCAP.

Appendix-4

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SOL
Programme(s)	MA Hindi
Course title	साहित्य का समाजशास्त्र [Sahitya ka Samajshastra]
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	
Course coordinator and team	Hindi faculty

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   समाज विज्ञान और मानविकी का विश्वविद्यालय होने के कारण हमारे विश्वविद्यालय के समाजशास्त्र तथा अंग्रेजी व तुलनात्मक साहित्य तथा रचनात्मक अभिव्यक्ति के कुछेक पाठ्यक्रमों के साथ इस पाठ्यक्रम की संगति अपेक्षित है।

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   None

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

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

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

समाज में साहित्य और साहित्य में समाज की उपस्थिति को समझने से विद्यार्थी समाज की संवेदना को अधिक अच्छी तरह ग्रहण कर सकेंगे। यह पाठ्यक्रम उन्हें सामाजिक बदलाव की प्रक्रिया और सामाजिक आकांक्षा को स्वर देने और उसे सुनने की कुशलता प्रदान करेगा जो हमारे विश्वविद्यालय के लक्ष्य से मेल खाता है।

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

परास्नातक हिंदी के विद्यार्थी के लिए साहित्य का समाजशास्त्र बहुत जरूरी अनुशासन समझा जाता है। इस स्तर पर विद्यार्थी में आलोचनात्मक क्षमता पैदा हो जाने की आशा की जाती है। इसका ध्यान रखते हुए ही उसे परास्नातक पाठ्यक्रम में एक शोधपत्र भी लिखना आवश्यक है। इस पाठ्यक्रम के अध्ययन से वह हिंदी साहित्य का गहन समाजशास्त्रीय विश्लेषण कर सकेगा/गी। इससे उसको लघु शोध के प्रश्नपत्र में बुनियादी सहायता मिलेगी। विद्यार्थी के भीतर साहित्यिक रचनाओं को आलोचनात्मक निगाह से देखने समझने की योग्यता विकसित करने के लिहाज से यह प्रश्नपत्र नितांत उपयोगी साबित होगा।

7. Course Details:

a. Summary:

साहित्य के अध्ययन और अध्यापन में उसकी रचनात्मकता को सामाजिक परिप्रेक्ष्य में रखकर समझने की परिपाटी बहुत समय से चली आ रही है। हिंदी साहित्य को उच्च शिक्षा हेतु जबसे स्वीकार किया गया तभी से उसकी रचनाओं को तत्कालीन युग के साथ जोड़कर देखा जाता रहा। साहित्य के साथ समाज के इस अटूट संबंध को लेखक और पाठक के रूप में उपस्थित माना जाता है। साहित्यिक सृजन के विभिन्न रूपों को भी सामाजिक वातावरण के साथ जोड़कर देखा जाता है। किसी भी रचना को समझने के क्रम में लेखक के जीवन की परिस्थितियों का बयान परोक्ष रूप से उसकी रचना में उसके समय की मौजूदगी की पहचान है। साथ ही रचनाकार के मनोविज्ञान को भी साहित्य की समझ के लिहाज से जानना आवश्यक होता है। साहित्य को समझने की इस विद्या की समझ को गहराई के साथ परिचित कराना इस पाठ्यक्रम का ध्येय है।

b. Objectives:

- साहित्य को सामाजिक परिप्रेक्ष्य में देखने का अभ्यास पैदा करना।
- रचना को रचयिता के मनोविज्ञान के आधार पर विश्लेषित करने की आदत डालना।
- साहित्य में लेखक के साथ ही पाठक के हस्तक्षेप को भी शामिल करने का कौशल विकसित करना।

c. Expected learning outcomes:

- विद्यार्थी साहित्य के गहन और सूक्ष्म विश्लेषण की परम्परा से परिचित होंगे।
- साहित्यकार की मानसिकता को उसके रचनात्मक साहित्य के भीतर पहचान सकेंगे।
- साहित्य के समय की अभिव्यक्ति को तत्कालीन समाज के संदर्भ में व्याख्यायित कर सकेंगे।
- रचनाकार की सामाजिक अवस्थिति को उसकी रचना में देख और समझ सकेंगे।

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

Module One:

साहित्य के समाजशास्त्र की अवधारणा- साहित्य और समाज, लेखक की सामाजिकता, रचना की सामाजिकता, विधाओं का समाजशास्त्र, पाठ और पाठक, रचना में समाज की अभिव्यक्ति।

साहित्य को देखने के समाजशास्त्रीय नजरिये की स्थापना उसके विश्लेषण के रूपवादी रुझान के बरक्स हुई । इस धारणा को स्पष्ट करने के लिए इस अनुशासन के विभिन्न आयामों का निदर्शन आवश्यक है । इसके लिए रचना में समाज को खोजने के पारम्परिक तरीके के साथ ही समाज में रचना की उपस्थिति को देखने का नया तरीका बताना जरूरी है । समाज का घनिष्ठ संबंध समय के साथ होता है और साहित्यिक विधाओं की लोकप्रियता भी समय सापेक्ष रही है । साहित्य का सृजन भी मौखिक से लिखित तथा अब नयी तकनीक से जुड़ता जा रहा है । साहित्य के साथ लेखक का जुड़ाव तो सर्वस्वीकृत है लेकिन पाठक की मौजूदगी के बारे में जानने से साहित्य को देखने के नये द्वार खुलते हैं ।

निर्धारित पाठ:
साहित्य के समाजशास्त्र की भूमिका- मैनेजर पाण्डेय , हरियाणा ग्रंथ अकादमी, पंचकूला, 2003 ।
साहित्य का समाजशास्त्रीय चिंतन, निर्मला जैन, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, 2009 ।
साहित्य का समाजशास्त्र, डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली, 1982 ।
साहित्य का समाजशास्त्र - बच्चन सिंह,लोकभारती प्रकाशन, प्रयागराज, 1998 ।
भक्तिकाव्य का समाज दर्शन- प्रेमशंकर, वाणी प्रकाशन, दिल्ली, 1995 ।
सद्गति या किसी साहित्यिक रचना पर बनी फ़िल्म के जरिए विधाओं की विशेषता का विश्लेषण ।

Module Two:

मार्क्सवाद और साहित्य का समाजशास्त्र- वर्ग संघर्ष और इतिहास, कला और विचारधारा, सामाजिक बदलाव और साहित्य, रचना का सामाजिक प्रयोजन ।
साहित्य के समाजशास्त्र के लिहाज से मार्क्सवाद का महत्व बहुत अधिक रहा है । इस शास्त्र के प्रमुख विद्वान आम तौर पर इससे कमोबेश जुड़े रहे हैं । उन सबके लेखन से साहित्य और कलात्मक सृजन के विभिन्न रूपों के साथ मार्क्स के चिंतन के विभिन्न आयाम खुले हैं । इस नाते इतिहास के विकास के ढांचे और उसकी प्रक्रिया को समझने से सृजनात्मक अभिव्यक्तियों के साथ उसके संबंध को देखना आसान हो जायेगा । साहित्य में विचारधारा की मौजूदगी का सवाल भी बहसतलब सवाल रहा है । हिंदी आलोचना के भीतर भी इन सवालों के साथ टकराने की लम्बी धारा रही है । उससे परिचय स्नातकोत्तर हिंदी के विद्यार्थी को समृद्ध करेगा

निर्धारित पाठ:
साहित्य और कला, मार्क्स-एंगेल्स, राहुल फ़ाउण्डेशन, लखनऊ, 2006 । ।
मार्क्सवाद और साहित्यालोचन- टेरी ईगलटन (अनुवाद- वैभव सिंह), आधार प्रकाशन, पंचकूला, हरियाणा, 2013 ।

कार्ल मार्क्स: कला और साहित्य चिंतन, संपादक-नामवर सिंह (अनुवाद- गोरख पाण्डेय), राजकमल प्रकाशन, दिल्ली, 2018।

रेमंड विलियम्स, Marxism and Literature, The city and country.

वाल्टर बेंजामिन, Story teller, Thesis on the Philosophy of History.

Module Three

मनोविज्ञान और साहित्य का समाजशास्त्र- चेतन, अचेतन और अवचेतन, इड, अहम और पराअहम, स्नायविक और मानसिक असामान्यता, मनोवैज्ञानिक चित्रण।

किसी भी साहित्यिक रचना में लेखक को मनोवैज्ञानिक चित्रण का सहारा लेना पड़ता है। उपन्यासों के पात्रों के सिलसिले में ऐसा सबसे अधिक होता रहा है। लेखकों का मनोविज्ञान समझना भी साहित्यालोचन में गम्भीर विचार का मुद्दा रहा है। साहित्यिक प्रवृत्तियों के निर्माण में भी सामूहिक चित्तवृत्ति की भूमिका रेखांकित की जाती रही है। स्नायविक और मानसिक असामान्यता का विवेचन साहित्य के प्रसंग में बहुतेरा होता रहा है। हिंदी में मनोवैज्ञानिक चित्रण की सुदीर्घ परम्परा को देखते हुए इस विद्या का परिचय विद्यार्थी की समझ का थोड़ा विस्तार ही करेगा।

निर्धारित पाठ:
मनोविश्लेषण, सिगमंड फ्रायड (अनुवाद- देवेन्द्र वादत्कार), राजपाल एण्ड संस, दिल्ली, 2009।
कला का इतिहास दर्शन, आर्नल्ड हाउजर, ग्रंथशिल्पी, दिल्ली, 2003 (मनोविश्लेषण का अध्याय)।

Module Four:

अस्मितापरक लेखन और साहित्य का समाजशास्त्र- विमर्श और साहित्य, दलित, स्त्री, आदिवासी, किन्नर और विकलांग विमर्श, आत्मकथा की साहित्यिक सामाजिकता, भाषा की भूमिका, नारीवाद और साहित्य।

हिंदी साहित्य के भीतर सबसे नवीन आलोचनात्मक प्रवृत्ति अस्मिता विमर्श है। इसने साहित्य को लम्बे अरसे के बाद सामाजिक समूहों के संदर्भ में देखने की जरूरत पैदा की है। इन अस्मिताओं में समाज के बहुतेरे समुदायों ने अपनी साहित्यिक अभिव्यक्ति के जरिये अपनी मौजूदगी दर्ज की है। साहित्य के भीतर इस विमर्शपरक लेखन ने आत्मकथा को नयी भूमिका प्रधान की है। दलित और स्त्री लेखन ने पारम्परिक भाषा को अपने लिए अपर्याप्त मानकर उसके नये आयाम खोले हैं।

निर्धारित पाठ:
विमर्श और आलोचना, प्रणय कृष्ण, सांस्कृतिक संकुल, इलाहाबाद, 2014।
दलित साहित्य: एक अंतर्यात्रा, बजरंग बिहारी तिवारी, नवारुण प्रकाशन, दिल्ली, 2020।
दलित साहित्य का सौन्दर्यशास्त्र – शरण कुमार लिम्बाले, लोक चेतना प्रकाशन, दिल्ली, 2016।
दलित साहित्य का सौन्दर्यशास्त्र – ओम प्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन, 2008।
किन्नर कथा- तीसरी दुनिया का सच- डॉ. एम्. फिरोज खान, विकास प्रकाशन, दिल्ली, 2016।
नारीवादी राजनीति: संघर्ष एवं मुद्दे, साधना आर्य, निवेदिता मेनन, जिनी लोकनीता, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, 2014।
आत्मकथा की संस्कृति, पंकज चतुर्वेदी, वाणी प्रकाशन, दिल्ली, 2011।

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	साहित्य के समाजशास्त्र की अवधारणा	साहित्य के समाजशास्त्र की अवधारणा का बोध कराना	साहित्य के समाजशास्त्र की भूमिका- मैनेजर पाण्डेय		
2	लेखक की सामाजिकता	लेखक की सामाजिक अवस्थिति और साहित्य पर उसके प्रभावों का बोध	साहित्य के समाजशास्त्र की भूमिका- मैनेजर पाण्डेय		
3	विधाओं का समाजशास्त्र	सामाजिक परिस्थितियों से विधाओं के संबंध का ज्ञान	साहित्य के समाजशास्त्र की भूमिका- मैनेजर पाण्डेय		
4	पाठ और पाठक	रचना और पाठक द्वारा उसके अभिग्रहण का बोध कराना	साहित्य का समाजशास्त्र - बच्चन सिंह,राजकमल प्रकाशन		25% गृहकार्य
5	कला और विचारधारा	कला और विचारधारा के परस्पर संबंधों का निरूपण करना	साहित्य और कला - मार्क्स-एंगेल्स		
6	रचना और सामाजिक प्रयोजन	रचना के सामाजिक प्रयोजन के बारे में बोध कराना	मार्क्सवाद और साहित्यालोचन - टेरी इगल्टन		
7	कला का वर्ग दृष्टिकोण	कलाओं के वर्ग संबंधों के बारे में बोध कराना	मार्क्सवाद और साहित्यालोचन - टेरी इगल्टन		25% मध्य सत्र परीक्षा
8	चेतन, अचेतन, अवचेतन	चेतन, अचेतन और अवचेतन जगत की अवधारणा और साहित्य में उनके अनुप्रयोगों का बोध कराना	मनोविश्लेषण - सिग्मंड फ्रायड		
9	इड, अहम, पराअहम	इड, अहम और पराअहम की अवधारणाओं का बोध कराना	मनोविश्लेषण - सिग्मंड फ्रायड		

10	विमर्श और साहित्य	विमर्श की अवधारणा और साहित्यिक विमर्शों की पृष्ठभूमि से अवगत कराना	विमर्श और आलोचना - प्रणय कृष्ण		25% कक्षा प्रस्तुति
11	आत्मकथा की साहित्यिक सामाजिकता	आत्मकथा विधा के सामाजिक संदर्भों का बोध कराना	आत्मकथा की संस्कृति - पंकज चतुर्वेदी		
12	दलित, स्त्री और आदिवासी विमर्श	दलित, स्त्री और आदिवासी विमर्शों पर चर्चा करना	दलित साहित्य: एक अंतर्यात्रा - बजरंग बिहारी तिवारी		
13	किन्नर व विकलांग विमर्श	किन्नर व विकलांग विमर्श पर चर्चा करना	दलित साहित्य: एक अंतर्यात्रा - बजरंग बिहारी तिवारी		25% सत्रांत परीक्षा

8. Pedagogy:

a. Instructional strategies:

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

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

c. Expertise in AUD faculty or outside
AUD faculty

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

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

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

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

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

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   None

2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per School Rule
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester
5. How does the course link with the vision of AUD?
   यह कोर्स अंबेडकर विश्वविद्यालय के विजन के अनुरूप तुलनात्मक, वैज्ञानिक तथा ऐतिहासिक-समाजशास्त्रीय दृष्टिकोण के आधारों पर प्रतिष्ठित रहेगा। इसमें भारतीय साहित्य के विभिन्न पक्षों तथा उपांगों के बारे से विद्यार्थियों को परिचित कराया जाएगा ताकि वे साहित्य में निहित ऐतिहासिकता, विविधता तथा समानता के विविध आयामों को आत्मसात कर सकें इसके अंतर्गत भारतीय साहित्य के विभिन्न विधागत आयामों के बीच संबंध तथा उनमे उठने वाले अस्मितागत प्रश्नों के बारे में अध्यापन किया जाएगा। अध्ययन की आधुनिक पद्धतियों व आधुनिक दृष्टिकोण को प्रोत्साहित किया जाएगा ताकि आधुनिक समाज एवं लोकतंत्र के निर्माण में भारतीय साहित्य की भूमिका का अकादमिक रेखांकन किया जा सके।
   How does the course link with the specific programme(s) where it is being offered?

   हिंदी साहित्य के विकास के विभिन्न चरणों में हिंदी की क्षेत्रीय भाषाओं के अतिरिक्त अन्य भारतीय भाषाओं का भी ख़ासा प्रभाव रहा है। बांगला, मराठी तथा कई अन्य दक्षिण भारतीय भाषाओं का प्रभाव हिंदी क्षेत्र में कई साहित्यिक आंदोलनों और विमर्शों पर देखा जा सकता है। एक ऐतिहासिक प्रक्रिया के रूप में इन भारतीय भाषाओं के बीच साहित्यिक और सांस्कृतिक आदान- प्रदान की एक लम्बी प्रक्रिया रही है। इस सन्दर्भ में यह पाठ्यक्रम निर्धारित कार्यक्रम में एक महत्वपूर्ण कड़ी के रूप में देखा जा सकता है।

6. **Course Details:**
   a. **Summary:**

b. यह पाठ्यक्रम भारतीय साहित्य की ऐतिहासिक परम्परा और उसमें मौजूद विविधताओं को समझने का आधार प्रदान करता है| भारतीय भाषा साहित्य में होने वाले उतार-चढ़ाव के साथ-साथ बदलती राजनीतिक, सामाजिक परिस्थितियों का एक विशद अध्ययन अपेक्षित है, जिसे चरणबद्ध रूप में विभिन्न मॉड्यूल्स के अंतर्गत समायोजित किया गया है | औपनिवेशिक शासन व्यवस्था के संपर्क और प्रतिरोध दोनों ही स्वरूपों ने कुछ नवीन मूल्यों को जन्म दिया जिनके उत्पाद स्वरुप तमाम सामजिक सांस्कृतिक आंदोलनों का निर्माण हुआ| इन आंदोलनों की परिधि में निर्मित साहित्य ने राष्ट्रीयता की नई परिभाषाएं भी गढ़ीं| नवीन निर्माण ने साहित्य में कई नई विधाओं को भी जन्म दिया| साहित्य में उपन्यास और कहानी का विधागत नवीन रूप भी धीरे-धीरे विभिन्न भारतीय भाषाओं में उभर कर सामने आने लगा| इस पाठ्यक्रम के अंतर्गत उपन्यास के विधागत विकास के साथ-साथ विभिन्न भारतीय भाषाओं में उसके अवदान और औदात्य का मूल्यांकन व विश्लेषण किया जाएगा| कथा साहित्य के विपरीत कविता भारतीय साहित्य में आरम्भ से ही प्रतिष्ठित रही है| आधुनिक समय में इस क्षेत्र में भी कई नवीन प्रवृत्तियों का जन्म हुआ है| इस पाठ्यक्रम में इन नवीन प्रवृत्तियों को भारतीय भाषाओं की कुछ रचनाओं के जरिये परिचयात्मक रूप में प्रस्तुत करने का प्रयास किया जाएगा|

c. Objectives & Expected learning outcomes:

1. भारतीय साहित्य की अवधारणा की समझ विकसित करना |
2. समय-समय पर भारतीय साहित्य को प्रभावित करने वाले विभिन्न साहित्यिक-सांस्कृतिक आन्दोलनों का गहराई के साथ विश्लेषण|
3. विभिन्न भारतीय भाषाओं के साहित्य के ज़रिये भारतीयता का अध्ययन |
4. उपन्यास के विधागत विकास के साथ-साथ विभिन्न भारतीय भाषाओं में उसके योगदान का गहनता के साथ विश्लेषण
5. विभिन्न भारतीय भाषाओं के साहित्य के ज़रिये विद्यार्थियों को अनुवाद एवं तुलनात्मक साहित्य के संदर्भ में सजगता प्रदान करना |

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

माड्यूल-1

भारत की सांस्कृतिक विविधता के अनुरूप भारतीय साहित्य में भी विविधता मौजूद है। भारतीय भाषा साहित्य चारण काव्य, भक्तिकाल, नाथ साहित्य आदि के विभिन्न चरणों को पार कर जब आधुनिक काल में पहुंचा तो आधुनिक भाषाओं के विकास का उसके ऊपर विशेष प्रभाव पड़ा। उतार-चढ़ाव से भरी राजनीतिक गतिविधियों तथा औपनिविशेक प्रभावों के परिणाम स्वरूप साहित्य में नवीन मूल्यों का जन्म होने लगा। जनता की चित्तवृत्ति में परिवर्तन घटित होने लगा तथा साहित्यिक सांस्कृतिक आंदोलनों ने भारतीय साहित्य को गहराई से प्रभावित किया। इस माड्यूल में सघन संवाद, नवीन स्थितियों के प्रति संवेदनशीलता, शास्त्रीय ज्ञानानुशासनों से प्रेरित भारतीय साहित्य की अवधारणा पर विस्तार से विमर्श किया जाएगा तथा अध्यापन के माध्यम से भारतीय साहित्य की निर्मित की जानकारी प्रदान की जाएगी।

निर्धारित पाठ:-

भारतीय साहित्य की अवधारणा

१.परंपरा और भारतीय साहित्य

२.सामाजिक सांस्कृतिक आंदोलन और भारतीय साहित्य

३.स्वतंत्रता आंदोलन और राष्ट्रीय साहित्य का निर्माण

4. विविध विधाएं और भारतीय साहित्य

संदर्भ पुस्तकें

1. डाक्टर नगेंद्र- भारतीय साहित्य
2. के. सच्चिदानंद- भारतीय साहित्यः स्थापनाएं और प्रस्थापनाएं
3. रामविलास शर्मा- भारतीय साहित्य की भूमिका
4. डा रामछबीला त्रिपाठी- भारतीय साहित्य

माड्यूल-2

भारतीय आख्यान परंपरा यूरोप से भिन्न रही है। आरंभिक भारतीय उपन्यास इसीलिए मिथक, इतिहास और यथार्थ को एक साथ व्यक्त करने का प्रयास करते दिखते हैं। उनमें दास्तानगोई-किस्सागोई तथा संस्कृत की कथा-शैलियों की छाप भी उपस्थित है। समाजसुधार तथा उपदेश, नैतिक चेतना की अभिव्यक्ति एवं समकालीन भारतीय समाज की वास्तविकताओं का यथार्थपरक चित्रण इन उपन्यासों की भारतीयता को परिभाषित करता है। इस माड्यूल में भारतीय उपन्यासों की सांस्कृतिक चेतना तथा परिवर्तनशील कालखंड में उनकी अंतर्वस्तु में आते महत्त्वपूर्ण परिवर्तनों के विषय में अध्यापन किया जाएगा।

भारतीय उपन्यास

उपन्यास विधा का उद्भव और विकास

प्रमुख आरंभिक उपन्यास और उपन्यास कला

स्वाधीनता आंदोलन और स्वातंत्र्योत्तर भारत के उपन्यासों का परिचय

उपन्यास और जातीयता

संदर्भ पुस्तकें

1.मीनाक्षी मुखर्जी- अर्ली नावेल्स इन इंडिया, साहित्य अकादमी, दिल्ली, 2002

2.नामवर सिंह- प्रेमचंद और भारतीय समाज, राजकमल प्रकाशन, दिल्ली, 2014

4.उपन्यास का उदय _आयन वाट, हरियाणा साहित्य अकादमी, चंड़ीगढ़

5.उपन्यास और लोक जीवन _ राल्फ फॉक्स, पी पी एच, नई दिल्ली

6.उपन्यास का सिद्धांत _जार्ज लूकाच, मैक्मिलन इंडिया लिमिटेड, नई दिल्ली

7.भारतीय साहित्यः स्थापनाएँ एवं प्रस्तावनाएँ _ के. सच्चिदानंदन, राजकमल, नई दिल्ली

8.उपन्यास और लोकतंत्र- मैनेजर पांडे, वाणी प्रकाशन- 2015

माड्यूल- 3

इस माड्यूल में भारतीय भाषाओं के प्रमुख उपन्यासों का पाठगत अध्ययन किया जाएगा तथा उनके माध्यम से भारत की सांस्कृतिक-सामाजिक विविधता से परिचय कराने के साथ-साथ प्रमुख मुद्दों व सरोकारों को लेकर उनमें उपस्थित समानता से भी अवगत कराया जाएगा। राष्ट्रीयता, देशप्रेम, दलित-स्त्री प्रश्न तथा नवजागरण संबंधी मूल्यों की अभिव्यक्ति इन उपन्यासों में किस प्रकार से होती है, इसके विषय में विद्यार्थियों को जागरूक किया जाएगा। इन उपन्यासों के अध्ययन के माध्यम से भारतीय साहित्य तथा अनुवाद के संबंधों के बारे में भी सजगता पैदा की जा सकेगी।

प्रमुख उपन्यास और उनका विश्लेषण

गोरा (रवींद्रनाथ टैगोर),
छह बीघा जमीन (फकीर मोहन सेनापति)
संस्कार (यू आर अनंतमूर्ति)
उमराव जान अदा (मिर्जा हादी रुस्वा)
कर्मभूमि (प्रेमचंद)

संदर्भ पुस्तकें

रवींद्रनाथ ठाकुर- गोरा (अनुवाद-अज्ञेय), साहित्य अकादमी
फकीर मोहन सेनापति- छह बीघा जमीन, साहित्य अकादमी
यूआर अनंतमूर्ति- संस्कार, राधाकृष्ण प्रकाशन
मिर्जा हादी रुस्वा- उमराव जान अदा, राजकमल प्रकाशन

माड्यूल - 4

कथा साहित्य की भांति ही विभिन्न भारतीय भाषाओं में आधुनिक भारतीय काव्य में भी नवीन प्रवृत्तियों का उदय होता है जिनके माध्यम से मानववाद, रहस्यवाद, प्रकृति का चित्रण, नवजागरण संबंधी प्रवृत्तियों की अभिव्यक्ति संभव होती है। भारतीय जनजागरण से इस कविता का गहरा संबंध लक्षित किया जा सकता है। काव्य न केवल अपनी काव्यशास्त्रीय परंपरा के प्रति सजग है बल्कि अब समकालीनता से अभिन्न रूप से जुड़ा है तथा आधुनिक सामाजिक लक्ष्यों की प्राप्ति के मानवीय उद्योग को चित्रित करने में रुचि रखता है। इस माड्यूल में कुछ प्रमुख भारतीय भाषाओं के कवियों के बारे में परिचयात्मक जानकारी प्रदान की जाएगी तथा तत्संबंधी कविताओं के उदाहरणों को प्रस्तुत किया जाएगा।

भारतीय कविता में आधुनिक प्रवृत्तियों का आरंभ और उसका रूपांतरण

(प्रमुख प्रवृत्तियाँ, आंदोलन, वैचारिक आधार)

प्रमुख कवि और उनकी कविता

रवींद्रनाथ ठाकुर (बंग्ला)
(सोने की नाव, प्रथम दिन का सूर्य)
सुब्रहमण्यम भारती (तमिल)

18. रवींद्रनाथ ठाकुर- रवींद्रनाथ की कविताएं (अनु- हजारी प्रसाद द्विवेदी, दिनकर, भवानी प्रसाद मिश्र), साहित्य अकादमी
19. टीएमसी रघुनाथन- सुब्रहमण्यम भारती, युग और चिंतन, साहित्य अकादमी
20. केएम जार्ज- कुमारन आशान, साहित्य अकादमी
21. भोलाभाई पटेल- उमाशंकर जोशी, साहित्य अकादमी

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e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	भारतीय साहित्य की अवधारणा	भारतीय साहित्य का परिचय	डाक्टर नगेंद्र- भारतीय साहित्य के. सच्चिदानंद- भारतीय साहित्यः स्थापनाएं और प्रस्थापनाएं	------	-----
2	परंपरा और भारतीय साहित्य	भारतीय साहित्य का परिचय	डाक्टर नगेंद्र- भारतीय साहित्य के. सच्चिदानंद- भारतीय साहित्यः स्थापनाएं और प्रस्थापनाएं, रामविलास शर्मा- भारतीय साहित्य की भूमिका	--------	-------
3	सामाजिक सांस्कृतिक आंदोलन, स्वतंत्रता आंदोलन और भारतीय साहित्य	भारतीय साहित्य का परिचय	डाक्टर नगेंद्र- भारतीय साहित्य के. सच्चिदानंद- भारतीय साहित्यः स्थापनाएं और प्रस्थापनाएं	----------	30 percent (after 3 week)- Home Assignment- 1
4	प्रमुख आरंभिक उपन्यास और उपन्यास	भारतीय साहित्य का परिचय	मीनाक्षी मुखर्जी-	----------	

(निर्भय, जा जर्जरित भारत जा)
कुमारनआशान (मलयालम)
(स्वतंत्रगाथा, चंडालभिक्षुकी)
कुसुमाग्रज (मराठी)
(रीढ़, क्रांति की जयजयकार)
उमाशंकर जोशी (गुजराती)
(छोटा मेरा खेत, आत्मसंतोष)
फिराक गोरखपुरी (उर्दू)
(हमसे फिराक अक्सर छिप छिपकर, कोई नई जमीं हो नया आसमां भी हो)

संदर्भ पुस्तकें

रणजीत साहा- रवींद्र मनीषा, साहित्य अकादमी
रवींद्रनाथ ठाकुर- रवींद्रनाथ की कविताएं (अनु- हजारी प्रसाद द्विवेदी, दिनकर, भवानी प्रसाद मिश्र), साहित्य अकादमी
टीएमसी रघुनाथन- सुब्रहमण्यम भारती, युग और चिंतन, साहित्य अकादमी
केएम जार्ज- कुमारन आशान, साहित्य अकादमी
भोलाभाई पटेल- उमाशंकर जोशी, साहित्य अकादमी

संदर्भ पुस्तकें

1. डाक्टर नगेंद्र- भारतीय साहित्य, प्रभात प्रकाशन, 2004
2. डाक्टर नगेंद्र- भारतीय साहित्य का समेकित इतिहास (संपा), हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
3. के. सच्चिदानंद- भारतीय साहित्यः स्थापनाएं और प्रस्थापनाएं, राजकमल प्रकाशन, दिल्ली, 2012
4. रामविलास शर्मा- भारतीय साहित्य की भूमिका, राजकमल प्रकाशन,
5. डा रामछबीला त्रिपाठी- भारतीय साहित्य, वाणी प्रकाशन, दिल्ली
6. मीनाक्षी मुखर्जी- अर्ली नावेल्स इन इंडिया, साहित्य अकादमी, दिल्ली, 2002
7. रेमंड विलियम्स- द कंट्री एंड द सिटी, विनटेज क्लासिक्स, 2016
8. नामवर सिंह- प्रेमचंद और भारतीय समाज, राजकमल प्रकाशन, दिल्ली, 2014
9. इंद्रनाथ मदान- आधुनिकता और हिंदी उपन्यास, राजकमल प्रकाशन, दिल्ली
10. उपन्यास का उदय _आयन वाट, हरियाणा साहित्य अकादमी, चंड़ीगढ़
11. उपन्यास और लोक जीवन _ राल्फ फॉक्स, पी पी एच, नई दिल्ली
12. उपन्यास का सिद्धांत _जार्ज लूकाच, मैक्मिलन इंडिया लिमिटेड, नई दिल्ली
13. भारतीय साहित्यः स्थापनाएँ एवं प्रस्तावनाएँ _ के. सच्चिदानंदन, राजकमल, नई दिल्ली
14. उपन्यास और लोकतंत्र- मैनेजर पांडे, वाणी प्रकाशन- 2015
15. वैभव सिंह- भारतीय उपन्यास और आधुनिकता, आधार प्रकाशन, पंचकूला, 2012
16. वाल्टर बेंजामिन- द स्टोरी टेलर (निबंध)
17. रणजीत साहा- रवींद्र मनीषा, साहित्य अकादमी

	कला		अर्ली नावेल्स इन इंडिया, साहित्य अकादमी, दिल्ली, 2002 .नामवर सिंह- प्रेमचंद और भारतीय समाज, राजकमल प्रकाशन, दिल्ली, 2014		
5	स्वतंत्रता संग्राम और स्वातंत्र्योत्तर उपन्यास, उपन्यास और जातीयता	भारतीय साहित्य का परिचय	उपन्यास और लोकतंत्र- मैनेजर पांडे, प्रेमचंद और भारतीय समाज- नामवर सिंह,	----------	
6	गोरा- एक विवेचन	भारतीय साहित्य का परिचय	गोरा	----------	--20 percent after 3 week – Home Assignment -2
7	छह बीघा जमीन – एक विवेचन	भारतीय साहित्य का परिचय	छह बीघा जमीन	----------	----------
8	संस्कार और उमराव जान अदा- एक विवेचन	भारतीय साहित्य का परिचय	संस्कार और उमराव जान अदा	----------	
9	भारतीय कविता- प्रवृत्तियां, आंदोलन, वैचारिक आधार	भारतीय साहित्य का परिचय		----------	20 percent after 3 week- Mid Sem -3
10	रवींद्रनाथ ठाकुर और सुब्रहमण्यम भारती	भारतीय साहित्य का परिचय	साहित्य अकादमी मोनोग्राफ	----------	----------
11	कुमारन आशान और कुसुमाग्रज	भारतीय साहित्य का परिचय	साहित्य अकादमी मोनोग्राफ	----------	----------
12	उमाशंकर जोशी और फिराक गोरखपुरी	भारतीय साहित्य का परिचय	मोनोग्राफ	----------	30 per cent (after 3 week)- End Sem Assesment-4

7. **Pedagogy:**

a. Instructional strategies:

क्लासरूम अध्यापन, विशिष्ट व्याख्यान और भाषा सर्वेक्षण पद्धति

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

None

c. Expertise in AUD faculty or outside
AUD faculty

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

None

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

12/04

Signature of the Dean of the School

Ambedkar University, Delhi

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

School/Centre proposing the course	SOL
Programme(s)	MA Hindi
Course title	नाटक व अन्य गद्य विधाएँ [Natak v anya gadya vidhayen]
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other)	Core
Level (Pre-Doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	TBD
Course coordinator and team	Hindi Faculty

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

नाटक के अध्ययन आधारित अंग्रेजी एमए के पाठ्यक्रमों के अतिरिक्त यह पाठ्यक्रम हिंदी एम ए कार्यक्रम में पढ़ाए जाने वाले कई पाठ्यक्रमों, ख़ासकर रचनात्मक साहित्य से संगति में है।

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

None

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

As per School Rule

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

4th Semester

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

नाटक, एकांकी व अन्य रचना विधाओं के आलोचनात्मक अध्ययन के जरिये विद्यार्थी समाज से इनकी संगति को समझ सकेंगे और इस क्रम में एक न्यायपूर्ण, बराबरी आधारित समाज से लक्ष्य की समझ विकसित कर सकेंगे जो अम्बेडकर विश्वविद्यालय दिल्ली के आदर्शों के अनुरूप है।

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

परास्नातक हिंदी के विद्यार्थी के लिए इस पाठ्यक्रम का अध्ययन इसलिए आवश्यक है क्योंकि इस पाठ्यक्रम के जरिये वह हिंदी के सांस्कृतिक भंडार में मौजूद कविता-कहानी के भंडार के अलावा अन्य रचना विधाओं के ख़ज़ाने का अभी अध्ययन कर सकेगा और इस तरह विधाओं की विविधता से वाकिफ हो सकेगा।

Course Details:

a. Summary:

नवजागरण व उसके साथ विकसित होती आधुनिकता ने हिंदी में गद्य पर्व का विकास किया। जनता की चित्तवृत्ति बदल रही थी, इसका असर साहित्य पर पड़ना अवश्यम्भावी था। हिंदी के बहुविध विस्तार के उस दौर में पुरानी परम्पराओं का नवीकरण हुआ और उन्हें समकालीन बनाया गया। इन्हीं आलोड़नों के बीच रचनात्मक गद्य की विभिन्न विधाएँ सामने आयीं। कथा साहित्य के अलावा नाटक, एकांकी, निबंध, आत्मकथा, संस्मरण, रिपोर्ताज, जीवनी, रेखाचित्र, यात्रा वृत्तांत जैसी नाना विधाएँ साहित्य के परिसर में फलने-फूलने लगीं। प्रस्तावित पाठ्यक्रम इन्हीं कथेतर [उपन्यास-कहानी के अतिरिक्त] रचनात्मक गद्य विधाओं पर केंद्रित है।

b. Objectives:

- हिंदी साहित्य के रचना भंडार और परंपरा से विद्यार्थियों को परिचित कराना।
- विद्यार्थी में विधाओं की और उनके अंतरसंबंधों की समझ विकसित करना।
- विद्यार्थी को विभिन्न रचना विधाओं के आलोचनात्मक मूल्यांकन में सक्षम बनाना।

c. Expected learning outcomes:

- विद्यार्थी नाटक आदि विभिन्न विधाओं का परिचय हासिल कर सकेंगे।
- विद्यार्थी इन विधाओं के आपसी सम्बन्धों को समझ सकेंगे।
- विद्यार्थी इन रचनाओं के आलोचनात्मक विश्लेषण में सक्षम हो सकेंगे।
- इन विधाओं की रचनात्मक परंपरा के उद्भव व विकास को समझ सकेंगे।

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

माड्यूल 1:
नाटकों पर आधारित इस माड्यूल में पहले विद्यार्थी नाटक विधा के उद्भव-विकास का ध्ययन करेंगे। संस्कृत, लोक व पारसी आदि नाट्य परम्पराओं से हिंदी नाटक का सम्बंध भी इस माड्यूल का हिस्सा होगा। साथ ही नाटक और रंगमंच के सम्बन्धों का अध्ययन भी इस माड्यूल का हिस्सा होगा। हिंदी नाटक की परंपरा के प्रतिनिधित्व के लिहाज से इस माड्यूल में कुल छः नाटक सम्मिलित किए गए हैं जिनमें से विद्यार्थी को कोई चार नाटक पढ़ने होंगे। माड्यूल में उपस्थित नाटक अंधेर नगरी, औपनिवेशिक शासन और सत्ता की कठोर आलोचना करता है और आज भी प्रासंगिक है। ध्रुवस्वामिनी नाटक पुरानी सभ्यता में स्त्री प्रश्न पर बहस करते हुए आज के स्त्री विमर्श से जुड़ता है। मिथक के जरिये साभ्यतिक संकट की मीमांसा करने वाला काव्य नाटक अंधा युग, आधुनिकता की मुश्किलों से जूझने वाला नाटक आधे-अधूरे, विद्रोही संत कबीर के जरिये सामाजिक कृतियों पर सवाल उठाता कबिरा खड़ा बाजार में और आधुनिक भारत की संस्थाओं में जातिगत भेदभाव को रेखांकित करने वाला नाटक कोर्ट मार्शल इस माड्यूल में सम्मिलित अन्य कृतियाँ हैं।

निर्धारित पाठ:
नाटक: [कोई तीन]

1. अंधेर नगरी: भारतेंदु
2. ध्रुवस्वामिनी: जयशंकर प्रसाद
3. अंधा युग: धर्मवीर भारती
4. आधे-अधूरे: मोहन राकेश
5. कबिरा खड़ा बाज़ार में: भीष्म साहनी
6. कोर्ट मार्शल: स्वदेश दीपक

माड्यूल 2:
इस माड्यूल में विद्यार्थी चुनिंदा एकांकियों और निबंधों का विश्लेषण पढ़ सकेंगे। एकांकी का इतिहास व उसका नाटक से अंतर बताते हुए यह माड्यूल प्रथम खंड में हिंदी के प्रतिनिधि टीम एकांकियों की रंगमंचीयता व पाठ-आलोचना में विद्यार्थियों को सक्षम बनाएगा। आधुनिक जीवन की विसंगतियों और मिथकों की पुनर्व्याख्या पर आधारित इन एकांकियों के रंग व पाठ अध्ययन के जरिये विद्यार्थी प्रदर्शन कला और पाठ की आलोचना के नज़रियों से पाठ का अध्यायन कर सकेंगे। माड्यूल का दूसरा हिस्सा हिंदी निबंध की परिभाषा व विकास का अध्ययन करते हुए प्रमुख निबंधकारों के परिचय व उनके प्रतिनिधि पाठ का आलोचनात्मक विश्लेषण होगा। निबंध विधा की रूप-बहुलता का अध्ययन करते हुए विद्यार्थी इस माड्यूल में कथ्य और चिंताओं के स्तर पर हिंदी निबंध के विकास को भी समझ सकेंगे।

निर्धारित पाठ:

एकांकी: [कोई दो]

1. स्ट्राइक: भुवनेश्वर
2. लक्ष्मी का स्वागत: उपेंद्रनाथ अश्क
3. विभाजन: विष्णु प्रभाकर
4. महाभारत की एक सांझ: भारत भूषण अग्रवाल

निंबध:

1. आत्मर्निभरता: बालकृष्ण भट्ट
2. शिवशम्भु के चिट्ठे [कोई एक]: बालमुकुंद गुप्त
3. लोकमंगल की साधनावस्था: रामचंद्र शुक्ल
4. अशोक के फूल : हज़ारी प्रसाद द्विवेदी
5. छितवन की छाँह [मेरे राम का मुकुट भीग रहा है] : विद्यानिवास मिश्र
6. प्रिया नीलकंठी [उत्तर फाल्गुनी के आस-पास]: कुबेरनाथ राय

माड्यूल 3:

तीसरा माड्यूल आधुनिक काल में उपजी विधा आत्मकथा और जीवनी पर केंद्रित होगा। हिंदी में आत्मकथा लेखन की पृष्ठभूमि व उसके सतत विकास की प्रक्रियाओं का अध्ययन करते हुए विद्यार्थी स्वाधीनता पूर्व भारत में लिखी गयी महत्वपूर्ण आत्मकथा अपनी खबर पढ़ेंगे जिसमें ग़रीबी और सांस्कृतिक पिछड़ेपन को आधार बनाया गया है। आज़ाद भारत में अस्मिता र्विमश के उभार के साथ दलित और स्त्री आत्मकथाओं ने साहित्य को देखने के मानदंड बदल दिए हैं। इस माड्यूल में हम अस्मिता र्विमश को आगे बढ़ाने वाली ओमप्रकाश वाल्मीकि, तुलसीराम और प्रभा खेतान की आत्मकथाओं का अध्ययन करेंगे। आत्मकथा से जीवनी का अंतर प्रतिपादित करते हुए यह माड्यूल हिंदी में जीवनी लेखन के इतिहास पर चर्चा करेगा और इस क्रम में महान बांग्ला रचनाकार शरदचंद्र की विष्णु प्रभाकर द्वारा लिखित जीवनी आवारा मसीहा का आलोचनात्मक अध्यायन करेगा।

निर्धारित पाठ:

आत्मकथा:

1. अपनी खबर: उग्र
2. जूठन: ओमप्रकाश वाल्मीकि
3. मुर्दहिया: तुलसीराम
4. शिंकजे का दर्द: सुशीला टाकभौरे

जीवनी:

1. आवारा मसीहा: विष्णु प्रभाकर

माड्यूल 4:

यह माड्यूल यात्रा-वृत्तांत, पत्र, रेखाचित्र और संस्मरण विधाओं पर केंद्रित होगा। विद्यार्थी इस माड्यूल में इन विधाओं के उद्भव, विकास और परस्पर सम्बन्धों का अध्ययन करते हुए चुनिंदा पाठों का आलोचनात्मक विश्लेषण कर सकने में सक्षम हो सकेंगे। दूसरे विश्वयुद्ध में मित्र राष्ट्रों की सेना में काम करते हुए विभिन्न स्थानों के तजुर्बों और यात्रा विवरणों का वर्णन अरे यायावर रहेगा याद कृति का केंद्रीय कथ्य है, वहीं चीड़ों पर चाँदनी र्निमल जी के आइस्लैंड और जर्मनी जैसे मुल्कों के जीवंत वर्णन के नाते प्रसिद्ध रहा है। किन्नर देश में हिमाचल प्रदेश में तिब्बत सीमा पर सतलुज नदी की उपत्यका में बसे सुरम्य इलाक़े किन्नौर की यात्रा-कथा है तो ऋणजल-धनजल साल 1966 में दक्षिणी बिहार में पड़े सूखे के वक्त रेणु की दिनमान-संपादक और कवि-कथाकार 'अज्ञेय' के साथ की गयी यात्रा का वर्णन है। यशस्वी चिंतक आचार्य हज़ारीप्रसाद द्विवेदी संबंधी संस्मरण व्योमकेश दरवेश में शामिल हैं। पत्र निजी के साथ ही सामाजिक दुनिया के आइने भी हते हैं, इस आधार पर इस माड्यूल में प्रेमचंद और मुक्तिबोध के पात्रों का अध्ययन प्रस्तावित है। संस्मरणों का ही गैर विवरणात्मक संक्षिप्त तटस्थ रूप रेखाचित्र है जिसके नमूने के रूप में विद्यार्थी महादेवी वर्मा की स्मृति की रेखाएँ से चुनिंदा रेखाचित्र पढ़ेंगे।

निर्धारित पाठ:

यात्रा वृत्तांत व संस्मरण : [कोई दो]

1. अरे यायावर रहेगा याद [माजुली]: अज्ञेय
2. किन्नर देश में [अंश] : राहुल सांकृत्यायन
3. ऋणजल-धनजल [अंश] : रेणु
4. माटी की मूरतें [अंश]: बेनीपुरी

पत्र:

1. प्रेमचंद: चिट्ठी-पत्री [चुनिंदा]
2. मित्र सम्वाद: [चुनिंदा]

रेखाचित्र:

1. मेरा परिवार [सोना हिरणी और कुब्जा]: महादेवी वर्मा

सहायक ग्रंथ:

1: हिंदी नाटक, बच्चन सिंह, राधाकृष्ण प्रकाशन, 2008
2: हिंदी निंबध साहित्य का सांस्कृतिक अध्ययन, डॉ बाबूराम, वाणी प्रकाशन, 2002
3: हिंदी एकांकी: उद्भव और विकास, रामचरन महेंद्र, साहित्य प्रकाशन, 2007
4: आत्मकथा की संस्कृति, पंकज चतुर्वेदी, वाणी प्रकाशन, 2011
5: कथेतर गद्य विधाएँ: विविध विमर्श, राहुल भदाणे, प्रशांत प्रकाशन, 2019

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	अंधेर नगरी: भारतेंदु ध्रुवस्वामिनी: जयशंकर प्रसाद	नाटक विधा की आलोचनातमक समझ बनाना, औपनिवेशिक भारत की सत्ता समीक्षा व अतीत के पुनर्मूल्यांकन की समझ विकसित करना	पाठ विवरण कृपया हर माड्यूल के अंत में देखें।		
2	अंधा युग: धर्मवीर भारती आधे-अधूरे: मोहन राकेश	मिथकों की समकालीन संदर्भों में पुनर्व्याख्या और आधुनिक जीवन के संत्रास की समझ बनाना			
3	कबिरा खड़ा बाज़ार में: भीष्म साहनी	भारतीय समाज में जाति व धर्म के प्रश्नों पर समझ विकसित करना			25% गृहकार्य
4					

	स्ट्राइक: भुवनेश्वर लक्ष्मी का स्वागत: उपेंद्रनाथ अश्क विभाजन: विष्णु प्रभाकर महाभारत की एक सांझ: भारत भूषण अग्रवाल	एकांकी विधा की रंग व पाठ आलोचना की समझ विकसित करना			
5	आत्मर्निभरता: बालकृष्ण भट्ट शिवशम्भु के चिट्ठे [कोई एक]: बालमुकुंद गुप्त लोकमंगल की साधनावस्था: रामचंद्र शुक्ल	निंबध विधा की आलोचनात्मक समझ बनाना, औपनैवेशिक सत्ता के प्रतिरोध के विविध वैचारिक आयामों की पड़ताल			
6	अशोक के फूल: हज़ारी प्रसाद द्विवेदी छितवन की छाँह [मेरे राम का मुकुट भीग रहा है]: विद्यानिवास मिश्र प्रिया नीलकंठी [उत्तर फाल्गुनी के आस-पास]: कुबेरनाथ राय	संस्कृतिं सबंधी चिंतन व ललित गद्य के सौंदर्य की मीमांसा			25 % कक्षा प्रस्तुति
7	अपनी खबर: उग्र शिंकजे का दर्द: सुशीला टाकभौरे	आत्मकथा विधा की विशिष्टताएँ समझना, ग़ुलाम भारत में ग़रीबी व विपन्नता के साहित्यिक निरूपण का लेखा-जोखा, स्त्री अस्मिता के अवयवों की आलोचनात्मक शिनाख्त करना।			
8	जूठन: ओमप्रकाश वाल्मीकि	भोगा हुआ यथार्थ की			

	मुर्दहिया: तुलसीराम	अवधारणा और वंचित समुदाय के जीवन की रचनात्मक अभिव्यक्ति का निरूपण।			
9	आवारा मसीहा: विष्णु प्रभाकर	साहित्यकार के बनने की प्रक्रिया का विश्लेषण।			25% सेमिनार
10	अरे यायावर रहेगा याद: अज्ञेय किन्नर देश में: राहुल सांकृत्यायन ऋणजल-धनजल: रेणु माटी की मूरतें [अंश]: बेनीपुरी	देश के भीतर और बाहर की यात्राओं के विवरणों के जरिये सौंदर्यबोधीय अन्य की पहचान और व्यक्ति-समाज के द्वित्त की समझ विकसित करना।			
11	प्रेमचंद: चिट्ठी-पत्री [चुनिंदा] मित्र सम्वाद: [चुनिंदा]	निजी व सार्वजनिक के अंतर्सम्बंधों का पत्रों के जरिये विश्लेषण			
12	मेरा परिवार [सोना हिरणी और कुब्जा]: महादेवी	मानवेतर जगत की आलोचनात्मक समझ विकसित करना			25% सत्रांत परीक्षा

7. Pedagogy:

a. Instructional strategies:

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

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

None

c. Expertise in AUD faculty or outside

AUD faculty

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

None

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

संलग्नक **2**

Proposed Program Structure

This MA Hindi Course will be of 2 years spanning over 4 semesters. In this duration every student has to earn 64 credits. The course will comprise of 8 core courses of 32 credits. Student will earn rest of 32 credits from elective courses and dissertation. Elective courses will be offered by the Hindi program but at the same time students will have a certain degree of freedom to choose the elective courses from other programs and schools. Figure 1 provides the course structure over 4 semesters:

a) Core courses: Core courses are compulsory for MA Hindi students. A total of 8 core courses, worth 32 credits are offered over 4 semesters in the following manner: 2 core courses each in the first and second semester each; 3 core courses in the third semester; and finally, one core course in the fourth semester.

b) Elective Courses: It offers a choice of electives which include both courses building upon core courses and courses which have different themes. Courses in this basket are offered in each of the 4 semesters. Four elective courses will be offered in semester 1, 2 and 4. Students can choose any 2 elective courses from the offered courses. Two elective courses will be offered in semester 3. Students will have option of choosing one course in this semester.

c) Dissertation. An original research dissertation/internship/ seminar paper/creative production in the fourth semester worth 8credits

Masters Degree: A total of 64 credits including a dissertation must be completed for a Masters degree. The students are free to choose any combination of electives offered for concerned semester by the MA Hindi program. They may also choose a maximum of 8 credits (over 4 semesters) from any other school/program in the University.

Figure 1: MA Hindi program structure

	Core Courses	Elective Courses Offered
Semester 1	2	4
Semester 2	2	4
Semester 3	3	2
Semester 4	1, and Dissertation	2

Semester wise core courses are as following:

Semester	Core	Elective
	1 हिंदी साहित्य का इतिहास 2 आदिकालीन व भक्तिकालीन कविता	1 हिंदी, उर्दू और हिंदुस्तानी 2 लोक साहित्य

1		3 रचनात्मक लेखन 4 जनसंचार की अवधारणा और विकास
2	1 आधुनिक हिन्दी कविता 2 हिंदी का आधुनिक कथा साहित्य	1 दिल्ली और साहित्य 2 प्रवासी हिन्दी साहित्य 3 अस्मिता विमर्श 4 सिनेमा और हिन्दी साहित्य
3	1 भाषा विज्ञान 2 काव्यशास्त्र 3 हिंदी आलोचना	1 बाल साहित्य 2 हिंदी में ज्ञान साहित्य
4	1 नाटक व अन्य गद्य विधायें	1 पाठालोचन 2 साहित्य का समाजशास्त्र 3 लोकप्रिय साहित्य 4 भारतीय साहित्य
4	1 लघुशोध प्रबंध	

11/04

संलग्नक 3

हिन्दी एमए के 'लघु शोध प्रबंध' के विषय में

हिन्दी के प्रस्तावित स्नातकोत्तर पाठ्यक्रम में अंतिम सेमेस्टर में आठ क्रेडिट का लघु शोध प्रबंध लिखना विद्यार्थियों के लिए अनिवार्य होगा। इस शोध की शब्द सीमा 10,000 से 12,000 शब्द होगी। लघु शोध प्रबंध पारंपरिक विषयों के अतिरिक्त पाठ्यक्रम में पढ़ाये गए विविध प्रकार के विषयों से जुड़ा हुआ हो सकता है। उदाहरण के लिए पाठ्यक्रम में प्रस्तावित पत्रकारिता, रचनात्मक लेखन और अनुवाद आदि क्षेत्रों से विषय भी लघु शोध प्रबंध हेतु चुने जा सकते हैं। यह शोध प्रबंध हिन्दी-साहित्य से जुड़ी किसी संस्था, व्यक्ति, पाठ्यक्रम अथवा नीतिगत दस्तावेजों की छानबीन भी हो सकता है। इसके तहत अखबारों, पत्रिकाओं, पुस्तकालयों या विशिष्ट आयोजनों का भी विश्लेषण किया जा सकता है। इस लघु शोध प्रबंध में रचनात्मक लेखन को प्रोत्साहित करने के लिए समूह बनाकर नाट्यलेखन व उसका प्रदर्शन भी हो सकता है। विद्यार्थीगण हिन्दी-उर्दू-पंजाबी-अंग्रेजी में परस्पर अनुवाद कार्य भी लघु शोध प्रबंध के बतौर कर सकते हैं।

शोध कार्य के लिए विषय का चयन विद्यार्थी और उसे आवंटित निर्देशक की रुचि व विशेषज्ञता को ध्यान में रखते हुए आपसी सहमति से होगा। विद्यर्थियों से अपेक्षा की जाती है कि वे अपने निर्देशक से लगातार संपर्क में रहें और मार्गदर्शन प्राप्त करते रहें।

लघु शोध प्रबंध विश्वविद्यालय के हिन्दी के अध्यापकों में से किसी एक के निर्देशन में लिखा जाएगा। लघु शोध प्रबंध का मूल्यांकन उसके निर्देशक को आंतरिक परीक्षक मानकर बाह्य परीक्षक की मौजूदगी में मौखिकी के जरिये सम्पन्न होगा। विद्यार्थी द्वारा प्रस्तुत लिखित पाठ और मौखिकी परीक्षा में विद्यार्थी के प्रदर्शन को मिलाकर लघु शोध प्रबंध का समग्र मूल्यांकन किया जाएगा।

11/04

SVS, BVoc in Retail Management

Semester 3: Advanced Retail Store Operations

School/ proposing the course	School of Vocational Studies
Programme(s)	B Voc - Retail Management
Course title	Advanced Retail Store Operations
Course code	SVS1RM301/Semester 3
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Advance Diploma
Proposed date of launch	WS 2023
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD:** Yes this course has been built on the semester -2 course titled Retail Store Operations. Course code SVS1RM201.

2. **Specific requirements on the part of students who can be admitted to this course:** Those who will be promoted from semester 2 to semester 3 or those who have passed NSQF Level 5.

3. **No. of students to be admitted:** As per AUD norms.

4. **Course scheduling:** Monsoon Semester 2023

5. **How does the course link with the vision of AUD?**
   Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups and further to learn people management skills. Advanced Retail Store Operations course is mostly designed to provide required retail skills related to the supervision of the retail store and equip the students to undertake the job role of Department Manager in the Indian retail industry, apart from becoming an entrepreneur in the retail sector by acquiring such skills related to the understanding of store operations and its management.

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

   Advanced Store Management is an essential part of BVoc- Retail Management course which emphasised on the importance of operations and management of retail stores, and warehouse

management. It is an industry related specialised programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market. Furthermore, this course is also imparting the skills and knowledge essential for a Department Manager in a retail store as well as warehousing management.

7. **Course Details**:

   a. **Summary:**

   This course will enable them to gain the knowledge about the customer management and services. It also familiarizes the students about inventory management, managing and controlling operations. Modules can be taught with the help of role play and casestudies.

   b. **Objectives:**

- To understand Customer relationship management in a retail store
- To analyze manpower and merchandising management and the importance of health,
- To explain Safety and hygiene management in retail sector.

The NOS used for this course are:

a) RAS/NO140 To establish and satisfy customer needs
b) RAS/NO144 To develop individual retail service opportunities
c) RAS/NO122 To help maintain health and safety

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

http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200106%20-%20Retail%20Departmental%20Manager.pdf

   c. **Expected learning outcomes:**

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

- Develop Understanding of managing customer relationship,
- Manage manpower planning and also
- manage the procurement of merchandise,
- Able to keep a healthy, safe and hygienic retail store.

   d. **Overall structure:**

   The course contains four modules which are managing customer and customer service, Managing manpower, Managing merchandise and Managing health, hygiene and safety.

Module I: Managing customers and customer service

This module will introduce to topics such as customers classification, customer service, customer recovery and customer satisfaction

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Classification of retail customers & Identification of customers,	Understand the concept of customers classification, customer service, customer recovery and customer satisfaction	Thomas, C., & Heil, G. (2005). *Employee Management and Customer Service in the Retail Industry* (1st ed.). Wiley.	M. (2009). *Exam Prep for Employee Management and Customer Service in the Retail Industry by Heil & Thomas, 1st Ed.* MznLnx.	Assignment-1 (15%)
1.2	Customer classification and customer loyalty. Segmentation methods, Evaluation of segmentation, Segmentation of different type of retail store popular methods of segmentation				
1.3	Customer service and Service recovery, good Customer service, exceptional customer service, need of customer Service				
1.4	Service recovery programs, Service recovery and customer satisfaction, secrets of customer Service recovery				

Module II: Managing Manpower

This module will introduce to various aspects of Retail organisation structure

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Types of retail organization structure, Facts about the structure	1. Develop understanding about the Retail organisation structure 2. Acquire the knowledge of Manpower planning in retail store.	Thomas, C., & Heil, G. (2005). *Employee Management and Customer Service in the Retail Industry* (1st ed.). Wiley.	M. (2009). *Exam Prep for Employee Management and Customer Service in the Retail Industry by Heil & Thomas, 1st Ed.* MznLnx.	Assignment-2 (15%)
2.2	Management personnel and training. Manpower planning, meaning, factors, objectives and principles, planning and development process.				
2.3	Job analysis and Job Description, importance of job analysis and description, difference between job analysis and job description				
2.4	Recruitment, recruitment process, Learning and Development				

Module III: Managing Merchandise

This module will explain about various concepts of Understanding merchandising management

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Understanding merchandising management, merchandise	1.Develop understanding about the	Liraz, M.	Donnellan, J.	Assignment-3 (15%)

	strategy, merchandise handling, merchandise management process	merchandising management 2.Acquire the concepts of supply chain and warehousing	(2013). *Guide to Effective Retail Merchandise Management - A Step by Step Guide to Merchandising in a Retail Store*. Liraz Publishing.	(2013). *Merchandise Buying and Management* (4th ed.). Fairchild Books.	
3.2	Supply chain, warehousing, retail supply chain management, warehouse management, Managing merchandising cost and quality, proper merchandising and quality management system, cost reduction				
3.3	Merchandising display, window display guide, retail concepts and visual merchandising, merchandising display and store design. Store capacity and basic formats				
3.4	Sustainability approach towards managing Merchandise. Customer experience Vision				

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Module IV: Managing health, hygiene and safety

This module will introduce to various concepts such as Compliance for procedures and legal requirements

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Compliance for procedures and legal requirements, steps to ensure compliance with policies and procedure	1. Acquire the concepts of Compliance for procedures and legal requirements in Retail store 2. Build understanding about Compliance for procedures and legal requirements	Pradhan, S. (2012). *Retailing management: Text and cases*. Tata McGraw-Hill.	Reese, C. D. (2017). *Occupational Health and Safety Management: A Practical Approach, Third Edition* (3rd ed.). CRC Press.	Assignment-4 (15%)
4.2	Reporting & managing during the emergency and accidents situations Planning for evacuation Health and safety requirements Planning for prompt action Handling equipment and materials				
4.3	Various acts and legalities associated with health, hygiene and safety				

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

3. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook.

b. Special needs: Retail Lab has been proposed inside the campus to cover the

practical aspects of this component

c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.

d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart and Lacoste etc.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Visual Merchandising

School proposing the course	School of Vocational Studies
Programme(s)	B Voc - Retail Management
Course title	Visual Merchandising
Course code	SVS1RM302/ 3rd semester
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	B Voc Advance Diploma
Proposed date of launch	January 2023
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   Yes this course has been built on the semester -2 courses titled Introduction to Retail. Course code SVS1RM101

2. **Specific requirements on the part of students who can be admitted to this course:**
   Those who will be promoted from semester 2 to semester 3 or those who have passed NSQF Level 5

3. **No. of students to be admitted:** Those who will be promoted from semester 2 to semester 3

4. **Course scheduling:** Winter Semester 2023

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

AUD has a continuous endeavour to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely towards building understanding and acquiring skills towards the cause of marginalized groups. Visual Merchandising course is mostly designed to improve to understand and acquire the visual merchandising skills for our aspiring students so that they can undertake the job role of department manager and can execute the visual merchandiser skills in the Indian retail industry, apart from becoming an entrepreneur in the retail sector by acquiring such skills related to creating eye-catching product displays, store layouts, and design in order to attract customers and encourage them to buy the product.

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

Visual Merchandising is an essential part of BVoc- Retail Management course which emphasised on the importance of merchandise in retail sector. It is an industry related specialised programme. The programme is in alignment with National Skill Qualifications

Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market. Furthermore, this course will enable students to develop skills such as creating eye-catching product displays, store layouts, and design in order to attract customers and encourage them to buy the product.

7.Course Details:

a. Summary: This course has been designed for the students to teach them about the store atmosphere. It focuses on basics of visual merchandising and its operations in the store.

b. Objectives: The objective of the course 'Visual Merchandising' is to

- To enable the students to put up products on display in a retail store,
- To recognise and Regularly check displays and deal with substandard produce on display to enhance choice to customers,
- To interpret design briefs for retail displays,
- To analyse how to get hold of merchandise and props to be featured in retail displays.

The NOS used for this course is RAS/N0139.

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

http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200106%20-%20Retail%20Departmental%20Manager.pdf

c. Learning outcomes:
On completion of the course, the students will be able to: -

- Develop products on display in retail stores and enhance customers' choices,
- to interpret design briefs and also will be able to get hold of merchandise
- Know about Props and feature them for retail displays.

d. Overall Structure:
This course contains three modules, *Store Environment*, *Introduction to Visual Merchandising* and *Visual Merchandising Operation* which will help the learners to understand the basics of visual merchandising.

Module I: Store Environment
This module will explain about the various aspects of store environment

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Store Imagery, brands and image, overview of display	1. Develop understanding about the core elements of	Morgan, T. (2021). *Visual*	Pegler, M. M., & Kong, A.	Assignment-1 (15%)

1.2	Elements of composing store environment, Space Mix, Area Mix, Merchandise & the merchandise types Circulation, free flow, grid, race track	store environment in the context of Visual Merchandising	*Merchandising : Window Displays and In-store Experience* (4th ed.). Laurence King Publishing.	(2018). *Visual Merchandising and Display: Studio Instant Access* (7th ed.). Fairchild Books.	
1.3	Herringbone and Spine				

Module II: Introduction to Visual Merchandising.

This module will cover the basic idea of visual merchandising

Module	**Plan / Theme / Topic**	**Objective(s)**	**Core Reading (with no. of pages)**	**Additional Suggested Readings**	**Assessment (weights, modes, scheduling)**
2.1	History of Visual Merchandising and Linkage between various cultures and its impact on merchandising Definition Visual Merchandising , AIDCS (All I Do Can Sell), Visual merchandising is the practice in the retail	1. Find the basic idea of visual merchandising and display in a retail store 2. Acquire the knowledge of merchandise presentation and its objectives	Pegler, M. M., & Kong, A. (2018). *Visual Merchandising and Display: Studio Instant Access* (7th ed.). Fairchild	Morgan, T. (2021). *Visual Merchandising : Window Displays and In-store Experience* (4th ed.).	Assignment-2 (15%)

2.2	Window Displays Basics, Prop, Window Displays Basic s, Types of		Books.	Laurence King Publishing.	
	Displays Areas				
2.3	Merchandise Presentation, Objectives of merchandise presentation. Merchandise presentation types, Visual Communicatio n				

Module III: Visual Merchandising Operations.

This module will explain the various topics about the operations of Visual Merchandising

Modul e	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additio nal Suggeste d Reading s	Assessment (weights, modes, scheduling)
3.1	Customer values and needs. Visual Design, Visual Appeal, Props and equipment	1. Develop understanding about the operations of Visual Merchandising 2. Gain the knowledge about the importance and techniques of VM	Morgan, T. (2021). *Visual Merchandising : Window Displays and In-store Experience* (4th ed.). Laurence King	Wood, A. (2020). *Designed to Sell: The Evolution of Modern Merchandising and Display (Routledge*	Assignment-3 (15%)
3.2	Potential places for product display, Updating Stock records, Basics of Corel Draw, basic drawing tools, design tuts. Retail Branding in the new digital age				

3.3	VM in Digital Era, Cross Merchandising / VM for Different Product Lines		Publishing.	*Research in Interior Design)* (1st ed.). Routledge.	

Module IV: Workshops on "Visual Merchandising"

This module will cover the practical exposure and basic training of Visual Merchandising

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Define your Brand, and design a store environment that becomes a Brand Experience	1. Provide practical exposure of Visual Merchandising	Wood, A. (2020). *Designed to Sell: The Evolution of Modern Merchandising and Display (Routledge Research in Interior Design)* (1st ed.). Routledge.	Ravazzi, C. (2013). *Visual merchandising per la cartoleria e l'ufficio (Distribuzione commerciale Vol. 40) (Italian Edition).* Franco Angeli Edizioni.	Assignment-4 (15%)
4.2	Space plans a store that is efficient, engaging, and easy to shop				
4.3	Select display fixtures. Signage and Graphics program				
4.4	Window Displays that are dramatic, powerful, and engaging, efficient lighting program				
4.5	Color and Materials selections, design a logo, mark, and tagline that are memorable				

Note: End term exam weightage is 40%

8. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook.

b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
d. Linkages with external agencies – Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart and Lacoste etc.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Introduction to Store Management

School/ proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Introduction to Store Management
Course code	SVS1RM303/Semester 3
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Advance Diploma
Proposed date of launch	January 2023
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes this course has been built on the semester -2 courses titled Retail Store Operations. Course code SVS1RM201

2. **Specific requirements on the part of students who can be admitted to this course:** Those who will be promoted from semester 2 to semester 3 or those who have passed NSQF Level 5.

3. **No. of students to be admitted:** Those who will be promoted from semester 2 to semester 3

4. **Course scheduling:** Winter Semester-2023

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

   AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and also those working in the unorganized sector. Against this background, the introduction to store management course has been designed to impart skills such as responsible for overseeing the daily operations of a store, making sure store runs smoothly and effectively, motivating sales teams, creating business strategies, developing promotional material, and training new staff.

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

   Introduction to Store Management is an essential part of BVoc- Retail Management course

which emphasised on basics of store management and SOP's of retail stores. It is an industry related specialised programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market. Furthermore, students will be given knowledge about responsibility towards overseeing the daily operations of a store, making sure it runs smoothly and effectively, motivating sales teams, creating business strategies, developing promotional material, and training new staff.

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7. **Course Details**:

a. **Summary:** This course will enable them to gain the knowledge about the customer management and services. It also familiarises the students about the managing manpower, managing merchandise and health hygiene and safety. Modules can be taught with the help of role play and case studies.

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

- To evaluate, plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers.
- To understand cash management in stores
- Students will also be introduced to the basics of advertisement and store promotion strategies.
- To evaluate whether the place you plan to put the display is likely to fulfil the design brief.
- To create new and effective ways of improving the visual effect of displays, within the limits of the design brief, the company's visual design policies and the authority you have.
- To identify other merchandise and props when those originally specified are not available or not suitable, and agree with your selections with the right person.
- To verify arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed.
- To comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process.
- To construct and check products and additional materials and prepare them for use.
- To prepare the display to ensure maximum appeal and to comply with product safety requirements
- To design the requirements for the labelling of products with the relevant people.

NOS used in this course are

1) RAS/NO144 To develop individual retail service opportunities
2) RAS/N0151 To manage a budget

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

http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200106%20-

%20Retail%20Departmental%20Manager.pdf

c. Learning Outcomes:

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

- Demonstration of product display. Planning and arranging product display and Visual Merchandising
- Learn the key functions of sales skills and teamwork
- Learn conflict resolution, etiquettes and relationship
- Develop problem-solving approach, understand health and safety and employee's motivation
- Learn to handle products and hazards materials
- Manage the individual store,
- Manage the cash appropriately in the store,
- Able to use different promotional and advertisement strategies to promote the store.

d. Overall Structure:

The course contains four modules which are Basics of Store Management, Cashiering and cash management, Standard Operating Procedures, and Store Promotions.

Module I: Basics of Store Management

This module will cover the Retail store Assets, safety and security of the store

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Classification of Assets, proper classification, process of classification of asset	1. Build understanding about the Retail store Assets, safety and security of the store	Tl, P., M, G., & Tl, R. (2019). *Retail Management: An Effective Management Strategy for Retail Store Managers (Management*	Nystrom, P. H. & University of Wisconsin. University Ext. (2018). *Retail Selling And Store Management.* Palala Press.	Assignment-1 (15%)
1.2	Facility and customer convenience, arrangement of products, Store ambience and store positioning				
1.3	Storage, safety and security and asset utilization, analyse safety, security pans and procedure,				

	learn about security measures, maintenance and facility operations		*Skills Book 3)* (1st ed.). Nestfame Creations Pvt. Ltd.		

Module II: Cashiering and cash management

This module will explain about the cashiering process of a retail store

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Importance of good cashiering, work procedure	Gain the knowledge about the cashiering process of a retail store	Mah, W. S. (2010). *Cashier and Stock Management Module of Shop Management System*. UMP.	Tl, P., M, G., & Tl, R. (2019). *Retail Management: An Effective Management Strategy for Retail Store Managers (Management Skills Book 3)* (1st ed.). Nestfame Creations Pvt.	Assignment-2 (15%)
2.2	Qualities of a cashier. Role and responsibility of a cashier				
2.3	Preventing thefts and fraud. Antitheft security systems				
2.4	Concept of omnichannel retailing				

				Ltd.	

Module III: Standard Operating Procedures (SOP)

This module will cover the various topics of Standard Operating Procedures (SOPs)

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	SOP process-preparation approval and review, components of SOPs	Acquire the knowledge about the Standard Operating Procedures (SOPs) of a retail store	Madaan, K. (2009). *Fundamentals of Retailing: 1E.* Tata McGraw Hill Education Private Limited.	Iyer, S. (2022). *Retail Store Operations.* MC GRAW HILL INDIA.	Assignment-3 (15%)
3.2	defined procedure that describe activities, role, responsibility and accountability, purpose of SOPs				
3.3	Documentation -objectives and audit, preparation of sales quotes, forms manuals and job aids				

Module IV: Store Promotions

This module will explain about the store promotion, cost of store promotion performance

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Types of store promotion, Advertising, PR and personal selling	1. Develop understating about the store promotion	Iyer, S. (2022). *Retail Store Operations.*	Tl, P., M, G., & Tl, R. (2019). *Retail Management:*	Assignment-4 (15%)
4.2	Cost of store promotion				

4.3	Tracking promotion performance, analyse promotion and performance of the store		MC GRAW HILL INDIA.	*An Effective Management Strategy for Retail Store Managers (Management Skills Book 3)*(1st ed.). Nestfame Creations Pvt. Ltd.	

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

8. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook.

b. Special needs – Retail Lab has been proposed inside the campus to cover the practical aspects of this component

c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.

d. Linkages with external agencies – Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart and Lacoste etc.

Signature of Course Coordinator(s)

Note:

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

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

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Sem-3: On The Job Training

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	On the Job Training for the Job Role of Department Manager-1 (minimum 30 days mandatory)
Semester	3
Course code	SVS1RM304
Total Credits	8
Course type	Compulsory Skill Course – Practical
Level	B Voc Advance Diploma
Proposed date of launch	WS-2023
Course coordinator and team	Nikhil Charak& External Experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD:** Yes this course/ojt has been built on the basis of previous semester ojt which was based on the job role of Team Leader.

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

Those who will be promoted from semester 2 to semester 3 or those who have passed NSQF Level 5.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who will be promoted from semester 2 to semester 3.

4. **Course scheduling:** Winter Semester 2023

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

AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and also those working in the unorganized sector. Against this background, this OJT will impart practical training to the students to enable them to be job-ready for the retail market and also understands the practical aspects of all the courses such as retail store operations, advanced retail sales skills and organisation and team dynamics. On the Job Training would also help students to achieve excellence in the practical aspect of this programme. The On the Job Training would be stipend based which will certainly help socio-economically disadvantaged segment of the society. This practical based course will help the students to acquire such skills related to the job profile of a Department Manager in a Retail Store and leading to the certification of Level-6 of NSQF levels

which will enable them to gain/ build / manage a store operations team, thereby linking education with employment which is one of the missions of AUD.

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

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

8. **a . Summary**: The Students of RM go out on OJT for 30 days in the block after the completion of theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learnt in course of the Skill courses over the first half of the Semester. The individual will be responsible for supervising and directing the store staff, making staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimising the store's financial performance and managing safety and security of the store while adhering to the business and store processes
   - **Objectives**: : To plan visual merchandising
   - To establish and satisfy customer needs
   - To monitor and manage store performance
   - To provide leadership for your team
   - To build and manage store team
   - To allocate and check work in your team
   - To develop individual retail service opportunities
   - To communicate effectively with stakeholders
   - To help maintain health and safety
   - To work effectively in a Retail team
   - To work effectively in an organisation
   - To manage a budget

Note: For more details on the above NOS and other important details, please refer to http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200106%20-%20Retail%20Departmental%20Manager.pdf

c. Expected Learning outcomes:

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

- Understand the correlation between the theory and the practical aspects of the retail industry.
- Student will also be able to understand the job roles of store departmental manager.
- Learn the key functions of sales skills and teamwork
- Learn conflict resolution, etiquettes and relationship
- Develop problem-solving approach, understand health and safety and employee's motivation
- Learn to handle products and hazards materials.
- Understand the types of merchandising, dressing techniques and role of lighting
- Know about the product insights, payments, inventory and processing sales of the product
- Learn performance appraisal and facilitating an effective work environment
- Know about the customers handling, customers complaints, monitoring and solving customers complains
- Learn about body language, feedback assessment and effective communication with stakeholders
- Know about the company philosophy, policies and procedure
- Learn effective representation and best practices of the retail industry
- Understand the roles and responsibility of a department manager.
- Learn about personal hygiene and work-life balance.
- Know about work allocation and target setting and meeting the targets

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

- Advanced Retail Store Operations
- Visual Merchandising
- Introduction to Store Management

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

e. Course contents

During the OJT Student will be covering the various tasks such as:

- To plan visual merchandising
- To establish and satisfy customer needs
- To monitor and manage store performance
- To provide leadership for your team
- To build and manage store team
- To allocate and check work in your team
- To develop individual retail service opportunities

- To communicate effectively with stakeholders
- To help maintain health and safety
- To work effectively in a Retail team
- To work effectively in an organisation
- To manage a budget

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

S.No.	Assessment	Period of Assessment	Weightage
1	Industrial Internship Project Report	After Industrial Internship	30%
2	Industrial InternshipPresentation & Viva	After Industrial Internship	30%
3	Industrial InternshipFeedback from the Industry	Throughout the Industrial Internship	20%
4	Workbook Assignments	After Industrial Internship	20%
Total			**100%**

8. Pedagogy:

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a. Instructional Strategies- On-site experiential training and acquisition of skills

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify) – Retailers who will be providing the training to the students such as Reliance Retail, Shopperstop, V Mart, Lacoste etc.

c. Expertise in AUD faculty or outside – Various Retailers who will be providing the practical training support

d. Linkages with external agencies – Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart and Lacoste etc.

Signature of Course Coordinator(s)

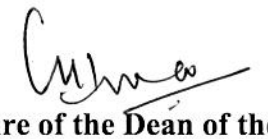
Note:

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

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

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Semester 4

School/Centre proposing the course	School of Vocational Studies (SVS)
Programme(s)	BVoc – Retail Management
Course title	Advance Store Management
Course code	SVS1RM401 (Semester-4)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Advance Diploma
Proposed date of launch	MS 2023
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes this course has been built on the semester -3 courses titled Introduction to Store Management. Course code SVS1RM303.

2. **Specific requirements on the part of students who can be admitted to this course:** Those who will be promoted from semester 3 to semester 4.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who will be promoted from semester 3 to semester 4.

4. **Course scheduling:** MS 2023

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

   Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups and further to learn people management skills. Advance Store Management course is mostly designed to provide required retail skills related to the supervision of the retail store and equip the students to undertake the job role of Department Manager in the Indian retail industry, apart from becoming an entrepreneur in the retail sector by acquiring such skills related to the understanding of store operations and its management and warehouse and distribution.

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

   Advance Store Management is an essential part of BVoc- Retail Management course which emphasised on the importance of operations and management of retail stores. It is an

industry related specialised course. The course is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market. Furthermore, this course is also imparting the skills and knowledge essential for a Department Manager in a retail store.

7. Course Details:

a Summary: This course will enable them to gain the knowledge about the customer management and services. It also familiarises the students about the managing manpower, managing merchandise and warehouse management. Modules can be taught with the help of role play and case studies.

b. Objectives:

- To make student acquainted with merchandising mix, budgetary controls, and inventory and store management.
- Monitor retail operations against targets.
- Check that the quality of the products and customer service are maintained.
- Adapt allocation of work activities to meet changing priorities and targets.
- Report factors influencing effectiveness which is outside your own area of responsibility to the relevant people.
- make recommendations to improve retail operations to relevant people
- evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work
- Submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.
- Discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.
- Use the agreed budget to actively monitor and control performance for the respective area or activity of work.
- Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.
- Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.
- Provide on-going information on performance against the budget to relevant people in your organisation.

NOS used are

1) RAS/N0151 To manage a budget
2) RAS/N0141 To monitor and manage store performance

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

http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200106%20-%20Retail%20Departmental%20Manager.pdf

c. Learning Outcomes:

Student will be able to:

- To demonstrate merchandise budgetary controls and inventory
- Analyseinformation on performance against the budget to relevant people in your organisation.
    - Perform revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.
    - Know about the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.

d. Overall structure:

The course contains four modules i.e. Introduction to Merchandising, Inventory Management, budget preparation and planning, store profitability

e. Course contents

Module I: Introduction to Merchandising

This module will explain about the basics of merchandising

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Principals of merchandising, position in store, first in traffic flow	1. Acquire the knowledge of merchandising, merchandise process and its planning	Liraz, M. (2013). *Guide to Effective Retail Merchandise Management - A Step by Step Guide to Merchandising in a Retail Store*. Liraz	Iyer, S. (2022). *Retail Store Operations*. MC GRAW HILL INDIA.	Assignment-1 (15%)
1.2	Merchandise planning process, stock management, maximise retailer return on investment				
1.3	Product standards				
1.4	Merchandising strategy and merchandise mix, highlight issues with store management				

			Publishing.		

Module II: Inventory Management

This module will cover the several aspects of inventory Management

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Inventory planning & Handling inventory	Know about the important aspects of inventory Management	Sachs, A. L. (2014). *Retail Analytics*. Springer Publishing.	Sachs, A. (2014). *Retail Analytics: Integrated Forecasting and Inventory Management for Perishable Products in Retailing (Lecture Notes in Economics and Mathematical Systems, 680)* (2015th ed.). Springer.	Assignment-2 (15%)
2.2	FIFO, LIFO,NIFO (different models)				
2.3	Store handling (backstore management), stock management, Inventory control, balancing inventory level				

Module III: Budget preparation and planning

This module will explain about the budget preparation and planning of a retail store

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Preparation of budget, budget assumptions, review bottlenecks	Acquire the knowledge about the budget preparation and planning of a retail store	Berman, B. R., & Evans, J. R. (2012). *Retail Management: A Strategic Approach (12th Edition)* (12th ed.). Pearson.	Dunne, P. M., Lusch, R. F., & Carver, J. R. (2013). *Retailing* (8th ed.). Cengage Learning.	Assignment-3 (15%)
3.2	Financial planning, available funding, step costing points, create budget block, obtain revenue forecast				
3.3	Budget finalisation, issue block wide budget. Monitoring and control, analysis of revenue and expenses				

Module IV: Store Profitability and Retail Economics

The module will explain about the measurement of store performance and productivity and basics of retail economics

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Store profitability matrices, Analysing matrices and planning	1. Understand about the measurement of store performance and productivity	Berman, B. R., & Evans, J. R. (2012). *Retail Management:*	Pradhan, S. (2012). *Retailing management: Text and cases.* Tata McGraw-Hill.	Assignment-4 (15%)
4.2	Store, Inventory turnover, inventory				

	process and cycle	2. Acquire the knowledge of the retail economics	*A Strategic Approach (12th Edition)* (12th ed.). Pearson.		
4.3	GMROI, Breakeven point, Retail Math formulas, gross margin, cost of goods sold, contribution, margin				
4.4	Measuring retail performance and productivity, total net sales, sales per employee, gross sales, Store Audit				

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

8. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook.
b. Special needs: facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify) – Retail Lab has been proposed inside the campus to cover the practical aspects of this component
c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
d. Linkages with external agencies – Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart and Lacoste etc.

Signature of Course Coordinator(s)

Note:

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

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

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Managing Organisation Dynamics

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc – Retail Management
Course title	Managing Organisation Dynamics
Course code	SVS1RM402/4th semester
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Advance Diploma
Proposed date of launch	MS 2023
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes this course has been built on the semester -2 course titled Organisation and Team Dynamics. Course code SVS1RM203.

2. **Specific requirements on the part of students who can be admitted to this course:** Those who will be promoted from semester 3 to semester 4.

3. **No. of students to be admitted:** Those who will be promoted from semester 3 to semester 4

4. **Course scheduling:** Monsoon Semester 2023

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

   AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education .In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and also those working in the unorganized sector. Against this background, managing organisation dynamics course would help students to develop skills such as continuously strengthening resources and enhancing employee performances.

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

   Managing Organisation Dynamics is an essential part of BVoc- Retail Management course which emphasised on the importance team management and effective communication in handling day to day operations of retail stores. It is an industry related specialised programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that

are required by the industries in the job market. This course will also help in imparting skills such as manpower planning, team building and employee performance management.

7. Course Details:

a. **Summary:** This course will enable them to gain the knowledge about the customer management and services. It also familiarises the students about the managing manpower, team building, and employee performance management. Modules can be taught with the help of role play and case studies.

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

- To make student aware of Organisational structure,
- Managing and developing an effective team, stake holders communication.
- To analyze the sharing of work fairly with colleagues, taking account of your own and others' preferences, skills and time available.
- To explain commitments to colleagues and do what you have promised you will do.
- To identify the knowledge and skills you will need to achieve your goals.
- To integrate and encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.
- To appraise the health, safety and security
- To Recognise successful completion of significant pieces of work or work activities by team members and the overall team and update manager
- To monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
- To plan and motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
- To recognise and find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.

NOS used are:

1) RAS/N0137 To work effectively in a Retail team
2) RAS/N0138 To work effectively in an organisation
3) RAS/N0142 To provide leadership for your team
4) RAS/N0143 To build and manage store team
5) RAS/N0131 To allocate and check work in your team
6) RAS/N0145 To communicate effectively with stakeholders

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

http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200106%20-%20Retail%20Departmental%20Manager.pdf

c. Learning Outcomes:

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

- interpret effective management of team and organisation structure and
- Effectively communicate with all stakeholders professionally.
- Understand the roles and responsibility of a department manager.
- Learn about personal hygiene and work-life balance.
- Know about work allocation and target setting and meeting the targets

d. Overall structure:

The course contains four modules i.e. working in a team, working effectively in an organization, cultivating leadership and Building high performance team (Managing organisational dynamics)

e. Course contents

Module I: Working in a team

This module will cover the important aspects of team, leading a team and collaborative ways of working in retail store

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Retail Organisation Structure	1. Acquire understanding about the team 2. Develop the concepts of team building and leading a team	A, S. M., Nathan, N. V. R., Suma M a, & N V R Nathan. (2021). *Understanding Retail.* Amsterdam University Press.	Shaw, D., & Koumbis, D. (2020). *Fashion Buying.* Van Haren Publishing.	Assignment-1 (15%)
1.2	Building collaboration, Inter and intra departmental, Engaging and Leading Teams, empowering team members,				
1.3	Conflict Management, roles and feedback, conflict resolution and techniques				

Module II: Building High performance Team.

This module will cover the several topic of building a good team and its importance

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Human Resource planning, Human Resource analysis, Human Resource supply	1. Build understanding about the Human Resource planning and supply 2. Know about the importance team and team dynamics	Shaw, D., & Koumbis, D. (2020). *Fashion Buying*. Van Haren Publishing	A, S. M., Nathan, N. V. R., Suma M a, & N V R Nathan. (2021). *Understanding Retail*. Amsterdam University Press.	Assignment-2 (15%)
2.2	Human Resource development, Human Resource forecasting				
2.3	Team Selection, selection processes, identify expertise, knowledge, skills and attitude of team members				
2.4	Development of Team, importance of team, team dynamics				
2.5	Work breakdown structure				

Module III:Team Effectiveness

This module will explain the Supervision and Monitoring of teams and team performance

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)

3.1	Supervision and monitoring of teams, set performance objectives, effective communication strategies, ways to motivate and encourage the team	Acquire the knowledge of Supervision and Monitoring of teams and team performance	A, S. M., Nathan, N. V. R., Suma M a, & N V R Nathan. (2021). *Understanding Retail*. Amsterdam University Press.	Hammond, R. (2012). *Smart Retail: Practical Winning Ideas and Strategies from the Most Successful Retailers in the World* (1st ed.). FT Press.	Assignment-3 (15%)
3.2	. Review of team performance, various ways to measure team performance				
3.3	Feedback and Engagement				

Module IV: Effective communication with stakeholders.

This module will cover the importance of communication with stakeholders and store performance

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Knowledge of Various Stakeholders (Employees, competitors, government, customers, suppliers)	Importance of communication with stakeholders and store performance	*Communication For Retail Professionals.* (2010). India: McGraw-Hill Education (India) Pvt Limited.	Bovée, C. L. (2010). *Business Communication Essentials. Canada*: Langara College. Thill, J. V., Bovée, C. L. (2014). *Business Communication Essentials*. United Kingdom: Pea	Assignment-4 (15%)
4.2	Handling business communication, importance of effective communication, effective communication and effective team work				

4.3	Communication medium, various medium of communication, process of communication			rson.	
4.4	Managing and ensuring effective communication channel, outcome of effective communication				
4.5	Developing working relationship and communicating with stakeholders, effective communication and store performance				

Note: End term exam weightage is 40% and Class

8. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook.

b. Special needs : Retail Lab has been proposed inside the campus to cover the practical aspects of this component

c. Expertise in AUD faculty or outside – – Guest faculty from Retail Industry supported by Retailers Association of India.

d. Linkages with external agencies – Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart and Lacoste etc.

Signature of Course Coordinator(s)

Note:

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

approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc – Retail Management
Course title	Customer Experience Management (practical)
Course code	SVS1RM403 (Semester-4)
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Advance Diploma
Proposed date of launch	MS 2023
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes this course has been built on the semester -2 course titled Customer Service and Customer Relationship Management. Course code SVS1RM103.

2. **Specific requirements on the part of students who can be admitted to this course:** Those who will be promoted from semester 3 to semester 4.

3. **No. of students to be admitted:** Those who will be promoted from semester 3 to semester 4.

4. **Course schedule:** Monsoon Semester 2023

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

AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and also those working in the unorganized sector. Against this background, the customer experience management course will impart practical training to its undergraduate students to enable them to pursue full–time or part–time tertiary education, and enable students in terms of the collection of processes a company uses to track, oversee and organize every interaction between a customer and the organization throughout the customer lifecycle.

6. **How does the course link with the specific programme(s) where it is being offered?** Customer Experience Management (practical) is an essential part of BVoc- Retail Management

course which emphasised on the importance of customer experience management and handling customers at various retail stores. It is an industry related specialised programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

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7. Course Details:

a. Summary: This course will enable them to gain the knowledge about the customer management and services. It also familiarises the students about the managing manpower, managing merchandise and health hygiene and safety. Modules can be taught with the help of role play and case studies.

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

- To develop the understanding about customer experience management and enable students to work upon it.

Note: For more details on the above NOS and other important details, please refer to http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200106%20-%20Retail%20Departmental%20Manager.pdf

c. Learning outcomes:

Student will be able to illustrate customer experience handling at different stores.

d. Overall structure:

Workbook would be provided to each student for the assignments and students would be required to fill the workbook on the basis of their industrial internship and the guidelines.

e. **Course contents**:

Module I: Customer Experience

The first module will focus on Concepts of Customer Experience in which students will learn about the Customer Experience and its importance.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Customer Experience	1. Develop understanding towards customers Experience and its importance	Levy, M., Weitz B. A. &Pandit. A. (2008). Retailing Management (6thEdition). New Delhi: Tata McGraw Hill Publishing	Bajaj, C., Tulli, R. &Srivastava, N. V. (2010). Retail Management (2nded.). Oxford University	Assignment & Practical Task (50%)
1.2	Importance of Customer Experience				
1.3	Interactions with Customers				

1.4	Practical Task	.	Co Limited Kreitner, R., Kinicki, A., &Buelens, M. (2002). *Organizational behaviour*. London, UK: McGraw Hill.	Press.	

Module II: Customer Journey

The second module is to understand the customer journey and the challenges of Customer Experience Management

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Difference between Customer Relationship Management and Customer Experience Management	1. To know about the good customer experience management 2. To Understand the customer journey map	Gupta, S. L. (2007). Retail Management: An Indian Perspective Text & Cases. Delhi: Wisdom Publications Bajaj, C., Tulli, R. &Srivastava, N. V. (2010). Retail Management (2nded.). Oxford University Press.	Handbook of Relationship Marketing (1sted.). Sage Publications Inc.	Assignment & practical task (50%)
2.2	How to Create a good customer experience?				
2.3	The customer experience journey				
2.4	Techniques and Strategies of customer experience management.				

2.5	Practical Task				

8. Pedagogy:

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

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

On the Job

Training

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	On the Job Training for the Job Role of Department Manager-2 (minimum 30 days mandatory)
Semester	4
Course code	SVS1RM405
Total Credits	8
Course type	Compulsory Skill Course – Practical
Level	Advance Diploma
Proposed date of launch	MS-2023
Course coordinator and team	Nikhil Charak& External Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?Yes this course/OJT has been built on the basis of previous semester OJT which was based on the job role of Departmental Manager

2. Specific requirements on the part of students who can be admitted to this course: Those who will be promoted from semester 3 to semester 4.

3. No. of students to be admitted: Those who will be promoted from semester 3 to semester 4.

4. Course scheduling: Monsoon Semester 2023

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

AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and also those working in the unorganized sector. Against this background, this OJT will impart practical training to the students to enable them to be job-ready for the retail market and also understands the practical aspects of all the courses such as retail store operations, advanced retail sales skills and organisation and team dynamics. On the Job Training would also help students to achieve excellence in the practical aspect of this programme. The On the Job Training would be stipend based which will certainly help socio-economically disadvantaged segment of the society. This practical based course will help the students to acquire such skills related to the job profile of a Department Manager in a Retail Store and leading to the certification of Level-6 of NSQF levels

which will enable them to gain/ build / manage a store operations team, thereby linking education with employment which is one of the missions of AUD

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

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

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

a. Summary: The Students of RM go out on OJT for 30 days in the block after the completion of theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learnt in course of the Skill courses over the first half of the Semester. The individual will be responsible for supervising and directing the store staff, making staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimising the store's financial performance and managing safety and security of the store while adhering to the business and store processes

b.Objectives: Industrial Internship would help students in developing their practical skills and practical knowledge and would make them industry ready after the completion of each level or job role.

- Learn the key functions of sales skills and teamwork
- Learn conflict resolution, etiquettes and relationship
- Develop problem-solving approach, understand health and safety and employee's motivation
- Learn to handle products and hazards materials.
- Understand the types of merchandising, dressing techniques and role of lighting
- Know about the product insights, payments, inventory and processing sales of the product
- Learn performance appraisal and facilitating an effective work environment
- Know about the customers handling, customers complaints, monitoring and solving customers complains

- Learn about body language, feedback assessment and effective communication withstakeholders
- Know about the company philosophy, policies and procedure
- Learn effective representation and best practices of the retail industry
- Understand the roles and responsibility of a department manager.
- Learn about personal hygiene and work-life balance.

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

http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200106%20-%20Retail%20Departmental%20Manager.pdf

c. Expected Learning outcomes:

- Students will be able to understand the correlation between the theory and the practicalaspects of the retail industry. Student will also be able to understand the job roles of store departmental manager
- Individuals in this position should be able to build / manage a store operations team andalso possess a good understanding of customer segments and their product and brand preferences, competition and sales techniques and incentives that effect incremental customer purchases.
- To monitor and manage store performance
- To provide leadership for your team
- To build and manage store team
- To allocate and check work in your team
- To develop individual retail service opportunities
- To communicate effectively with stakeholders
- To help maintain health and safety
- To work effectively in a Retail team
- To work effectively in an organisation
- To manage a budget

d. Overall structure:

Course contains a minimum 240 hours of mandatory industrial OJT in any organised retailorganization based on the skill courses covered in the semester such as

- Advanced Store Management
- Managing Organisation Dynamics

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

e. Course contents:

During the OJT Student will be covering the various task such as:

- To plan visual merchandising
- To establish and satisfy customer needs
- To monitor and manage store performance
- To provide leadership for your team
- To build and manage store team
- To allocate and check work in your team
- To develop individual retail service opportunities
- To communicate effectively with stakeholders
- To help maintain health and safety
- To work effectively in a Retail team
- To work effectively in an organisation
- To manage a budget

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

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

8. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook

b. Special needs: Retail Lab has been proposed inside the campus to cover the practicalaspects of this component

c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.

d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the

School of Studies:

Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	M.Voc. Tourism and Hospitality
Course title	Data Analysis & Interpretation(Qualitative & Quantitative Techniques)
Course code	SVS221101
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Foundation / Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters
Proposed date of launch	
Course coordinator and team	Dr Ramesh C Sharma, Dr. sunil Kumar & Dr S SJena

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

   The current course is linked with the research methodology course offered in Semester -1. This is in progression of developing research competencies of students they acquitted in Semester-1. This courses also links with the data-driven decisions for the tourism and hospitality industry. There issome overlap with research methods course being taught in other programmes of AUD.

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

   Elementary knowledge of spreadsheets, web browsing, and use of social media for data collection will be beneficial to the students seeking admission to this course.

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

   As per AUD norms.

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

   2nd Semester

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

   The course will enable skills for inquiry, ethical and sensitive social research, criticality thinking, and problem solving. All of these skills are essential for preparing students

for reflective practice in their professional contexts – an important part of AUD's vision.

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

The course will introduce the students to data-driven analysis and decisions towards tourism and hospitality research as an area of study. It would introduce the meaning of quantitative and qualitative data analysis in research and its relation with development of knowledge, understanding and strategizing for a field. It seeks to engage with research as an intellectual and ethical enterprise as well. Through this course the students will develop basic understandings and skills that will enable them to read and plan research. The literature and resources needed for the transaction of the course mainly include research proposals, papers, reports, case studies, and other readings.

7. **Course Details:**

a. Summary:

This course explores the different ways that social research is carried out, with a focus on research design, data collection and analysis. The course covers both qualitative, quantitative and mixed methods research. This learning will enable students to embark more confidently and creatively on their own dissertation, as well as engage more critically with the research of others.

b. Objectives:

The objectives of the course are:

- *To introduce the concept and process of data interpretation*
- *To familiarize students with data analysis methods used in tourism and hospitality*
- *To enhance students' ability to collect data*
- *To initiate into articulating a specific analysis method*
- *To develop basic skills to use a statistical package like MS-Excel or SPSS/ Nvivo*

c. Expected learning outcomes:

After the course the students will

- *be able to critically assess the use of particular research methods in response to specific research questions related to tourism and hospitality sector*
- *utilise appropriate tools to create a feasible, auditable and replicable search strategy for academic and grey literature*
- *synthesise a body of evidence: integrating an assessment of quality with an appraisal of findings for evidence-based practice within your own professional discipline*
- *be able to design and develop data collection instruments and critically reflect on their value and suitability*
- *identify and debate the ethical implications of research*
- *carry out a range of data analysis using appropriate computer software*
- *interpret the findings of statistical and qualitative analysis and relate this to tourism and hospitality sector*
- *finalise the research proposal with suitable review of related research and citations / referencing styles.*

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

The course is designed with the following modules:

Module 1: Introduction to Quantitative, Qualitative and Mixed-method Analyses of Research
Module 2: Quantitative data analysis – including correlation and t-tests
Module 3: Qualitative Data Analysis: Coding and Focus Group
Module 4: Visual Analysis and Content Analysis
Module 5: Analysing Data through Software
Module 6: Writing Research Report and Referencing

The details of these modules are presented below.

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	**Module 1:** Introduction to Quantitative, Qualitative and Mixed-method Analyses of Research	The objective of this module is to present the fundamentals of Quantitative, Qualitative and Mixed-methodsfor analysing the data. The Students need to understand the nuances of how the data is collected and processed so that the quality of data is determined. Proper understanding of Quantitative, Qualitative and Mixed-method Analyses for research empowers students to arrive at appropriate research conclusions, to support reuse of data, and to facilitate research reproducibility and replication.	Handbook of Research Methods for Tourism and Hospitality Management ISBN: 9781785366284, 1785366289 Publisher: Edward Elgar Publishing, Incorporated Editor: Robin Nunkoo Handbook of Research Methods in Tourism: Quantitative and Qualitative Approaches (2012) ISBN: 9781781001295, 1781001294 Publisher: Edward Elgar Editors: Alison Gill, Larry Dwyer, NeeluSeetaram	Research Methods in Tourism, Hospitality and Events Management By Paul Brunt, Susan Horner, Natalie Semley · 2017 ISBN: 9781526422248, 1526422247 Publisher: SAGE Publications Research Methods for Tourism Students ISBN: 9781351336185, 1351336185 Publisher: Taylor & Francis (2017) Editor: Ramesh Durbarry	Refer to next section for the course assessment strategy
2& 3	**Module 2:** Quantitative data analysis – including correlation	The objective of this module is to enable the students to use Correlation as a statistic that describes the association between two variables. The correlation statistic can be used for continuous variables or binary variables or a	Applying Partial Least Squares in Tourism and Hospitality Research	Social Science Research: Principles, Methods, and Practices By AnolBhattacherjee · 2012 ISBN: 9781475146127, 1475146124 Publisher: AnolBhattacherjee	

3

	and t-tests	combination of continuous and binary variables. The students will also learn about t-tests to examine whether there are significant differences between two group means.	ISBN: 9781787567016, 178756701X Publisher: Emerald Publishing Limited (2018) Editors: CihanCobanoglu, Faizan Ali, S. MostafaRasoolimanesh	Research Methodology: Methods and Techniques By C. R. Kothari · 2004 ISBN: 9788122415223, 8122415229 Publisher: New Age International (P) Limited Language: English	
4 & 5	**Module 3:** Qualitative Data Analysis: Coding and Focus Group	This module deals with explaining that the qualitative coding is a process of systematically categorizing excerpts in the qualitative data in order to find themes and patterns. It enables students to take unstructured or semi-structured data such as transcripts from in-depth interviews or focus groups and structure it into themes and patterns for analysis. This module further explains that focus group, which has significant importance for Tourism and Hospitality sector, is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards a product, service, concept, advertisement, idea, or packaging.	A Step-by-Step Guide to Qualitative Data Coding By Philip Adu · 2019 ISBN: 9781351044493, 1351044494 Publisher: Taylor & Francis Focus Groups as Qualitative Research By David L. Morgan, David Morgan · 1997 ISBN: 9780761903437, 0761903437 Publisher: SAGE Publications	The Coding Manual for Qualitative Researchers By Johnny Saldana · 2013 Publisher: SAGE Publications Advanced focus group research By Edward F. Fern, Edward E. Fern · 2001 ISBN: 9780761912491, 0761912495 Publisher: SAGE Publications	

6	**Module 4:** Visual Analysis and Content Analysis	This module will explain Visual content analysis as the process of deriving meaningful descriptors for image and video data. These descriptors are the basis for searching large image and video collections. In practice, before the process starts, one applies image processing techniques which take the visual data, apply an operator, and return other visual data with less noise or specific characteristics of the visual data emphasized.	The Handbook of Visual Analysis Editors: Carey Jewitt, Theo Van Leeuwen, 2001 ISBN: 9780761964773, 0761964770 Publisher: SAGE Publications	Handbook of Research Methods in Tourism: Quantitative and Qualitative Approaches (2012) ISBN: 9781781001295, 1781001294 Publisher: Edward Elgar Editors: Alison Gill, Larry Dwyer, NeeluSeetaram	
7, 8 &9	**Module 5:** Analysing Data through Software	**(a) Use of SPSS for Quantitative Analysis:** The objective of this module is to train students in using SPSS Statistics which is a statistical software suite developed by IBM for data management, advanced analytics, multivariate analysis, business intelligence, criminal investigation. **(b) Use of NVivo for Qualitative Analysis** In this module the students would learn about how to organize, analyze and find insights in unstructured or qualitative data like interviews, open-ended survey responses, journal articles, social media and web content, where deep levels of analysis on small or large volumes of data are required.	An SPSS Guide for Tourism, Hospitality and Events Researchers (2020) ISBN: 9781000176704, 1000176703 Publisher: Taylor & Francis Editors: DoganGursoy, NimitChowdhary, Rahul Pratap Singh Kaurav SPSS Statistics for Data Analysis and Visualization By Jesus Salcedo, Keith McCormick · 2017 ISBN: 9781119005575, 1119005574 Publisher: Wiley Qualitative Data Analysis with NVivo By Kristi Jackson,	https://online.stat.psu.edu/statprogram/tutorials/statistical-software/spss Big Data and Innovation in Tourism, Travel, and Hospitality: Managerial Approaches, Techniques, and Applications (2019) ISBN: 9789811363399, 9811363390 Publisher: Springer Singapore Editors: Marianna Sigala, Mike Thelwall, Roya Rahimi http://www.open.ac.uk/blogs/theorb/?p=2849	

			Patricia Bazeley · 2019 ISBN: 9781526478474, 1526478471 Publisher: SAGE Publications		
10	**Module 6:** Writing Research Report and Referencing	The objective of this module is to enable students to write aresearch report. It is a document that describes the process, progress, or results of technical or scientific research or the state of a research problem. The research reports vary in purpose and in the type of information they present (e.g. site visits, environmental impact or assessments, tourism and hospitality projects), all are based on a similar structure and follow similar presentation conventions. This module would also enable the students to use referencing to demonstrate academic integrity in their assignments, the established styles of referencing.	Planning Research in Hospitality and Tourism By LeventAltinay, AlexandrosParaskevas, SooCheong (Shawn) Jang · 2015 ISBN: 9781317528647, 1317528646 Publisher: Taylor & Francis	Research Methods for Tourism Students ISBN: 9781351336185, 1351336185 Publisher: Taylor & Francis (2017) Editor: Ramesh Durbarry	

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

- **Assignment 1** (20%): Working on sampled data from tourism and hospitality sectorusing qualitative techniques
- **Assignment 2** (20%): Working on sampled data from tourism and hospitality sector using quantitative techniques
- **Assignment 3**(30%): Identifying a problem related to tourism and hospitality sector, with objectives framing, methodology explained and based on review of literature
- **Assignment 4** (30%): Finalisation of a Research Proposal with framework to be undertaken as dissertation in the 2nd year with presentation in a seminar mode

8. Pedagogy:

a. Instructional Strategies

The course will be delivered adopting **Blended approach**. Content would be made available on the University learning management system with facility for formative and summative online examination. Further, the course would be transacted through interactions involving reading in groups, analyzing research papers/reports, case studies, discussions, field-based activities and lectures.

b. Special needs:

Usual course needs; some books may have to be requisitioned. Installation of a statistical package like SPSS (or preferably Open Source PSPP) would be required.

c. Expertise in AUD faculty or outside

For some guest lectures, industry experts may be invited

d. Linkages with external agencies

None

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	M.Voc in Tourism and Hospitality Management
Course title	Business Communication and Personality Development
Course code	SVS221102
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	
Course coordinator and team	Mr. Ankus Rathore, Vinod Kumar, Dr. Reena Singh and Expert Committee

11. Does the course connect to, build on or overlap with any other courses offered in AUD? No

12. Specific requirements on the part of students who can be admitted to this course:
All students who have passed semester-1

13. No. of students to be admitted : Those who have passed semester-1

14. Course scheduling : Full Semester

15. How does the course link with the vision of AUD?The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Business Communication and Personality Development is most relevantly linked to develop the communication skill which is very essential part of business world. The approach of positive attitude, present behaviour and decision-making skill undertake the job role of senior position in any organisation.

16. How does the course link with the specific programme(s) where it is being offered?
Business Communication and Personality Development is an essential part of MVoc-Tourism and Hospitality programme which emphasized on the significance of communication skill which tends to improve personality in all the way. It is essential part of any organisation for smooth and effective operations. The course aims to

bridge the gap between the skill-profiles of the students who qualify the Master'sdegree in current scenario.

17. Course Details:

a. **Summary:**The course is designed to enrich the communication skill among the students. The course will help to improve the Personality in terms of individual's characteristics, style, behaviour, mindset, attitude, his own unique way of perceiving things and seeing the world. Effective Communication skills play a crucial role in honing one's personality. Communication helps individuals to express themselves in the most convincing way. Your thoughts, feelings and knowledge should be passed on in the most desirable manner and effective communication skills help you in the same.

b. **Objectives:**The objective of this course are:

- ✓ To explain the importance of the business communication in today's world.
- ✓ To empower the students to develop personality with reference to enhance the speaking and writing skills.
- ✓ To provide comprehensive knowledge on concept of intra cultural and cross-cultural communication
- ✓ To demonstrate how to apply different techniques on international accent and fluency.
- ✓ To explain the different techniques related to identifying the use of digital communication in the form of various social media used in current scenario.

c. **Expected learning outcomes:**After the completion the course, students will be able to

- ✓ Have Recognition and acceptance from the society as well as people around in business world
- ✓ Use different techniques on international accents analyse the organizational behaviour of the way the people think, feel, and behave effects many aspects of the workplace.
- ✓ Influence their behaviour in groups, their attitudes, and the way they make decisions.
- ✓ effectively interact with their fellow workers and responds to various situations.
- ✓ Adopt techniques to polish and groom individuals and makes them better and efficient resources for the organization.
- ✓ Analyze the digital communication with reference to Face book, You Tube, Blogging and many more
- ✓ Access Grammarly software for writing effectively .

d. Overall structure (course organisation, rationale of organisation; outline of each module):The Course is geared towards the managing individual's characteristics, style, behaviour, mindset, attitude, his own unique way of

perceiving things and seeing the world. The course comprises five modules including Introduction to Business Communication, Interpersonal Skills and Styles of Communication, Personality Development and Oral communications. These are basic skills that are essential for entry from college to a business world. It is a 4-credit course with in-built theory and practical components of 50 hours and 10 hours respectively.

e. Contents (week wise plan with readings):

Module-1 Introduction to Business Communication
Module-2 Business Communication at Workplace
Module-3 Intra cultural and cross-cultural commutations
Module-4 Personality Development
Module-5 Oral & Digital Communications

Module-1 Introduction to Business Communication

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
1.1 Week-1	Introduction, Need for Communication, Process of Communication	Upon completion of the course the student would understand: The importance of communication skill. Basic attributes of communication. Key role of communication skill.	Courtland.H., Bovee, J. Thill, V. and Trivedi, M. (2009) Business Communication Today,9th edition, Pearson Education Murphy, H., Hildebrant, H. and Thomas, J. (2008). Effective Business Communication,7th edition, Tata McGraw Hill Education.	https://egyankosh.ac.in/bitstream/123456789/72744/1/Unit-3.pdf https://ddceutkal.ac.in/Syllabus/MA_English/Paper_21.pdf
1.2 Week-2	Written and Verbal Communication, Visual communication, Signs, Signals and Symbols, Silence as a Mode of Communication			

Module-2 Business Communication at Workplace

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
2.1 Week-3	Business Cases and Presentations, Letters within the Organizations, Letters from Top Management, Circulars and Memos	Upon completion of the course the student would understand: To present business cases with effective communication skills. To draft memos, letters for all the levels of management.	McLean, S. (2010). Business communication for success. Flat World Knowledge. Bovée, C. L. (2008). Business communication today. Pearson Education India.	https://egyankosh.ac.in/bitstream/123456789/72744/1/Unit-3.pdf https://ddceutkal.ac.in/Syllabus/MA_English/Paper_21.pdf
2.2 Week-4	Business Presentations to Customers and other stakeholders, Presenting a Positive Image through			

	Verbal and Non-verbal Cues		.	
2.3 Week-5	Preparing and Delivering the Presentations, Use of Audio-visual Aids			

Module-3 Intra cultural and Cross-cultural Commutations

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
3.1 Week-6	Inter-cultural, Intra-cultural, Cross-cultural and international communication	Upon completion of the course the student would understand: Various international accent used in business world.	Kim, Y. Y., & McKay-Semmler, K. (Eds.). (2018). *The international encyclopedia of intercultural communication*. Chichester: Wiley Blackwell.	
3.2 Week-7	Barriers of Communications			

Module-4 Personality Development

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
4.1 Week-8	Body language -Postures and gestures -Value of time -Organizational body language - Importance of Listening - Emotional Intelligence	Upon completion of the course the student would understand: The important factors used for personality development. The stages and component of personality development Basic quality which needs for develop their personality.	Specht, J. (Ed.). (2017). Personality development across the lifespan. Academic Press. Hindle, D., & Smith, M. V. (1991). Personality Development. London.	https://www.careerguide.com/career/working-professionals/role-of-communication-skills-in-personality-development
4.2 Week-9	Work ethics –Good manners business etiquette			
4.3 Week-10	Basic quality for personality development			

Module-5 Oral& Digital communications

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
5.1 Week-11	Types of oral communication, Formal & Informal	Upon completion of the course the student would understand:	Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in	Richard Emanuel (2005) The Case for Fundamentals

	communication such as speeches, meetings and presentations, casual phone or dinner table conversations.	The various skills used for decision making. The speech and oral communication. The types and stages of oral communication used in organization.	Grades K-8. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071. Quasthoff, U. M. (Ed.). (2011). Aspects of oral communication (Vol. 21). Walter de Gruyter.	of Communica nity Colleg Research Practice, 29: 162, DOI: 1(8920490891
5.2 Week-12	Digital literacy- Facebook Communication, YouTube, Blogging, Hand on training on Grammarly.			

18. Assessment Structure:

S No.	Assessment Type	Weightage
1	2 Internal Assessment based on syllabus includes written and oral presentation	30%
2	Extra-Curricular activity/Seminars / Workshops/Competitions /Paper published in Books /Journals /Youtube /Blogs	30%
3	End Term Exam	40%
Total		100%

19. Pedagogy:

a. Instructional strategies:Instructional strategies: Blended approach will be used which will include texts, worksheets, films, clips, YouTube clips, simulations, practical in addition to the processes learnt the various accent to enhance communication skill more effectively.

b.

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

a. Expertise in AUD faculty or outside: Inhouse training & guest faculty.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Front desk of Hotels, International organisations.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School

of Studies:Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	M. Voc in Tourism and Hospitality
Course title	Tourism and Hospitality Law
Course code	SVS221103
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	
Course coordinator and team	Mr. Ankus Rathore, Vinod Kumar, Dr. Ashish Dahiya and Expert Committee

20. Does the course connect to, build on or overlap with any other courses offered in AUD? No

21. Specific requirements on the part of students who can be admitted to this course: All students who have passed semester 1

22. No. of students to be admitted: Those who have passed semester 1

23. Course scheduling: Full Semester

24. How does the course link with the vision of AUD? The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Hospitality and Tourism Law is most relevantly linked to develop such attributes on professional development relevant to the hospitality industries to understand the legal requirement to operate hotels, restaurant, and any other hospitality as well as Travel organization.

25. How does the course link with the specific programme(s) where it is being offered? Tourism and Hospitality Laws an essential part of MVoc- Tourism and Hospitality course which emphasized on the significance of various laws which plays and important role in operating hospitality and tourism business in India. The course is also focused on basic as well as international laws that are quite common for hospitality and travel industry.

26. Course Details:

a. **Summary:** The course is designed to enrich the students for a basic knowledge of Law with spsecial reference to Hospitality and tourism. It is important for industry entrepreneurs and managers to know these laws to promote employee welfare, ensure adequate service to guests, manage business exposure to risk, and maintain complete compliance with state and federal laws. The course will also focus

on various license required to operate and open new business related to travel and hotels.

b. Objectives:

- ✓ Provide the students with the basic concept to the Law's with reference to hotels and travel industry.
- ✓ explain the structure, nature and fundamental of various ethical law related to Hospitality & Tourism industry.
- ✓ Make them acquainted with the social, economic and environmental context within which the hospitality industry operates with legal requirements.
- ✓ Help them to identify the role of Law for start-up of Restaurant, hotels, travel agency and tour operator.
- ✓ Enable them to narrate the legal requirement related to hotels and travel organizations.
- ✓ Help the to identify various laws/ licenses related to Food and Liquor required to operate related business

c. **Expected learning outcomes:** After the completion the course, students will be able to:

- ✓ Describe the role of the Law in running of hotels and travel business in smooth manner.
- ✓ Ensure that restaurants, hotels, motels, and other public accommodations are providing safety measures within their establishments to ensure the well-being of their patrons.
- ✓ Examine regulatory framework for the proper use, development, and management of tourism activities with reference to legal aspects.
- ✓ Categorize the various license required for running a hospitality business
- ✓ Illustrate the various license required for running a travel agency or tour operator

d. Overall structure (course organization, rationale of organization; outline of each module): The Course is geared towards its important for industry entrepreneurs and managers to know these laws to promote employee welfare, ensure adequate service to guests, manage business exposure to risk, and maintain complete compliance with state and federal laws. These are basic skills that are essential for entry from college to a business world. It is a 4-credit course with in-built theory and practical components.

e. Contents (week wise plan with readings):

Module-1 Introduction to Tourism and Hospitality Law

Module-2 **Ethical Issues in Tourism and Hospitality Industry**

Module-3 **Laws Regulating Transportation Sector Tours & Travel Services Sector**

Module-4 Food Legislation

Module-5 Liquor licenses

Module-1 Introduction to Tourism and Hospitality Law

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
1.1 Week-1	The Importance of Laws in Tourism and Hospitality Economic Issues, Political Issues and Social Significance of Tourism and Hospitality **Legal requirements for Classification of Hotels**	Upon completion of the course the student would understand: The importance of importance of law in tourism and hospitality Relevance of law in tourism and hospitality industry. The basic concept of smart contract and types of Contact	Dharamraj, E. (1998). Food and Hotel Legislations and Policies. Barth, S. C., & Barber, D. S. (2017). *Hospitality law: managing legal issues in the hospitality industry*. John Wiley & Sons.	https://www.uou.ac.in /sites/default/files/slm /BHM-504T.pdf
1.2 Week-2	**Laws of Contract in the Tourism and Hospitality Sector, Smart contract** Types of Contracts for Tourism and Hospitality Industry Case study related to contract			

Module-2Ethical Issues in Tourism and Hospitality Industry

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
2.1 Week-3	Tourism Legislation, Sources of Tourism Law	Upon completion of the course the student would understand: The source of tourism legislation in India. Various law with	Veal, A. J. (2002). *Leisure and tourism policy and planning*. CABI. Tripathi, A. (2007).*Ancient Monuments and Archaeological Sites and Remains Act, 1958: With*	Shrivastava.(2010).Tourismethics.NewDelhi.CentrumPress.
2.2 Week-4	The Indian Scenario Laws related to Ancient Monuments. The Ancient Monuments Act.			

2.3 Week-5	Guidelines issued by the Ministry of Culture, Legislation for hospitality and catering. Case presentation with relevant tpoics	reference to ancient monuments, and of India.	*Rules, Amendments, Notifications and Orders*	

Module-3Laws Regulating Transportation Sector Tours & Travel Services Sector

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
3.1 Week-6	Regulatory Laws for Tourism Business in India. Inbound and outbound travel Transport industry and Airlines	Upon completion of the course the student would understand: Laws for inbound and outbound tourism. The acts and law for accommodation and lodging industry. Basic law for travel and tourism.	' Graham, A., Papatheodorou, A., & Forsyth, P. (Eds.). (2010). *Aviation and tourism: implications for leisure travel*. Ashgate Publishing, Ltd..	Gupta S.K. (1989). Foreign Exchange Laws and Practice New Delhi. Taxman Publications
3.2 Week-7	Accommodation and Hotel Industry, Foreign Exchange Regulation Act . Case Study related to transport laws			
3.3 Week-8	Tourist related Laws: Citizenship, Passport, Visa, Foreigners, Foreigners Registration, Customs Acts			

Module-4 Food Legislation

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
4.1 Week-9	The Prevention of Food Adulteration Act, 1954 Essential Commodities Act, 1955 (in relation to food)	Upon completion of the course the student would understand:	Atherton, T., & Atherton, T. A. (2011). *Tourism, travel and hospitality law*. Thomson Reuters (Professional) Australia.	

4.2 Week-10	The Environment (Protection) Act, 1986, Labor Law, Insurance and types of insurance for Hotel and travel Industry. Case Study related to laws and license.	The Various laws related to protection of food as well as environment.	Bansal, A., Aggarwal, K, (2019). Common Laws for Hospitality & Tourism, KAAV Publications	

Module-5 Liquor License

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings
5.1 Week-11	Independent bar Operation. Dispense Bar. Satellite Bar. Compound license. Beer bars	Upon completion of the course the student would understand: Different types of liquor laws in India.	Hotel Law – J. Negi, Frank Brothers KJ Palmer,K. J, Bulford, B., (2012).Liquor Licensing Law &Practice NSW, Thomas Return	Rajaraman, I. (2007) Impact of liquor taxation on consumption patterns in India. *Journal of Policy Modeling*, *29*(2), 195-207. .
5.2 Week-12	Liquor license in India, Types of Liquor license Case Study related to any Indian or International Hotel.	Laws for operating a bar India.		

27. Assessment Structure:

S No.	Assessment Type	Weightage
1	Internal Assessment based on each module, written and presentations	30%
2	Extra-Curricular activity/Seminars / Workshops/Competitions /Paper published in Books /Journals /YouTube /Blogs	30%
3	End Term Exam	40%
Total		100%

28. Pedagogy:

a. Instructional strategies: Instructional strategies: Blended approach will be usedwhich will include texts, worksheets, films, clips, YouTube clips, simulations, practical in addition

to the processes learnt the various accent to enhance communication skill more effectively.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): classroom, library, audio visual lab
c. Expertise in AUD faculty or outside: Inhouse training & guest faculty.
d. Linkages with external agencies (e.g., Hotels, Restaurant Travel Agency, TourOperators others):Legal Organizations

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School/Centre proposing the course	School of Vocational studies
Programme(s)	M Voc.
Course title	Policy planning for tourism and hospitality in India
Course code	SVS221104
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	
Course coordinator and team	Prof Ashish Dahiya, Ms Wamika Sharma and Mr Nikhil Singh Charak

20. Does the course connect to, build on or overlap with any other courses offered in AUD? No

21. Specific requirements on the part of students who can be admitted to this course: All students who have passed semester-1

22. No. of students to be admitted : Those who have passed semester-1

23. Course scheduling : Full Semester

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

AUD's belief of transform its students into responsible global citizens characterized by their courage, humility, honesty, commitment and integrity. Promoting Knowledge as a social expression that spreads across society, with their vocational skills complements the current course goals. Policy Planning for tourism and hospitality in India is mostly designed to create an ability amongst students in understanding the concept an importance of tourism policy, how critically it evolved and India made it attempt in drafting the tourism policy. So all the new aspiring candidate willing to pursue a career in tourism and hospitality industry will be able to understand the policy making process and ethics related to it as well.

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

The School of Vocational Studies empowers the learners by imparting a knowledge based education amongst them. This Course Policy Planning for Tourism and Hospitality fits the M.VOC programme as it will provide policy based knowledge required to students so that they can have a fair idea of the policy planning to establish their own ventured hence contributingto Make in India Vision of India and also this course can well contribute to students in their research and extension work.

26. Course Details:

a. Summary:

Tourism and Hospitality development is not merely about boosting tourist figures and bringing in more tourist dollars. Undoubtedly, it has to do with developing tourism and hospitality resources, infrastructure, products, and attractions, but it is also about a society, polity, and economy meeting the challenges of globalization, the new millennium, and nation-building. Additional aim of this course is to

develop an understanding of tourism policy making process, and to gain skills in evaluation of tourism plans and policies.
The course follows the principles of sustainable tourism and covers a broader perspective of tourism policy.

b. Objectives:

The course aims to make students to:
Understand the meaning of tourism policy and its importance.

- Explain the concept of five year Plans in India
- Highlight the main elements of Tourism Policy 1982, National Action Plan (NAPT)1992 and the National Tourism Policy 2002
- Identify the salient features of the Draft National Policy 2015
- Elaborate on the state level tourism policy.
- Implement the UNWTO and Global Code of Ethics for Tourism.
- explain the hotel and food safety policies.

c. Expected learning outcomes:

On the successful completion of this course, students will be expected to:
• define and explain key concepts and importance of tourism policy in India
•critically evaluate several important tourism policy plans
•assess the performance of Delhi tourism within the context of tourism policy of India
•analyze the role of the draft tourism policy of India.
•distinguish the role of UNWTO in Tourism Policy Planning globally

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

Sr No	Modules	Outline of Each Module	Objectives
1	**Introduction**	Tourism Policy meaning and importance	To familiarize the students with the concept and importance of tourism policy
2	**Timeline of tourism policy**	Five year plan and tourism in India	• Explain the concept of five year Plans in India • Highlight the main elements of Tourism Policy 1982, National Action Plan (NAPT)1992 and the National Tourism Policy 2002 • Understand the significant
		National Tourism Policy 1982	
		National Action Plan for Tourism (NAPT) 1992	
		National Tourism Policy 2002- Strategic Objectives and Plans	
		Draft National Tourism Policy 2015	

			points in the Draft National Policy 2015
3	**State Tourism policy at state level**	Delhi Government Tourism Policy	
4	**UNWTO-Sustainable tourism policy, SDG goals**	Sustainable tourism policy, SDG goals	To relate and assess the SDG goals of UNWTO and tourism policy
5	**Hotel and Food Safety Protocols**	Overview And other days dedicated to case studies	Each week one day can be dedicated to case studies and activities etc.

eek	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
	Introduction Tourism Policy meaning and importance	To familiarize the students with the concept and importance of tourism policy	Harris, R., Williams, P., & Griffin, T. (Eds.). (2012). Sustainabl etourism. Routledge. Gunn, C. A., & Var, T. (2020). Tourism planning: Basics, concepts, cases. Routledge.		See table below for all Modules
	Timeline of tourism policy Concept of Five year plans in India	To understand the concept of five year plans in India	e-PG paathshala LK Jhacommitee	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A==	
	Timeline of tourism policy Five year Plan with relation to tourism in India	To have an understandin g of five year plan and tourism in India	e-PG paathshala Module no 13 Tourism and Five year plans in India	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A==	
	Timeline of tourism policy National Tourism Policy 1982- Evolution, Siognificance.	To understand and have an overview of the evolution of tourism policy	e-PG paathshala Module no 8 Tourism Planning and sustainable tourism	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A==	
	Timeline of tourism policy National Action Plan for Tourism (NAPT) 1992- Elements, importance	To understand the elements of National Action Plan for tourism 1992	Swain, S. K., & Mishra, J. M. (2012). Tourism: Principles and practices. Oxford university press.	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A==	
	Timeline of tourism policy National Tourism Policy 2002- Strategic Objectives and Plans- Aims and	To know about the broad aims of National Tourism Policy 2002.	Swain, S. K., & Mishra, J. M. (2012). Tourism: Principles and practices. Oxford university press.	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A==	Case Study on Shri Ramayana Express by Indian Railways

	Timeline of tourism policy Draft National Tourism Policy 2015- Overview and Elements	To have an overview of the concrete action plan of National tourism Policy 2015	Bhatia, A. K. (2002). Tourism development: Principles and practices. Sterling Publishers Pvt. Ltd.		
	State Tourism policy at state level -An overview	Indexing the progress of state tourism policy	Edgell Sr, D. L., & Swanson, J. R. (2013). Tourism policy and planning: Yesterday, today, and tomorrow. Routledge.	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Cdnwi2LUCCLzrJZ76d/o1A==	Case study on SWADESH darshan scheme
	Delhi Government Tourism Policy- Elements	Indexing the progress of state tourism policy	Delhi Planning Department Chapter 10 Tourism	http://delhiplanning.nic.in/sites/default/files/Tourism_0.pdf	Case Study on PRASAD Scheme
)	**UNWTO** – Global Code of ethics for tourism- Significance	To identify the focus of UNWTO in tourism policy.		https://www.unwto.org/global-code-of-ethics-for-tourism	Case studies on different kind of flagship like blue star, green keys etc
l	**UNWTO-** Sustainable tourism policy, SDG goals.	To relate and assess the SDG goals of UNWTO and tourism policy		https://www.unwto.org/sustainable-development https://www.unwto.org/tourism4sdgs	Organize a small activity with batch mates on World Tourism Day theme decided by UNWTO this year
2	**Hotel and food safety policy with special reference to Covid 19**	To have an overview of hotel and food safety policy	Roday, S. (1998). Food hygiene and sanitation. Tata McGraw-Hill Education.	Wallace, C. A., Sperber, W. H., & Mortimore, S. E. (2018). Food safety for the 21st century: Managing HACCP and food safety throughout the global	Case Studies

Assessment Scheme

Sr No	Name of Assessment (this includes merger of different weeks modules)	Exam	Weightage
1	**Introduction** Tourism Policy meaning and importance	**Assignment 1 or MCQ**	**15**

	Concept of Five year plans in India	**based assessment**	
2	National Tourism Policy 1982	**Midterm examination**	**30**
	National Action Plan for Tourism (NAPT) 1992		
	National Tourism Policy 2002- Strategic Objectives and Plans		
	Draft National Tourism Policy 2015		
	Indexing the progress of state tourism policy		
3	Case studies on PRASAD scheme, The Ramayana Express, Swadesh Darshan Scheme	**Assignment 2**	**15**
	UNWTO and SDG goals		
4	Theoretical based assessment compilation of all modules	**End term examination**	**40**

27. Pedagogy:

a. Instructional strategies:

Lectures, Group Discussion, Presentations, Practical, Tutorials, Case studies, Projects etc. The list of the cases, websites links and specific references including recent articles to be announced in the class at the beginning of the session.

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

Internet Connectivity and related Books in library

c. Expertise in AUD faculty or outside

Guest Lectures from industry experts who are closely working as policy managers and are doing their extension work in policy planning can be invited

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

Students would be encouraged to register for related courses from SWAYAM and other

Reputed platforms like Coursera, NPTEL etc

Signature of Course Coordinator(s)

Note:

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

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

Recommendation

of the School of

Studies:

Suggestions:

Signature of the Dean of the School

Item No: 3(e)

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

School/ proposing the course	School of Vocational Studies
Programme(s)	MVoc in Tourism and Hospitality
Course title	Industry Internship
Course code	SVS224401
Credits	6
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Ankush Rathor & Nikhil Singh Charak

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes, it will build on or overlap with the 1st semester field visit and reporting course.

2. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify):**All students who have passed semester-1

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**Those who have passed semester-1

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

5. **Proposed date of launch:**WS 2022

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

AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. Against this background, the MVoc (Tourism and Hospitality) imparts practical training to its post graduate students to enable them to pursue full–time or part–time tertiary education. It is an industry related specialised industrial training. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the students and those that are required by the industries in the job market.

The practical course in Industry Internship comprise of basic exposure to the students in the field related to hospitality and tourism. Students will be sent for a month internship to a

particular destination or a particular hospitality or tourism organization where he/she will be gaining the knowledge about the overall management and operations.

7. Course Details:

Summary:
This will be an industry internship comprising of six credits after the completion of the 2nd semester theory courses. The university will organize internship in any Hospitality or Tourism organisation to give the students an understanding on operational and management aspects of an organisation. Internships will be organised in vide areas such as hospitality sector, catering establishments, heritage sites, travel agencies etc.. This internship has been designed keeping in mind the Semester two theory courses which includes hospitality operations, staffing, client management, developing business and administration. The internship exposure in the course focuses on the various skills and knowledge needed by the students to meet the practical requirements of their programme. The course has in built practical component of 90 hours with a weightage of 6 credits to be completed in Semester 2. In case of certain exigencies such as Covid-19/Lockdowns etc. students will undergo Virtual internship or assigned assessments in terms of Research Projects/MOOC Courses. This will add on to the exposure of students in online mode along with distinguished lectures from experts.

b. **Objectives**: The objective of the course is to familiarise the students with the Tourism and Hospitality industry and its various aspects.

- Familiarize students with the basic exposure related to the operations in Hospitality and tourism Industry.
- Understanding of hospitality management processes.
- Know the importance of guest service, customer delight in hospitality and tourism sector.
- Provide basic knowledge on tourism destination products.
- Develop such competencies related to maintaining appropriate, health, hygiene and safety in the hospitality and tourism workplace.

Expected learning outcomes: On successful completion of this module, students will be able to:-

- Analyze concept of hospitality and tourism with different establishments such as Hotel/Tour companies/Travel agency/Hospitals.
- Establish a hospitality setup based on the identified clientele groups.
- Adopt appropriate etiquette, health and hygiene and safety of the workplace.
- List out basic plan for layout of reception areas in hospitality and tourism.

c. **Overall Structure**: The Course is geared towards the Sem 1 of M.Voc –T&H and comprises basic training for learning Basics of Hospitality and Tourism. These basic skills

are essential for the M.Voc-T&H; and are interlinked with each other. It is a 6-credit course with practical components of 180 hours.

d. **Contents**: Practical Exposure Training

8. Pedagogy:

a. Students will be undergoing Internship which will be giving training exposure & orientation through shop floor working.
b. Linkages with external agencies (e.g., with field-based organizations, travel agencies; any others) – Tourism and Hospitality Sector Skills Council, and industries

9. Assessment structure

Tentative Assessment Schedule with Weightage

S.No.	Assessment	Period of Assessment	Weightage
1.	Internship Supervisory Assessment	During Industry Internship	20%
2.	Internship Attendance	During Industry Internship	10%
3.	Presentation and Viva (based on Planning and Designing hospitality and tourism set up focused on identified clientele)	After Industry Internship	30%
4.	Industry Internship Report	After Industry Internship	40%
Total			***100%***

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	Master of Vocation (M.Voc) in Hospitality and Tourism Management
Course title	Restaurant, Banqueting and Convention Management
Course code	SVS223301
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	
Course coordinator and team	AnkushRathor and Vikas Singh

37. Does the course connect to, build on or overlap with any other courses offered in AUD? No

38. Specific requirements on the part of students who can be admitted to this course: All students who have passed semester-1

39. No. of students to be admitted : Those who have passed semester-1

40. Course scheduling : Full Semester

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

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely to the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving the industry as an empowered employee or becoming a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Restaurant,Banqueting andConvention Managementis most relevantly linked to developing such attributes on professional development relevant to the hospitality industries to undertake the job in various hospitality segments efficiently and effectively.

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

Restaurant,Banqueting and Convention Management is an essential part of Master of Vocation(M.Voc)inHospitalityandTourism Management program which emphasized the significance of the management techniques and over all concepts of managing restaurants, banquets and conventions. It is an industry-related specialized programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

43. Course Details:

a. Summary:

The course will emphasize the basic functioning of the banquets and restaurants. It will also highlight the various types of events, conventions and their functions.

b. Objectives:

The objectives of the Course are to:-

- Introduce the concept of banqueting and its facilities.
- Create a Plan and design the banquet menus along with inputs on practical skills for banquet servicing styles.
- execute the planning for types of the buffet; banquet functions, meetings exposition, events and convention and its sales & promotions.
- implement various modern aspects of innovations and technologies for the growth of the segment
- manage banquet, event and convention management and control.

c. Expected learning outcomes:

After the course, the students will be able to :

- Identify the banquet, events, meetings and convention management and its operations
- Explain the functions of banqueting and various events.
- Explain the organizational structure of various outlets.
- Demonstrates management functions
- Executes the banquet, meetings, exposition and restaurants services according to the management functions
- Analyze various aspects of innovations and technology being used in the current scenario.

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

- Module 1: Banquet Management and Operations
- Module 2: Meetings and Expositions Management
- Module 3: Events andConvention Management
- Module 4: Restaurant Management

- Module 5:Emerging trends,innovations,the role of Artificial Intelligence and technology in hotels and restaurants.

e. Contents (week wise plan with readings):

Module 1: Banquet Management and Operations					
Week	**Plan/ Theme/ Topic**	**Objectives**	**Core Reading (with no. of pages)**	**Additional Suggested Readings**	
1	**Banqueting** – Concept, Need, Scope, Purpose; Banquet Facilities; Banquet Layouts and Types; Banquet Kitchen; Banquet Equipment's and Types; Chafing Dish – Types (sizes and shapes); Banquet Furniture and Fixtures.	Upon completion of the module, the student would understand: • The basic concept and need of Banquet facilities • Essential equipment's and maintenance of the	Goldblatt, S. D. (2011). *The complete guide to greener meetings and events* (Vol. 61). John Wiley & Sons.	Page, S. J. (2014). *The Routledge handbook of events*. Routledge.	
2	**Banquet Menus** – Menu Planning; Menu Designing; Menu Pricing; Menu Merchandising; Menu Types; Banquet Services and Types; Buffet – Definition, Planning of Buffet, Types of Buffets (Meal Period, Manner of Consumption, Food Served & Other Types – Display, Gourmet & Running), Buffet Equipments.	Upon completion of the module, the student would understand: • The menu planning and various types of services in the Banquet	Goldblatt, S. D. (2011). *The complete guide to greener meetings and events* (Vol. 61). John Wiley & Sons.	Page, S. J. (2014). *The Routledge handbook of events*. Routledge.	
3	**Banquet Function and Promotion** – Types of Banquet Functions, Banquet Reservation Diary and Booking Procedure; Function Contract and Function Prospectus; Attributes of Banquet Function Organizer; Sales and Promotions; Significance of Banquet Function.	Upon completion of the module, the student would understand: • The various banquet functions and aspects of banquet promotion and sales.	Fenich, G. G., &Fenich, G. G. (2008). *Meetings, expositions, events, and conventions: An introduction to the industry*. Pearson/Prentice Hall.	Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2012). *Festival and special event management, Google eBook*. John Wiley & Sons.	
4	**Banquet Management and Control** – Banquet Organizational Structure; Banquet Staffing and Duty Allocation; Cost Control,	Upon completion of the module, the student would understand: • The duties and	Fenich, G. G., &Fenich, G. G. (2008). *Meetings, expositions, events, and*	Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2012). *Festival and special event*	

	Food & Beverage Control – its application and buffet management; Par Stock Maintenance; Store Room – Stacking and Functioning and Inventory Management.	responsibilities of the banquet staff • Various aspects to control food cost.	*conventions: An introduction to the industry*. Pearson/Prentice Hall.	*management, Google eBook*. John Wiley & Sons.	
Module 2: Meetings, Expositions and Events Management					
5	**Meetings, Incentives, Conference/ Conventions and Exhibitions/ Events (MICE)** – Concept, Reasons for MICE, Key Players of Sector, Objectives and Components of MICE, Importance and Benefits of MICE, Hotel Industry and MICE, Economic, social & environmental impacts of conferences and conventions.	Upon completion of the module, the student would understand: • The role of MICE tourism • Impact of MICE on the profitability of the Hotels and restaurants	O'toole, W., &Mikolaitis, P. (2002). *Corporate event project management* (Vol. 8). New York: Wiley.	Capell, L. (2013). *Event management for dummies*. John Wiley & Sons.	
6	**Planning & Managing Meetings** – Definition of meeting, Meeting Types, Attributes of Meeting Planner, Various Meeting Setups, Planning & Organizing Business Meetings, Do's & Don'ts of Meeting, Green Meetings & Social Responsibility.	Upon completion of the module, the student would understand: • Various types of meeting and organizing various setups for the same.	O'toole, W., &Mikolaitis, P. (2002). *Corporate event project management* (Vol. 8). New York: Wiley.	Capell, L. (2013). *Event management for dummies*. John Wiley & Sons.	
Module 3: Convention Management					
7	**Event & Convention Management** - Definition of Event, Types of Events: Meetings, Incentives, Conventions & Exhibitions, Events Planning and Organization, Key steps to a successful event, Attributes of a successful event manager.	Upon completion of the module, the student would understand: • Various types of events and factors to consider for a successful event.	Allen, J. (2009). *Event planning: The ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events*. John Wiley & Sons.	Fenich, G. G., &Fenich, G. G. (2008). *Meetings, expositions, events, and conventions: An introduction to the industry*. Pearson/Prentice Hall.	
8	**Managing Conferences** - Definition of Conference and the component of conference market, Role of Conference Organizer, Role of travel agency & hotels in the Management of Conference, Management of Conference	Upon completion of the module, the student would understand: • Various aspects of managing conferences. • Several types of brochures are being	Fenich, G. G., &Fenich, G. G. (2008). *Meetings, expositions, events, and conventions: An introduction to the industry*. Pearson/Prentice	Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2012). *Festival and special event management, Google eBook*. John Wiley & Sons.	

	at Site: Applications of Technology-Enabled Communication in Conference Management, Budget and Risk management, Planning Conference Brochures, Drafting Guest Invitations, Conference Kits, Registration and Accommodation, Handling Press & Media, Safety & Security Aspects, email writing, use of social media, dos and don'ts with technology-enabled communication.	used in the process. • Various safety and security aspects.	Hall.		
Module 4: Restaurant Management					
9	**Types of restaurants** - Identify different types of restaurants. Recognize the importance of customer needs. Manage and support staff—track expenses and profit.	Upon completion of the module, the student would understand: Various types of restaurants and the needs of the customer.	Fenich, G. G., &Fenich, G. G. (2008). *Meetings, expositions, events, and conventions: An introduction to the industry*. Pearson/Prentice Hall.	Angelo, R. M., & Vladimir, A. N. (1991). Hospitality today: an introduction. *Hospitality today: an introduction.*	
10	**Working of the restaurant**: Identify the different roles in the front of the house. Recognize job responsibilities in the kitchen. Understand how the point-of-sale system works. Explore how the restaurant manager functions in this hierarchy.	Upon completion of the module, the student would understand: • The jobs responsibilities of the kitchen staff • Other restaurant manager job responsibilities.	Hill, C(2016). *Making the Cut: What Separates the Best From the Rest.*Paces Ferry Press	Angelo, R. M., & Vladimir, A. N. (1991). Hospitality today: an introduction. *Hospitality today: an introduction.*	
11	**Food & Workplace Safety**- Understand essential safety regulations in the kitchen. Recognize the importance of proper employee training. Identify critical food safety practices. List common food-borne illnesses.	Upon completion of the module, the student would understand: • Various safety norms to be followed in the kitchen. • Other training to be given to the food handlers.	Bhat, R., & Gómez-López, V. M. (Eds.). (2014). *Practical food safety: Contemporary issues and future directions*. John Wiley & Sons.	Schmidt, R. H., & Rodrick, G. E. (2003). *Food safety handbook*. John Wiley & Sons.	
12	**Understanding Recipes, Techniques, & Equipment and restaurant management** -Understand how to read a recipe.	Upon completion of the module, the student would understand: • Various types of cooking	Gordon, R. T., &Brezinski, M. H. (2016). *The complete restaurant management*	Lynch,B.(2017)*Out of Line2017) A Life of Playing with Fire* .Atria Books	

	Recognize ingredient quantities and preparation instructions. Explain some basic cooking techniques. Explore the function of commercial cooking equipment. Managing a Restaurant Staff. Marketing & Customer Service. Professional Communications & Ethics in Restaurant Management	methods • Equipment's used in the kitchen. • How to manage the restaurant • Ethics and values in restaurant management • Effective communication skills	*guide*. Routledge.		
	Module 5: Emerging trends, innovations, the role of Artificial Intelligence and technology in hotels and restaurants.				
13	**Artificial intelligence in the food industry;** Introduction, Modern trends of artificial intelligence in the foodservice sector, Scope of artificial intelligence in the foodservice industry, Impact on artificial intelligence on jobs, Opportunity to improve food safety Concept of Cloud Kitchen. Online food ordering system.	• Upon completion of the module, the student would understand: • The various concepts related to emerging trends and the use of AI in the foodservice Industry	Naumov, N. (2019). *The impact of robots, artificial intelligence, and service automation on service quality and service experience in hospitality*. Emerald Publishing Limited.	Brynjolfsson, E., &Mcafee, A. N. D. R. E. W. (2017). Artificial intelligence, for real. *Harvard Business Review*.	

44. Assessment Structure:

S No.	Assessment Type	Weightage
1	6 Internal Assessment based on presentations from each unit	30%
2	Field Visit/ Project-Based Learning /RBL	30%
3	Extra-Curricular activity/Seminars / Workshops/Competitions /Paper published in Books /Journals /Youtube /Blogs	20%

4	End Term Exam	20%
Total		100%

45. Pedagogy:

a. Instructional strategies:Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, F&B Practicals and, role plays regarding how to manage a Banquest department in a premises.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):Classroom and Food and beverage Lab with basic facilities.

c. Expertise in AUD faculty or outside: Internal Experts as well as experts from the Hotel industry having practical experience

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Tourism and Hospitality Sector Skill Council, various Universities already having specialised faculty and collaborations may be explored with various hotel chains where student can visit and learn about Restaurant,BanquetingandConvention Management

Signature of Course Coordinator(s)

Note:

16. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated. The revised proposal should be included and submitted to the Academic Council with due recommendations.
17. Core courses meant to be part of more than one programme and shared across schools may need to be taken through the Boards of Studies. The electives shared between more than one programme should have been approved by the Board of Studies and taken through the primary school's SCAP/SCPVCE/SCR.
18. In certain exceptional cases, where a course does not belong to any particular school, the proposal may be submitted to the Academic Council through SCAP/SCPVCE/SCR.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	Master of Vocation (M.Voc) in Hospitality and Tourism Management
Course title	Hotels & Resorts Management
Course code	SVS223302
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	
Course coordinator and team	Ankush Rathor and Vikas Singh

46. Does the course connect to, build on or overlap with any other courses offered in AUD? No

47. Specific requirements on the part of students who can be admitted to this course: All students who have passed semester-1

48. No. of students to be admitted : Those who have passed semester-1

49. Course scheduling : Full Semester

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

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely to the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving the industry as an empowered employee or becoming a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Hotels & Resorts Managementis most relevantly linked to developing such attributes on professional development relevant to the hospitality industries to undertake the job in various Hotels and Restaurants and allied segments efficiently and effectively.

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

Hotels and Resorts Management is an essential part of Master of Vocation (M.Voc) in Hospitality and Tourism Management. The Master program emphasised the significance of the management techniques and overall concepts of managing Hotels and Resorts. It is an industry-specific specialised programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those required by the industries in the job market.

52. Course Details:

a. Summary:

Students will explore and learn about all the front-of-house and heart-of-house areas of a full-service hotel or resort operation, including management practices, administration, rooms division and food and beverage services. Students will gain a thorough foundation of national and international markets, exceptional guest service, industry software applications, leadership, cultural diversity and proactive management skills. Students will have the opportunity to network with industry professionals through guest speakers, hospitality events, industry-related field trips and extensive work experience.'s

b. Objectives:

The objectives of the Course are to: -

- identify the social, political, and environmental issues confronting the Hospitality industry
- elaborate the hotel and resort operations and management with an emphasis on the organisational structure of hotels and the departments, positions and facilities that make up the industry.
- demonstrate the various marketing tools and strategies for the promotion and upselling of the hotels and resorts

c. Expected learning outcomes:

After the course, the students will be able to :

- Analyse various multinational hotel chains in India.
- Classify various types of Hotel Association
- Interpret various technical terms used in Resort Management
- Categorize various sections of the hotels
- identify the roles of various departments of the Hotels
- Analyse various trends and factors affecting the growth of Resorts

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

Module 1: Origin and Expansion
Module 2:Departments of hotel

Module 3: RequirementsandProcedureforConstructingClassifiedHotel
Module 4: Resort Concept
Module 5: Resort Planning
Module 6: Resort Management

e. Contents (week wise plan with readings):

Module 1: Origin and Expansion					
Week	**Plan/ Theme/ Topic**	**Objectives**	**Core Reading (with no. of pages)**	**Additional Suggested Readings**	
1	Conversion of Tavern; Inns, Chalets and places into hotels, creating private, Public and multinational hotel chains in India.	Upon completion of the module, the student would be able to: • Analyse various multinational hotel chains in India. • The origin of the Hotel Industry in the Indian context	Edwards, J. E. (2012). *Applied facilities management for the hospitality industry*. Cognella.	Hayes, D. K., Ninemeier, J. D., & Miller, A. A. (2017). *Hotel operations management*. Upper Saddle River, NJ: Pearson.	
2	Regional, National and International Hotel Associations and their operation.	Upon completion of the module, the student would be able to: • Classify various types of Hotel Association • Analyze the operations of these organizations	Edwards, J. E. (2012). *Applied facilities management for the hospitality industry*. Cognella.	Hayes, D. K., Ninemeier, J. D., & Miller, A. A. (2017). *Hotel operations management*. Upper Saddle River, NJ: Pearson.	
Module 2:Departments of hotel					
3	Front Office, House Keeping, Food and Beverage, Personnel and Accounts, Maintenance & Security	Upon completion of the module, the student would be able to: • Categorize various sections of the hotels • Categorize various allied departments of the Hotels	Walker, J. R. (2017). *Exploring the Hospitality Industry, 2/e*. Pearson Education India.	Andrews, S. (2013). *Hotel housekeeping: A training manual*. Tata McGraw-Hill Education. Andrews, S. (2013). *Hotel front office: A training manual*. Tata McGraw-Hill Education. Andrews, S. (2013). *Food and beverage service: A training manual*. Tata McGraw-Hill	

				Education.	
4	Role and functions of different departments.	Upon completion of the module, the student would be able to: • Analyze the roles of various departments of the Hotels	Walker, J. R. (2017). *Exploring the Hospitality Industry, 2/e.* Pearson Education India.	Andrews, S. (2013). *Hotel housekeeping: A training manual.* Tata McGraw-Hill Education. Andrews, S. (2013). *Hotel front office: A training manual.* Tata McGraw-Hill Education. Andrews, S. (2013). *Food and beverage service: A training manual.* Tata McGraw-Hill Education.	
Module 3: Requirements and Procedure for Constructing Classified Hotel					
5	Prescribed application forms for approval of Hotel Projects. Regulatory conditions and Guidelines for approval of Hotel Projects. Star categorization,	Upon completion of the module, the student would be able to: • Analyse various types of approvals from regulatory bodies for star categorizations	Mill, R. C. (2008). *Resorts: management and operation.* John Wiley & Sons.	Penner, R. H., Adams, L., & Rutes, W. (2013). *Hotel design, planning and development.* Routledge.	
6	Sources of Finance, Incentives and subsidy extended to Hotels in Tourist areas and Tourist Backward areas. Hotel Related technical words. Resort Management:	Upon completion of the module, the student would be able to : • Interpret various technical terms used in Resort Management	Mill, R. C. (2008). *Resorts: management and operation.* John Wiley & Sons.	Penner, R. H., Adams, L., & Rutes, W. (2013). *Hotel design, planning and development.* Routledge.	
Module 4: Resort Concept					
7	Characteristics of Resort Management as opposed to Hotel Management,	Upon completion of the module, the student would be able to: • Compare the characteristics of Resort and Hotel management	Camilleri, M. A. (Ed.). (2019). *The Branding of Tourist Destinations: Theoretical and Empirical Insights.* Emerald Publishing.	Beals, A. R. (2020). Strategies of resort to curers in South India. In *Asian medical systems* (pp. 184-200). University of California Press.	
8	Historical Perspective in Indian Scenario	Upon completion of the module, the student would be able to: • Analyse the	Camilleri, M. A. (Ed.). (2019). *The Branding of Tourist*	Beals, A. R. (2020). Strategies of resort to curers in South India. In *Asian medical*	

		Historical Perspective in Indian Scenario	*Destinations: Theoretical and Empirical Insights*. Emerald Publishing.	*systems* (p. 184-200). Uni ersity of California Press.	
Module 5: Resort Planning					
9	Preliminary Consideration in Resort Planning and Development and Phases of Resort Planning and Development.	Upon completion of the module, the student would be able to: • Analyse preliminary consideration in Resort Planning	David, F., & David, F. R. (2016). *Strategic management: A competitive advantage approach, concepts and cases*. Florence: Pearson–Prentice Hall.	Penner, R. H., Adams, L., & Rutes, W. (2013). *Hotel design, planning and development*. Routledge.	
10	Trends and factors in Developed Tourist Markets leading to the growth of Resort Concept. Factors affecting rate. Basic Elements of a Resort Complex: Loading facilities, landscaping, Dinning and drinking facilities, family-oriented services,shops and services, Entertainment; Use of Community Resources.	Upon completion of the module, the student would be able to: • Analyse various trends and factors affecting the growth of Resorts	Murphy, P. (2009). *The business of resort management*. Routledge.	Penner, R. H., Adams, L., & Rutes, W. (2013). *Hotel design, planning and development*. Routledge.	
Module 6: Resort Management					
11	Resort Management and Sales Promotion. Research and Analysis.	Upon completion of the module, the student would be able to : • Analyze various sales promotion techniques for Resort Management	Murphy, P. (2009). *The business of resort management*. Routledge.	Horner, S., & Swarbrooke, J. (2012). *Leisure marketing*. Routledge.	
12	The environment, current market, Market segmentation and potential guest markets, Tools of Marketing, Advertising, Promotion and Publicity.	Upon completion of the module, the student would be able to : • Analyze variousmarket segments for resort • Analyze various marketing tools for promotion.	Murphy, P. (2009). *The business of resort management*. Routledge.	Horner, S., & Swarbrooke, J. (2012). *Leisure marketing*. Routledge.	
13	Resort Marketing: •Destination and resort marketing •public relations •Emerging marketing trends	Upon completion of the module, the student would be able to : •Explain marketing principles and practices	Solelhac, A. (2021). Mountai n Resort Marketing and Management.	Horner, S., & Swarbrooke, J. (2012). Leisure marketing. Routledge.	

	•issues in the industry andtheir implications •Digital marketing	within the organizations in Tourism and Resort industry context. •Manage destination and resort marketing •Handle public relations •Analyse the issues in the industry and their implications Forecast the future trends	Routledge.		

53. Assessment Structure:

S No.	Assessment Type	Weightage
1	6 Internal Assessment based on presentations from each unit	30%
2	Field Visit/ Project-Based Learning /RBL	20%
3	Extra-Curricular activity/Seminars / Workshops/Competitions /Paper published in Books /Journals /Youtube /Blogs	30%
4	End Term Exam	20%
Total		100%

54. Pedagogy:

b. Instructional strategies:Instructional strategies: Blended approach will be used which will include texts, worksheets, films, clips, YouTube clips, simulations, practicals in addition to the processes learnt as part of On-Job-Training etc.

c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):Classroom and Lab with basic facilities .

d. Expertise in AUD faculty or outside: Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Internal Experts as well as experts from the Hotel industry having practical experience

e. Linkages with external agencies (e.g., with field-based organizations, hospitals; any others): Tourism and Hospitality Sector Skill Council, various Universities already having specialised faculty and collaborations may be explored with various hotel chains.

Signature of Course Coordinator(s)

Note:

19. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated. The revised proposal should be included and submitted to the Academic Council with due recommendations.
20. Core courses meant to be part of more than one programme and shared across schools may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved by the Board of Studies and taken through the primary school's SCAP/SCPVCE/SCR.
21. In certain exceptional cases, where a course does not belong to any particular school, the proposal may be submitted to the Academic Council through SCAP/SCPVCE/SCR.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	School of Vocational studies
Programme(s)	M.Voc in Tourism and Hospitality Management
Course title	Front Office Management
Course code	SVS222201
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	MS 2022
Course coordinator and team	Prof. Ashish Dahiya and Mr.Nikhil Singh Charak

55. Does the course connect to, build on or overlap with any other courses offered in AUD? No

56. Specific requirements on the part of students who can be admitted to this course:
All students who have passed semester-1

57. No. of students to be admitted : Those who have passed semester-1

58. Course scheduling : Full Semester

59. How does the course link with the vision of AUD?
Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups and further to learn people management skills. Front office Management course is mostly designed to provide required front office handling related skillsand the supervisionskills required to handle the front office department of the hotel and equip the students to undertake the job role of Front/Lobby Manager in the hotel industry, also becoming an entrepreneur in the hospitality sector by acquiring such skills related to the understanding of front office operations and its management.

60. How does the course link with the specific programme(s) where it is being offered?
Current course in Front office management is very much linked the proposed programme of Masters in Vocation in Tourism and Hospitality management. Front office management is one of the core areas of hospitality and tourism industry which deals with boarding and lodging of the guest who are travelling from their native place to some other place in quest of Business or Leisure. Furthermore, Front office is

an important component of tourism industry and it is also included in the concept of 3A's in tourism .i.e. Accessibility, Accommodation and Attraction. It is very much important to teach students regarding the Front office management course to make them skilful and job ready for the Hotel/Tourism industry.

61. Course Details:

a. Summary: Current course will focus on the front office operations and its management in the premises including room registration, room assignment, providing information, billing, receiving payment, cancellation, handling customer's complaint and prompt delivery of services to the clients.

b. Objectives:

- To explain basic to advance key terminologies and activities that are required in front office management.
- To provide knowledge about reservation and information systems used in hospitality and tourism industry.
- To identify the different type of guests and the approach to handle them in front office.
- To enlist inter-departmental activities and relationship that runs parallel with front office management in hospitality and tourism industry.
- To define the guest cycle and explain how front office systems, forms, structure, equipment, and technology to help support each phase of the cycle.
- To Identify the types of reservations, how reservations are made, and how reservations are confirmed and maintained.
- To Outline front office responsibilities, focusing on communications, guests' services, guest relations, and security functions.
- To Describe accounting fundamentals and front office financial statements.
- Summarize the procedures involved in checking a guest out and settling his or her account.
- To Explain how a "Night Audit" works in front office department.
- To Identify basic management functions and how they affect the front office operations such as setting rates, forecasting room availability, budgeting, and evaluating operations.

The modules have also covered the various National Occupational Standards as per the Job role of Front office Executive given by Tourism and Hospitality Sector Skill Council(*National Occupational Standards describe what individuals need to do, know and understand to carry out a particular job role or function)* which are listed below:

1. THC/N0119: Assist guest in check-in and checkout process
2. THC/N0107: Attend to guest queries
3. THC/N0110: Perform cashiering activities
4. THC/N0120: Handle guest complaints and guide front office staff
5. THC/N9901: Communicate with customer and colleagues

6. THC/N9902: Maintain customer-centric service orientation

7. THC/N9903: Maintain standard of etiquette and hospitable conduct

8. THC/N9904: Follow gender and age sensitive service practices

9. THC/N9905: Maintain IPR of organisation and customers

10. THC/N9906: Maintain health and hygiene

11. THC/N9907: Maintain safety at workplace

12. THC/N9909: Learn a foreign or local language(s) including English

Note: For more details on the above NOS and other important details, please refer to https://www.thsc.in/admin/uploads/curriculum2/Front-Office-Executive.pdf

c. Expected learning outcomes:

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

- Identify and explain key concepts and issues concerning hotel industries front office management.
- evaluate several important parallel departments that run with front office approaches and models;
- Identify key activities involved in front office management
- Analyze and assess customer's needs and requirement and develop procedures for front office management accordingly.
- Explain the nature and evolution of hospitality industry and its various sub-sectors.
- Illustrate the hierarchy of hotel and front office department.
- Explain the duties and responsibilities of front office executive along with the attributes required such as assisting the guest during check-in and checkout process of the hotel.
- Organise front desk operations including handling guest complaints, guiding housekeeping staff and promoting sales in the hotel.
- Interpret and manage guest requirement and queries including room related facilities, amenities, and request for consumables, etc.
- Manage and complete cashiering activities such as handling the payments of guests at the front desk.
- Devise guest requirement and queries including room related facilities, amenities, and request for consumables, etc.
- Assessing customer satisfaction by understanding the customer requirements, and as per the standards of the hotel
- Maintain standard of etiquette and hospitable conduct.
- Apply gender and age sensitive service practices while on duty and in routine life.
- Comply with the health, hygiene and safety norms at workplace.

d. Overall structure : Whole content has been divided into a 12 weeks plan having 12 different topics to be covered as given below:

- Introduction to Hospitality and Tourism Industry
- Classifying Hotels
- Front office Department
- Room Tariff systems fixation
- Guest cycle and Room Reservations
- Registrations
- Guest service Management and Communications
- Check out and settlement
- Front office accounting and night auditing
- Safety and Security
- Computer Applications in Hospitality
- Current Trends and Practices

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading	Additional Suggested Readings	Assessment
1	**Introduction to Hospitality and Tourism Industry:** Evolution and Growth of the hospitality industry globally, Classification of hotels (based on various categories: on the basis of size, location, guests etc.)Hotel Organisation structure, Virtual Visit to Taj and Oberio's Group of hotels	• Understand the origin and growth of the hospitality and tourism industry. • Explain the organisational structure of hotels. • Develop clear concept about the evolution of hospitality. industry • Describe the virtual visit to Taj Group of hotels . • Understand various types of hotels	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:3-24) Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Professional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	Bhatnagar, S. K. (2011). Front Office Management. Frank Brothers. Dix, C., & Baird, C. (2006). Front office operations. Pearson Education India.	(25% Weightage) Assignments/ MCQ test/case studies/Simulations (Based on the topics covered during Week 1,2 and 3)

2	**Front office Department:** Front Office organisation, layout, planning, furniture and equipment used, staffing pattern-according to sizes and types, rules of the house for Front Office staff, duties and attributes of different level of staff, basic terminology used in the front office of a hotel, coordination and communication between the Front Office and the other departments, Virtual visit to Lemon Tree Group of Hotels	• Illustrate the front office organisation, layout and planning. • Understand the duties and responsibilities of front office staff • Explain interdepartmental coordination. • Describe the virtual visit to Lemon Tree Group of hotels.	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:75-89) Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Professional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	Bhatnagar, S. K. (2011). Front Office Management. Frank Brothers. Dix, C., & Baird, C. (2006). Front office operations. Pearson Education India.	
3	**Room Tariff systems fixation:** Introduction, Room Rate Designation, Meal plans, Tariff card, Room tariff fixation, cost based pricing, Market based pricing, Virtual visit to ITC Welcome group hotel.	• To learn about the Room rate fixation. • Understand the market based pricing. • Explain the various meal plans. • Describe the virtual visit to ITC Group	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:122-132) Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Professional Front Office Management: Pearson New	Bhatnagar, S. K. (2011). Front Office Management. Frank Brothers. Dix, C., & Baird, C. (2006). Front office operations. Pearson Educatio	(25% Weightage) Assignments/ MCQ test/case studies/Simulations Based on the topics covered during Week 4,5 and 6

		of hotels	International Edition PDF eBook. Pearson Higher Ed.	n India.	
4	**Guest cycle and Room Reservations** Guest Cycle (pre arrival, Arrival, Stay, Departure, and Post-Departure.Reservations: Types, Modes of reservation enquiry, sources and systems of reservations, Processing reservation requests, Reservation reports, Importance of reservation, Virtual visit to ITDC Hotel	• Describe the guest cycle process in front office • List various modes of reservations • Describe the process of reservation • Describe the virtual visit to ITDC Group of hotels	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:144-171) Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Profes sional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	Bhatnagar , S. K. (2011). Fr ont Office Managem ent. Frank Brothers. Dix, C., & Baird, C. (2006). F ront office operation s. Pearson Educatio n India.	
5	**Registrations:** Receiving, Pre-registration and registration process, Form C, rooming of the guest on arrival, check In procedures. Rooming of VIP and VVIP guests and group arrivals, contractual terms between hotel and guests, record registers, forms, etc. required in the	• Explain the registration process • State the rooming of the guest on arrival • Illustrate the Check In process • Describe the virtual visit to Park Group of hotels	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:176-185) Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Profes sional Front Office Management: Pearson New International Edition PDF	Bhatnagar , S. K. (2011). Fr ont Office Managem ent. Frank Brothers. Dix, C., & Baird, C. (2006). F ront office operation s. Pearson Educatio n India.	

	reception office, Virtual visit to The Park Group.		eBook. Pearson Higher Ed.		
6	**Guest service Management and Communications:** Various guest services, handling the telephone, guest mail, key control process, paging, safe deposit locker, left luggage handling, wake up call, handling guest complaints, Front office communication process and 7 C's of communication, types of communication used in front office, Interdepartmental communication, Virtual visit to Lalit Group of Hotels	• List the various guest handling services • Understand the 7 C's of communication • Explain the various guest complaint handling procedures • Describe the virtual visit to Lalit Group of hotels	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:199-218) Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Professional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	Bhatnagar, S. K. (2011). Front Office Management. Frank Brothers. Dix, C., & Baird, C. (2006). Front office operations. Pearson Education India.	(25% Weightage) Assignments/ MCQ test/case studies/Simulations Based on the topics covered during Week 7,8, and 9
7	**Check out and settlement:** Check out process, modes of bill settlements, foreign exchange, potential check out problems, guest folio	• Understand the checkout process • Explain the modes of bill settlements • Describe the guest folio charges • Describe the virtual visit to Royal OrchidGroup of hotels	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:223-242) Woods, R., Ninemeier, J. D., Hayes, D.	Bhatnagar, S. K. (2011). Front Office Management. Frank Brothers. Dix, C., & Baird, C.	

	charges, Late Checkout, Improper positing of charges in the guest folio, Virtual visit to Royal Orchid Group of Hotels		K., & Austin, M. A. (2013). Professional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	(2006). Front office operations. Pearson Education India.	
8	**Front office accounting and night auditing:** Types of Accounts, Vouchers, Folios, Ledger, Front office accounting cycle, Creation Maintenance and settlement of accounts, Control of cash and credit, Night auditor duties, process, end of the day, establishing positing, no shows, updating system, Revenue Management and Forecasting, Virtual visit to Hilton Group of Hotels	• Understand various types of front office accounts • Illustrate the front office accounting cycle • Explain the duties of a night auditor • Describe the virtual visit to Hilton Group of hotels	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:248-261) Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Professional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	Bhatnagar, S. K. (2011). Front Office Management. Frank Brothers. Dix, C., & Baird, C. (2006). Front office operations. Pearson Education India.	
9	**Safety and Security:** Security staff and systems, key control procedures, fire safety, various accidents (case studies), first aid, handling unusual	• Understand various key control procedures • Explain the first aid procedure • Summarize handling unusual events	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:279-290) Woods, R., Ninemeier, J.	Bhatnagar, S. K. (2011). Front Office Management. Frank Brothers. Dix, C., & Baird,	End Term Exam/MCQ Test(25% Weightage)

	events, Accident report, Handling Emergency situations (Robbery, theft, drunken guest), Virtual visit to Hyatt Group of Hotels	• Describe the virtual visit to Hyatt Group of hotels	D., Hayes, D. K., & Austin, M. A. (2013). Profes sional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	C. (2006). F ront office operation s. Pearson Educatio n India.	
10	**Computer Applications in Hospitality:** Application of IT in front office department, Property management systems, Global Distribution Systems, various examples of PMS (various examples of online Software's available), hands on training for various PMS used in hotels, methods of measuring hotel performance: occupancy ratio, average daily rate, REVPAR, Market share Index, occupancy reports, Virtual Visit to Marriott Group of Hotels	• Understand the role of IT in front office department • Know about Property management systems • Describe the methods of measuring hotel performance • Describe the virtual visit to Marriott Group of hotels	Tewari, J. R., (2017). Hotel front office: operations and management. Oxford University Press(pp:295-305) Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Profes sional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	Bhatnagar , S. K. (2011). Fr ont Office Managem ent. Frank Brothers. Dix, C., & Baird, C. (2006). F ront office operation s. Pearson Educatio n India.	
11	**Current Trends and Practices:** Impact of covid 19 in the hotel industry: pre and Post Covid era,	• Describe the latest SOP's used in the front office department with special	www.fhrai.co m https://tourism. gov.in/	Bhatnagar , S. K. (2011). Fr ont Office Managem	

	and various SOP's for the front office department in terms of guest handling as per MOT and FHRAI Guidelines for Covid 19, Saathi and Nidhi App by MOT, Virtual Visit to Radisson Group of Hotels.	reference to the covid 19 protocols. • Explain the latest trends in the front office department • Appraise the virtual visit to Radisson Group of hotels	Woods, R., Ninemeier, J. D., Hayes, D. K., & Austin, M. A. (2013). Professional Front Office Management: Pearson New International Edition PDF eBook. Pearson Higher Ed.	ent. Frank Brothers. Dix, C., & Baird, C. (2006). Front office operations. Pearson Education India.	

Sl. No	Assessment Pattern	Weightage
1	Assignment-1 (based on Week 1,2 and 3)	25%
2	Mid Semester Exam (based on Week 4,5and 6)	25%
3	Assignement-3 (Based on week 7,8 and 9 lectures)	25%
4	End Semester MCQ Test	25%

62. Pedagogy:

a. Instructional strategies:
Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, Front office practical's and, role plays regarding how to manage a front office department in a premises.

b. Special needs: Virtual visits to the various chain hotels every week.

c. Expertise in AUD faculty:Internal Experts as well as experts from the Hotel industry having practical experience in Front officeManagement.

d. Linkages with external agencies:Tourism and Hospitality Sector Skill Council, various Universities already having specialised faculty and collaborations may be explored with various hotel chains where student can visit and learn about the Front office/RDM management.

Signature of Course Coordinator(s)

Note:

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

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

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	SVS
Programme(s)	M.Voc. in Hospitality and Tourism Management
Course title	Planning and Management of Events
Course code	SVS222202
Total Credits	04
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	
Course coordinator and team	Mr. Maheem Deshwal, Mr. Ankush Rathor and experts

63. Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes, its build on with continuation of subject M.I.C.E. of B.Voc. (T&H) 2nd semester

64. Specific requirements on the part of students who can be admitted to this course:
Student with or without any prior experience or knowledge can be admitted to this course.

65. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
30-35 students to be admitted

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

67. How does the course link with the vision of AUD?
As AUD aspires for globally recognised premier skill university, this course will just add another feather in skill development of students.

68. How does the course link with the specific programme(s) where it is being offered?
Event industry is recognisably big market and brings lots of opportunities to hospitality and travel industry. Introduction of this course in M.Voc. (T&H) programme will enhance student's skills and will open doors to more career options.

69. Course Details:

a. Summary: Brief description of Event industry, how it functions, its components, its importance and supporting industry.

b. Objectives:

- To provide knowledge about Events and their operations
- Tolearn managerial and operational aspects of Event industry
- To define the legal and financial prospects of event
- To explain the marketing, branding and promotion of event
- To provide knowledge about how to plan, organise and execute event successfully
- To describe ethics and good business practices of event industry

c. Expected learning outcomes:

- Students will be able to manage and grow in the event industry
- Organise better communication skills in vendor contracting and negotiation
- With group tasks and activities students will learn to manage problems in group. This will enhance their leadership qualities
- Students will be able to interpret and manage more innovatively in their approach of product development
- Illustrate how different industries are inter linked and supports each other.
- Students will also analyse the economic, social and environmental sustainability of event industry.

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

Module 1: Planning an Event or Meeting
Module 2: Event Marketing
Module 3: Leisure and Tourism Events
Module 4: Event Logistics, Vendor Management & Feedback collection

e. Contents (week wise plan with readings):

Module 1: Planning an Event or Meeting					
Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Determining objectives, Planning the Program, Creating a Suitable Environment- Recognize Ethical Issues in Events Planning/Meeting Management Practices.	Upon Completion of Module, the student would understand: Understanding the events and their objectives Understanding the planning components of Event	Allen, J. (2010). The business of event planning: behind-the-scenes secrets of successful special events. John Wiley & Sons.	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.	Project base 20%
2	Budgeting and Financial Management, Site Selection, The	Upon Completion of Module, the student would understand:	Allen, J. (2010). The business of	Gaur, S. S. (2009). Event marketing	

	Convention and Visitors Bureau, Working with Convention Services Manager, Support Services	Financing, budgeting and accounting in planning an event Will learn different types of convention and other supporting services	event planning: behind-the-scenes secrets of successful special events. John Wiley & Sons.	and management. Vikas Publishing House.	
3	Addressing Basic Needs, Housing, Transportation, Food and Beverage, Communication Network	Upon Completion of Module, the student would understand: To identify basic needs and services of event. Arranging basic needs of event and attendees.	Allen, J. (2010). The business of event planning: behind-the-scenes secrets of successful special events. John Wiley & Sons.	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.	
4	Legal and Ethical Considerations, Contracts and Liability	Upon Completion of Module, the student would understand: Legal obligations and permissions of arranging event Contracting, clearing liability and ethics of event industry	Allen, J. (2010). The business of event planning: behind-the-scenes secrets of successful special events. John Wiley & Sons.	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.	
Module 2: Event Marketing					
5	Marketing Concept of Events, Marketing Mix, Product, Place, Price, Promotion, Marketing Planning	Upon Completion of Module, the student would understand: Marketing concepts in event promotion and branding Understanding different P's of event marketing	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.		Project base 20%
6	Marketing, Budget, Merchandise, Marketing Control, Brand Promotion and Catchment Area	Upon Completion of Module, the student would understand: To explore some of the key marketing issues of event management including budgetary Suggesting appropriate	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.		

		marketing and advertising techniques which event's organizers can use			
7	Innovative Ways of Organising Events, New Trends in Event Marketing, National-International Events and Venues.	Upon Completion of Module, the student would understand: Bringing innovation in events and recognising new trends of industry. Famous National and International event venues with their specialisation.	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.		
Module 3: Leisure and Tourism Events					
8	Leisure, Tourism and Events Planning, Monitoring and Evaluation, Inter-relations between Tourism and Arts, Sports, Local, National and International Tourism Events	Upon Completion of Module, the student would understand: Students will have competence to develop professional expertise and strategize in the Leisure, tourism and events management related to this sector	Bowdin, G., Allen, J., Harris, R., McDonnell, I., & O'Toole, W. (2012). Events management. Routledge.	Hassan, A., & Sharma, A. (Eds.). (2018). Tourism Events in Asia: Marketing and Development. Routledge	Project base 20%
9	Special Events-Introduction Special Events, Types of Special Events, Arranging a Special Event	Upon Completion of Module, the student would understand: The necessary guidelines and procedures to coordinate execute and evaluate a Special Event.	Goldblatt, J. J. (2007). Special Events: The Roots and Wings of Celebration. John Wiley & Sons, Inc.	Hassan, A., & Sharma, A. (Eds.). (2018). Tourism Events in Asia: Marketing and Development. Routledge	
Module 4: Event Logistics, Vendor Management & Feedback collection					
10	Vendor Management-Preparing all Vendor Sheet; Preparing Financial sheet of Event; Preparing Payment date sheet with all Stakeholders; Price Negotiation with Vendors; Contracting with Vendors; Acquiring and Reserving	Upon Completion of Module, the student would understand: Selecting and contracting with vendors Preparing price sheet Managing Equipements	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.		Project base 20%

	Equipements				
11	Event Logistics- Venue Design, Site Design, Audio-Visual production, Budgeting & Negotiation, Technical Design, Health & Safety, Adaptation and Coordination, Follow-up with events coordinators, Run Charts, Flight booking of Artists & Guest, Visa assistance, Hotel booking, Airport and hotel transfers, Booking of conference facilities and technical equipment	Upon Completion of Module, the student would understand: To develop the creative, technical and logistical elements that help an event succeed. To develop the Negotiation, Designing and Coordination skills	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.		
12	Feedback collection - Data Collection of Visitors; Preparing Feedback Process; Analysing Outcome of Event	Upon Completion of Module, the student would understand: How and what data to collect Preparing feedback process from guests Preparing final event outcome report and forecasting	Gaur, S. S. (2009). Event marketing and management. Vikas Publishing House.		

Assessment weightage **(Managing Exhibitions and Conferences)**	
Type of Assessment	**Weightage**
Module 01: Project base: 01-04 week	20%
Module 02: Project base: 05-07 Week	20%
Module 03: Mid term assessment: 08-09 Week	20%
End term Exam	40%

70. Pedagogy:

a. Instructional strategies:

Team projects, team task, presentations, case studies, field visit will be part ofinstructional strategy in classroom.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic,library, classroom/others instructional space; any other – please specify):
Related books in library and one/two field visits can be arranged to get exposure toevents and their operations.

c. Expertise in AUD faculty or outside
Yes, Industry experts can be invited to share their industry experience and new trends.

d. Linkages with external agencies (e.g., with field-based organizations, hospital;any others)
Student will be encouraged to visit or register themselves as volunteer in differentevents.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

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

Minutes of the 21st Meeting held on March 23, 2022 in Committee Room 2

The 21st Meeting of the SCPVCE was held on March 23, 2022 in Committee Room 2, Kashmere Gate Campus. Some members and special invitees joined the meeting online.

The following members were present:

Prof. Sitansu Sekhar Jena	Chairperson
Prof. Anita Ghai	Member
Prof. Rachana Johri	Member
Prof. Amol Padwad	Member
Prof. Kartik Dave	Member
Prof. Lawrence Liang	Member
Prof. Babu P. Remesh	Member
Prof. Rukmini Sen	Member
Dr. Monimalika Day	Member
Dr. Sunita Singh	Convenor
Dr. Jyotirmoy Bhattacharya	Member

Regrets: Dr. Suresh Babu, Director (CDP), Director(ACIIE) – on long leave

Special Invitees: Dr. R. C. Sharma, Mr. Akha Kaihrii Mao, Mr Ankush Rathor, Mr. Nikhil Singh Charak, Dr. Anandini Dar, Dr. Gunjan Sharma, Dr. Shivani Nag, Dr. Krishna Kalyan Dixit

Secretarial Assistance: Dr. Sunita Tyagi

The following agenda items were discussed:

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

1. To discuss and consider the following revised 2nd Year B.Voc. Skill courses in Retail Management:
   i. Advanced Retail Store Operations (4 credits)
   ii. Visual Merchandising (4 credits)
   iii. Introduction to Store Management (2 credits)
   iv. On the Job Training (Department Manager-1) (8 credits)
   v. Advanced Store Management (4 credits)
   vi. Managing Organisation Dynamics (4 credits)
   vii. Customer Experience Management (2 credits)
   viii. On the Job Training (Department Manager-II) (8 credits)

2. To consider the following courses of 2nd Semesters for the M.Voc. in Tourism & Hospitality Management programme:
   i. Data Analysis and Interpretation (4 credits)
   ii. Business Communication and Personality Development (4 credits)
   iii. Tourism and Hospitality Law (4 credits)
   iv. Policy Planning for Tourism and Hospitality in India (4 credits)
   v. Industry Internship (6 credits)
   vi. Restaurant, Banqueting and Convention Management (4 credits)
   vii. Hotels and Resorts Management (4 credits)
   viii. Front Office Management (4 credits)
   ix. Planning and Management of Events (4 credits)

3. To consider the following MOOCs course (Massive Open Online Courses) that SVS proposes to offer its students of M.Voc. (Tourism and Hospitality Management) programme as additional electives:

Course	Name of the course	Online platform	Credits
M.Voc. (THM)	Tourism Planning and Sustainable Development	www.swayam.gov.in	4

(II) To consider the recommendations of the Board of Studies of School of Education Studies (SES) for the following:

1. To discuss and consider following six elective courses for the MA Education and MA Education (Early Childhood Care and Education) programmes:

i. Teachers as Researchers (4 Credits)
ii. ICT in Education (4 Credits)
iii. Linguistic Diversity, Rights and Education (4 Credits)
iv. Contexts and Concerns of English Language Education (ELE) in India (4 Credits)
v. Multi-voiced Classrooms and Feminist Pedagogies (4 credits)

2. To report the practice of collecting student feedback on courses and faculty reflections and deliberations on the feedback and action taken report

3. To discuss and consider the following proposed list of MOOC postgraduate level courses from the Swayam portal for MA Electives:

i. Early Childhood Care and Education (4 credits) by K. Arockia Maraichelvi https://onlinecourses.swayam2.ac.in/cec22_ed02/preview
ii. Understanding Disciplines and Subjects (2 credits) by Niradhar Dey https://onlinecourses.swayam2.ac.in/nou22_ed04/preview

· To discuss and consider the following revised 2nd Year B.Voc Skill courses in Retail Management:

i. **Advanced Retail Store Operations (4 credits)**
This course will enable students to understand about customer management and services. It will also familiarise students about inventory management, managing and controlling operations. The modules will focus on analysis of manpower and merchandising management and the importance of health, safety and hygiene management in the retail sector.

ii. **Visual Merchandising (4 credits)**
This course focuses on the store atmosphere. It emphasises on the basics of visual merchandising and its operations in the store. It will enable students to put up products on display in a retail store, recognise and regularly check displays. The course will also focus on how to enhance choice for customers and interpret design briefs for retail displays.

iii. **Introduction to Store Management (2 credits)**
This course will enable students to understand customer management and services. It will also familiarise them about managing manpower, merchandise and health hygiene and safety. The focus will be to evaluate, plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers.

iv. **On the Job Training (Department Manager-1) (8 credits)**
During the 30 days OJT, students are exposed to the practical aspects of skills they have learnt in courses over the first half of the semester. The individual will be responsible for supervising and directing the store staff, making staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimising the store's financial performance and managing safety and security of the store while adhering to the business and store processes.

v. **Advanced Store Management (4 credits)**
This course will enable students to work in customer management and services. It will also familiarise them about managing manpower, managing merchandise and warehouse management. It will allow students to submit a proposed budget for approval and to assist in the overall financial planning process. Further, they will learn to discuss and negotiate the proposed budget with the relevant individuals in the organisation and agree upon the final budget. Identification of the causes of any significant variances between what was budgeted and what actually happened and ways to ensure prompt corrective action will also be discussed.

vi. **Managing Organisation Dynamics (4 credits)**
Students will become familiar with organisational structure, managing and developing an effective team, and ways to promote stake holders' communication. The course will enable students to plan and motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help in completion of the work. It will also allow them to recognise and find out about differences in expectations and working methods of team members from diverse backgrounds

and promote ways of working that take account of their expectations and maximise productivity.

vii. Customer Experience Management (2 credits)

This course will be a semester long project based on the Industrial Internship exposure. During the practical, students will learn how to document customer profiles, their buying profiles, buying preferences, and the role of technology. It will allow students to understand about working with customers at different stores. A workbook will be provided to students for completing the assignments.

viii. On the Job Training (Department Manager-II) (8 credits)

The students of RM go out on OJT for 30 days in a block after the completionof theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learnt in course of the Skill courses over the first half of the Semester. The individual willbe responsible for supervising and directing the store staff, making staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimising the store's financial performance and managing safety and security of the store while adhering to the business and store processes.

Recommendations from the SCPVCE Members

- *Visual Merchandising*: Specify the kinds of assignments.
- There was a discussion on the balance between online shopping and shopping at a physical location. The programme integrates aspects of omnichannel across several courses.
- *Customer Experience Management*: Need to provide some specific guidelines/protocols for assessment. The assessments could be connected with the job roles for the semester and the specific workbook they need to complete.
- There needs to be space in the curriculum where conflictual issues could be discussed. In order to be better providers—these issues need to be discussed.
- How one reacts to customers could change over time. The idea of reflexivity needs to be addressed.
- It would be helpful to bring in industry experts for feedback on curriculum—since several industry experts already teach at SVS, they could be invited for this review. The School Dean informed the committee that several industry experts are involved during the process of curriculum development and also revision of the curriculum.

After due deliberations, the SCPVCE resolved to recommend revised 2nd Year B.Voc. Skill courses in Retail Management to be placed at the next meeting of the Academic Council for consideration after revisions have been complete.

1. To consider the following courses of 2nd Semester for the M.Voc. in Tourism & Hospitality Management programme:

i. Data Analysis and Interpretation (4 credits)

This course explores diverse aspects of social research with a focus on research design, data collection and data analysis. The course addresses qualitative, quantitative and mixed methods research. This learning will enable students to embark more confidently

and creatively on their own dissertation journey, as wellas engage more critically with the research of others.

ii. **Business Communication and Personality Development (4 credits)**
The course is designed to enrich communication skills among students. It will enable students to improve their personality in terms of individual characteristics, style, behaviour, mindset, attitude, individual ways of perceiving and seeing the world. Effective Communication skills play a crucial role in honing one's personality. The course will provide comprehensive knowledge on the concepts of intra cultural and cross-cultural communication. It will also focus on different techniques related to identifying the use of digital communication in the form of various social media used in current scenario.

iii. **Tourism and Hospitality Law (4 credits)**
This course will provide students with basic concepts of Law's with reference to hotels and travel industry. It will provide an overview of the structure, nature and fundamentals of various ethical laws related to Hospitality & Tourism industry. Students will also be introduced to the social, economic and environmental context within which the hospitality industry operates with legal requirements. The course will enable students to identify the role of Law for start-up of Restaurant, hotels, travel agency and tour operators.

iv. **Policy Planning for Tourism and Hospitality in India (4 credits)**
This course will enable students to develop an understanding of the process of policy making in tourism. It will also introduce students to ways of conducting evaluation of tourism plans and policies. The course follows the principles of sustainable tourism and covers a broader perspective of tourism policy. After completion of the course, students will be able to define and explain key concepts and importance of tourism policy in India and critically evaluate several important tourism policy plans.

v. **Industry Internship (6 credits)**
This internship has been designed keeping in mind the semester two requirements for M.Voc. students whose role in the field include hospitality and hotel operations, staffing, client management, developing business and administration. In the course, students will analyze provisions of hospitality and tourism with different establishments such as Hotel/Tour companies/Travel agency/Hospitals. They will be able to prepare hospitality setups based on the identified clienteles' group and will be able to understand basic theme setups & its arrangements. The internship will allow students to discuss the process related to maintaining appropriate etiquette, health and hygiene and safety of the workplace and also list out the basic plan for layout of reception areas in hospitality and tourism.

vi. **Restaurant, Banqueting and Convention Management (4 credits)**
The course will emphasise the basic functioning of the banquets and restaurants. It will also highlight the various types of events, conventions and their functions. It will enable students to create a plan and design the banquet menus along with inputs on practical skills for banquet servicing styles. Students will be able to execute planning for types of the buffet; banquet functions, meetings exposition, events and convention and its sales & promotions.

vii. Hotels and Resorts Management (4 credits)

In this course students will gain a thorough foundation of national and international markets, exceptional guest service, industry software applications, leadership, cultural diversity and proactive management skills. They will explore and learn about the front-of-house and heart-of-house and areas of a full-service hotel or resort operation. These include management practices, administration, rooms division and food and beverage services. Students will have the opportunity to network with industry professionals through guest speakers, hospitality events, industry-related field trips and extensive work experience.

viii. Front Office Management (4 credits)

This course will focus on the front office operations and its management in the premises including room registration, room assignment, providing information, billing, receiving payment, cancellation, handling customer's complaint and prompt delivery of services to the clients. Students will be able to identify basic management functions and how they affect the front office operations such as setting rates, forecasting room availability, budgeting, and evaluating operations. They will also be able to describe accounting fundamentals and front office financial statements

ix. Planning and Management of Events (4 credits)

The course will provide an overview of the event industry, how it functions, its components, its importance and its supporting industry. Students will be able to learn managerial and operational aspects of the event industry. They will be able to define the legal and financial prospects of event, explain the marketing, branding and promotion of event and understand ways to provide knowledge about how to plan, organise and execute an event successfully

Recommendations from the SCPVCE Members

- *Data Analysis and Interpretation*: The members were of the opinion that in view of the 4 credit course, the content load is significantly high. The School may examine the content and it should be tailored for a student of Tourism and Hospitality sector. Focus may be placed on what kind of research skills would they need? Currently, the course is too broad based. It could focus on providing students some basic frameworks for data analysis and writing a report.
- *Tourism and Hospitality Law*: The reading by Anupama Roy on Mapping Citizenships in India may not be suitable for this particular course. It is more suitable for a more advanced course. There needs to be more coherence in the course across the course description, course objectives, learning outcomes and description of the modules vis-à-vis course reading. Case studies are a critical component of a such a course. In fact, it is challenging to teach such a course without any case studies.
- *Policy Planning for Tourism and Hospitality in India*: It would be helpful to focus more on the short-term plans than on five-year plans—especially given the current scenario of the pandemic. Some conceptual readings in the course would enable students to understand foundations for policy planning.
- *Industry Internship*: The assessments are too heavily focused on oral presentations/field visits. This may make it challenging for grading assessments. The course needs to specify how the assessments relate to the learning outcomes.
- Some electives could be introduced in the M.Voc. programme which are more academic oriented or, students could take MA electives across schools at AUD.

After due deliberations, the SCPVCE resolved to recommend the 2nd Semester courses for the M.Voc. in Tourism & Hospitality Management programme to be placed at the next meeting of the Academic Council for consideration after suggested revisions in the courses are completed.

2. To consider the following MOOCs course (Massive Open Online Courses) that SVS proposes to offer its students of M.Voc. (Tourism and Hospitality Management) programme as additional electives:

Course	Name of the course	Online platform	Credits
M.Voc. (THM)	Tourism Planning and Sustainable Development	www.swayam.gov.in	4

The SCPVCE resolved to recommend the MOOC course for the M.Voc. in Tourism & Hospitality Management programme to be placed at the next meeting of the Academic Council for consideration.

(III) To consider the recommendations of the Board of Studies of School of Education Studies (SES) for the following:

1. To discuss and consider following five elective courses for the MA Education and MA Education (Early Childhood Care and Education) programmes:

i. **Teachers as Researchers (4 Credits)**

The course aims to prepare practicing and aspiring teachers/educators for inquiry in their own practice as it considers research as being critical in the professional development of educators. It also aspires to engage with the sharp gap between the study and practice of education by creating spaces for dialogue/interface between the university and school system. The interactive pedagogy in the course will provide participants with the skills for critical and more nuanced understanding of the complexities underlying educational practice and contexts.

ii. **ICT in Education (4 Credits)**

This course is designed for school teachers and educators who wish to learn the use of ICT tools in their contexts. It aims at generating their interest in implementing appropriate technology for teaching learning. This course seeks to develop digital skills which are essential in the contemporary times for the teachers. Towards this end, the course involves engaging teachers in collectively reflecting upon the need and utility of ICT tools and approaches; identifying synchronous and asynchronous tools for teaching and learning; adopting relevant modes of teaching like face-to-face, blended, online, flipped or mobile learning; understanding creative commons licenses; creating open educational resources; understand technology-based evaluation, etc.

iii. **Linguistic Diversity, Rights and Education (4 Credits)**

This course aims to question the assumptions underlying language hierarchies and establish linguistic diversity as an important cultural, pedagogic and knowledge resource. It will attempt to foreground instrumental aspects of linguistic human rights (LHR) that go beyond the communicative and expressive components of language, and play a key role in ensuring

participation of people in education and democracy. It further aims to familiarise students with some initiatives to ensure LHR and promote multilingualism.

iv. **Contexts and Concerns of English Language Education (ELE) in India (4 Credits)**
The overarching aim of this course is to raise awareness about the contexts and concerns of ELE in India, and work towards capacity-building of education professionals in delivering appropriate and effective ELE. This course focusses on examination of the history of ELE since its inception, the roles and place of English in India, varied notions (or conceptualisations) of English language, ELE policies and syllabuses at the school level (from Class 1 to 10), issues in ELE, assessment practices, and ELE in practice.

v. **Multi-voiced Classrooms and Feminist Pedagogies (4 credits)**
This course engages with the question of pedagogy from a feminist perspective in context of education theory, experience and praxis. It begins by examining how experiential and intersectional identities of the students come to bear upon the everyday dynamics of learnings within educational institutions and the larger socio-political worlds they traverse. Further, the course will unpack how critical pedagogy and feminist theories inform feminist pedagogies that in turn shape concepts of safe space, reflexivity, journaling, social justice and equality, within the school and university spaces.

Recommendations from the SCPVCE Members

- *Teachers as Researchers:* The members discussed ways by which the course could be aligned for practitioners and researchers to create an interactive sharing space. Currently, teacher research is quite restricted in India and it may not necessarily connect with the academic research in the space of higher education. There was also discussion on how research is and could be conceptualised for teachers.
- *ICT in Education:* It would be better to have 10% for the participation/attendance component of the course and not 5%.
- *Linguistic Diversity, Rights and Education*: It would be helpful to bring into perspective the National Education Policy (2020). The emphasis of the course that multiple languages are not a hinderance could be juxtaposed with the idea of the need for implementation of a language policy nationally. Assessments need not be connected with any specific organisation.
- *Contexts and Concerns of English Language Education (ELE) in India*: The content of the course could be reduced so that it could be transacted within the semester time. Some of the core readings have listed full books. It would be better to specify chapters that students are supposed to read.

After due deliberations, the SCPVCE resolved to recommend the five elective courses for the MA Education and MA Education (Early Childhood Care and Education) programmes to be placed at the next meeting of the Academic Council for consideration after suggested revisions in the courses are completed.

2. **To report the practice of collecting student feedback on courses and faculty reflections and deliberations on the feedback and action taken report**

Dean SES reported on the practice of collecting Anonymous Student Feedback Form at SES. Feedback forms are collected on each course at the end of every semester. Thereafter, they are analysed, discussed collectively with reflection on

The SCPVCE resolved to recommend the reporting item on student feedback on courses and faculty reflection and deliberations for the MA Education and MA Education (Early Childhood Care and Education) programmes to be placed at the next meeting of the Academic Council for consideration.

3. **To discuss and consider the following proposed list of MOOC postgraduate level courses from the Swayam portal for MA Electives:**

Programme/s	**Name of the course**	**Online link**	**Credits**
MA Education MA Education (Early Childhood Care and Education)	Early Childhood Care and Education	https://onlinecourses.swayam2.ac.in/cec22_ed02/preview	4
MA Education MA Education (Early Childhood Care and Education)	Understanding Disciplines and Subjects	https://onlinecourses.swayam2.ac.in/nou22_ed04/preview	2

The SCPVCE resolved to recommend the MOOC course for the MA programmes in the School of Education Studies to be placed at the next meeting of the Academic Council for consideration.

(Dr. Sunita Singh)
Convenor, SCPVCE

(Prof. Sitansu Sekhar Jena)
Chairperson, SCPVCE

Dr. B. R. AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES

Agenda for the Standing Committee on Professional, Vocational and Continuing Education (SCPVCE)

Contents		Page No.
1.	Minutes of the SES Board of Studies held on 10.03.2022	2
1.1.	Teachers as Researchers (4 Credits)	9
1.2.	ICT in Education (4 Credits)	17
1.3.	Linguistic Diversity, Rights and Education (4 Credits)	27
1.4.	English Language Education: Contexts and Concerns (4 Credits)	34
1.5.	Multi-Voiced Classrooms and Feminist Pedagogies (4 credits)	44
	Programme Structure for MA Education and MA Education (Early Childhood Care and Education)	51
2.	To report the practice of collecting student feedback on courses and faculty reflections and deliberations on the feedback and action taken report	53
3.	Proposed list of MOOC postgraduate level courses from the Swayam portal for MA Electives i. Early Childhood Care and Education (4 credits) https://onlinecourses.swayam2.ac.in/cec22_ed02/preview ii. Understanding Disciplines and Subjects (2 credits) https://onlinecourses.swayam2.ac.in/nou22_ed04/p	54

Dr. B. R. AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES

Minutes of the Meeting of the Board of Studies held on 10.03.2022 in the Seminar Hall at the Lodhi Road Campus, Dr. B. R. Ambedkar University Delhi

The 19th Meeting of the fourth reconstituted Board of Studies (BoS) of the School of Education Studies (SES) was held at 10:30 AM on 10.03.2022 in the Seminar Hall, Lodhi Road Campus, Dr. B. R. Ambedkar University Delhi (AUD). The following members were present:

Dr Sunita Singh Dean (Officiating), SES, AUD	Chairperson
Professor Farah Farooqi Faculty of Education, Jamia Milia Islamia University	Member
Professor Haneet Gandhi Department of Education, University of Delhi	Member
Professor Saumen Chattopadhyay Zakir Hussain Centre for Education for Educational Studies, Jawaharlal Nehru University	Member
Professor Suniti Sanwal Head of Department of Elementary Education, NCERT (Joined the meeting online)	Member
Professor Sitansu S. Jena Dean, School of Vocational Studies, AUD	Member
Professor Tanuja Kothiyal School of Liberal Studies, AUD	Member
Dr Krishna Kalyan Dixit Centre for English Language Education, AUD	Member
Dr Monimalika Day SES, AUD	Member

Dr Anandini Dar — Member
SES, AUD

Regret:
Dr Manish Jain — Member
SES, AUD

Special invitees present in the meeting:
Dr Ramesh C. Sharma, School of Global Affairs, AUD
Dr Gunjan Sharma, SES, AUD
Dr Manasi Thapliyal Navani, SES, AUD
Dr Nivedita Sarkar, SES, AUD
Dr Rajshree Chanchal, SES, AUD
Dr Shivani Nag, SES, AUD

Agenda for the BoS Meeting

1. To discuss and consider the following six elective courses for the MA Education and MA Education (Early Childhood Care and Education) programmes:
1.1. Teachers as Researchers (4 Credits)
1.2. ICT in Education Level 1 (2 Credits)
1.3. ICT in Education Level 2 (2 Credits)
1.4. Linguistic Diversity, Rights and Education (4 Credits)
1.5. Contexts and Concerns of English Language Education (ELE) in India (4 Credits)
1.6. Multi-voiced Classrooms and Feminist Pedagogies (4 credits)

2. To report the practice of collecting student feedback on courses and faculty reflections and deliberations on the feedback and action taken report.

3. To discuss and consider the proposed list of MOOC postgraduate level courses from the Swayam portal for MA Electives.

4. To consider the names for empanelment of experts to be associated with expert committee for teaching posts.

The Chairperson extended a warm welcome to the Members of the School's reconstituted BoS and to the Special Invitees. The Chairperson introduced the agenda and presented the context of the deliberations for the meeting.

The following agenda were discussed at the meeting:

1. To discuss and consider six elective courses for the MA Education and MA Education (Early Childhood Care and Education) programmes:

1.1. Teachers as Researchers (4 Credits)

The course has already been approved as a Continuing Professional Development (CPD) certificate course for educators by the Academic Council of the University in its 17th Meeting held on 16 May 2019. It was piloted in 2019. It is proposed to offer the course as an elective in the Master's degree programmes of SES.

The course outline was presented and discussed. The course aims to prepare practicing and aspiring teachers/educators for inquiry in their own practice as it considers research as being critical in the professional development of educators. It also aspires to engage with the sharp gap between the study and practice of education by creating spaces for dialogue/interface between the university and school system. In this context, it is proposed to offer it as an elective to the MA students of SES when it is simultaneously offered to practicing educators. The course was appreciated for its goals and framing. The following suggestions were made by the BoS:

— It was suggested that a component familiarising the students with research writing may be included in the course. However, this component be included in keeping with the tensions between academic writing and practitioner's voices and research. Two readings for the course instructors were suggested in this context: *The epic and the novel: Dialogism and teacher research* by David Coulter, and *Identity dilemmas of a teacher (educator) researcher: Teacher research versus academic institutional research* by Gary Barkhuizen.

— The purpose and modalities for offering the course to the full-time students were discussed in detail as the course intends to bring together full-time students and practitioners. It was suggested that the full-time students may be paired with practicing educators for the project assignments and the presentations be organised in the schools/sites of practice.

— If the course is developed as a MOOC in due course (as was shared during the presentation) then the modalities may be appropriately adapted to suit the goals of the course.

The BoS resolved to recommend the course for the consideration of AUD's Academic Council after revisions in the outline as per the above recommendations.

1.2. & 1.3. ICT in Education Level 1 (2 Credits) and ICT in Education Level 2 (2 Credits)

These courses have already been approved for being offered as Continuing Professional Development (CPD) certificate courses for educators by the Academic Council of the university in its 17th Meeting held on 16 May 2019.

The course outlines of ICT in Education (Level 1) and ICT in Education (Level 2) were presented and discussed. Both these courses aim at enabling educators for effectively using technology for teaching-learning process, especially in using ICT tools. The following suggestions were made by the members:

- ICT in Education Level 1 and Level 2 courses may be combined into a 4-credit course to align it with the MA programmes at the University. This change will also apply when the course is offered as a CPD course.
- To be offered as an MA elective the course needs to be oriented towards engaging with the pedagogical aspects of ICT (such as, how to adapt course contents to MOOC, and critically evaluating the contents of MOOCs, OERs, etc.), write content, create podcasts, etc. rather than focussing primarily on skills that could also be acquired independently.
- The course may include development of critical appreciation of ICT in its objectives. The literature on the experience of online education during the Covid-19 pandemic would be useful in this context to understand the challenges of ICT from a practitioners' perspective.
- There is a need to especially focus on the questions of digital divide and ethical considerations in the use of ICT in education.
- The course assessments would also need to be re-examined in keeping with the above suggestions. The weightage of course participation component should be 10% or less as per the SES Assessment Policy.

The BoS resolved to recommend the course for the consideration of the AUD's Academic Council after revisions in the outline as per the above recommendations.

1.4. Linguistic Diversity, Rights and Education (4 Credits)

This course aims to develop among the students a critical appreciation of linguistic diversity in India and the world and the concerns around Linguistic Human Rights. It focusses on understanding languages as fluid, evolving, interacting, and thereby recognising the fallacy of terming some languages as being 'superior' than the others. The following suggestions were made by the members:

- The National Education Policy (2020) context could be considered for discussion vis-à-vis the linguistic rights.
- Work done by some organisations that focus on languages of marginalized children could be included for student research/projects. These could be work by Room to Read, Hoshangabad Science Teaching project, Eklavya, Organisation for Early Literacy Promotion, Pragat Ṣiksha Sansthan, and so on.
- Some readings suggested to be included in the course were on changes in Delhi's landscape by Sadia Dehlvi and *Kalaame Niswan* edited by *Purwa Bhardwaj*, Published by Nirantar.

The BoS resolved to recommend the course for the consideration of the AUD's Academic Council after revisions in the outline as per the above recommendations.

1.5. Contexts and Concerns of English Language Education (ELE) in India (4 Credits)

The overarching aim of this course is two-fold: a) raise awareness about the contexts and concerns of ELE in India, and b) work towards capacity-building of education professionals in delivering appropriate and effective ELE. It will engage with the specific contextual features of Indian ELE and their relevance in teaching and learning of a variety of English language courses. The following suggestions were made by the members:

— The title of the course may be shortened to *English Language Education: Contexts and Concerns*.

— Unit 3 should be examined in the context of theoretical foundations of English Language Education, bringing in critiques of the curriculum. This would enable students to connect seamlessly with the units 1 and 2 of the course.

— It is also important to examine the historical nature of English and the varieties of English in the country in the context of perspective building.

The BoS resolved to recommend the course for the consideration of the AUD's Academic Council after revisions in the outline as per the above recommendations.

1.6. Multi-voiced Classrooms and Feminist Pedagogies (4 credits)

This course engages with the question of pedagogy from a feminist perspective. It aims to sensitise students to the role played by gender grounded in intersectionality in shaping the everyday socio-political and educational worlds they occupy. The course was appreciated for its concept and objectives that are important for students. The following suggestions were made by the members:

— Some suggested readings were by Azra Razzack, 'Growing up Muslim', Farah Farooqui, "Encounters' and the telling silence of the children', 'Teaching 'marginalisation' to the marginalised' and Susie Tharu, 'collection of women's writing'

The BoS resolved to recommend the course for the consideration of the AUD's Academic Council after revisions in the outline as per the above recommendations.

2. Reporting the practice of collecting student feedback on courses and faculty reflections and deliberations on the feedback and action taken report

At SES, faculty collect feedback from students on each course at the end of every semester. The feedback is collected on an anonymous form that is distributed to the students. The forms are received by the SES Office. During the pandemic these forms were administered and collected online. The feedback form has questions covering different elements of the course including contents, pedagogy, assessments, and course administration.

— Each faculty member reviews and reflects on the form for their courses and prepares a note with their reflections on how they would address the issues/suggestions that may have been reported. The Dean organises collective sharing and discussion on all course feedback during a faculty meeting towards the end of each semester.

— The focus is on using the feedback process as a point of pedagogical reflection and cross sharing of experience of teaching-learning. Further, the objective is to integrate the

feedback and discuss the necessary steps to be taken to improve student experience programmatically.

— Feedback summaries and action taken reports are collated and shared with the IQAC.

The BoS appreciated the practice and suggested that the reflections from such discussions could be published collectively in a handbook/book by the SES faculty members. This would serve as a useful resource for other practitioners in higher education located in different areas of knowledge.

The BoS resolved to report SES's practice of collecting student feedback on courses to the AUD's Academic Council.

3. To discuss and consider the proposed list of six MOOC postgraduate level courses from the Swayam portal for MA Electives

In view of the different guidelines from the University Grants Commission and the ranking and accreditation parameters of the various frameworks, the AUD administration has advised that all Schools of the University initiate the process of identification of MOOC courses available on SWAYAM for allowing students to take some of these in lieu of their programme's core/elective courses. SES identified six such courses that may possibly be taken by the students of its MA Education and MA Education (ECCE) programmes. These included:

i. Early Childhood Care and Education
https://onlinecourses.swayam2.ac.in/cec22_ed02/preview

ii. Understanding Disciplines and Subjects
https://onlinecourses.swayam2.ac.in/nou22_ed04/preview

iii. Communication Technologies in Education
https://onlinecourses.swayam2.ac.in/cec22_ed01/preview

iv. ICT Skills in Education https://onlinecourses.swayam2.ac.in/cec22_ed14/preview

v. Research Ethics using Research Methodology: Creating a New Global Education Curriculum https://onlinecourses.swayam2.ac.in/aic21_ge02/preview

vi. E-Assessment

After deliberations, the BoS suggested the following:

- Most of the course areas included in the list are already well represented in the SES programmes. The courses on ICT in Education discussed in the current meeting of the BoS (after due approval of the Academic Council) would also now cover the area of education technology. In view of this, new courses may be identified only in those areas that are already not represented in the course offering at SES (and other Schools of AUD). This will avoid duplication and disparity in terms of quality, as SES courses offer much intensive rigour and depth.
- Two courses from the abovementioned list may be offered in the MA Education and MA Education (ECCE) programmes as electives:
  i. Early Childhood Care and Education (4 credits)
  https://onlinecourses.swayam2.ac.in/cec22_ed02/preview

ii. Understanding Disciplines and Subjects (2 credits)
https://onlinecourses.swayam2.ac.in/nou22_ed04/preview

- The credit equivalence and semester cycle of these courses will need to be mapped by the University.

The BoS resolved to recommend the list including two SWAYAM courses for the consideration of the AUD's Academic Council.

4. To consider the names for empanelment of experts to be associated with expert committee for teaching posts.

Names of 16 experts for inclusion in the selection committee were discussed and approved by the BoS members. This agenda was discussed only with the BoS members to ensure confidentiality.

The BoS resolved to recommend the list of 16 names for empanelment of experts to be associated with expert committee for teaching posts in SES for the consideration of the AUD's Academic Council.

The meeting ended with a vote of thanks to the members and special invitees. A special thanks was extended to Shri Om Prakash Jha, Office Assistant, SES, Shri Vijay Kumar, MTS, SES and the Lodhi Road Administration for extending thorough support in making arrangements for the meeting.

Sunita Singh

Dean (O) SES

Ambedkar University Delhi

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

School/Centre proposing the course	School of Education Studies
Programme(s)	MA Education and MA Education (ECCE), and Continuing Professional Development (CPD)
Course title	**Teachers as Researchers**
Course code	SES203101
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/ PG/ Certificate
Proposed date of launch	Monsoon 2022
Course coordinator and team	Gunjan Sharma (C)

1. How does the course link with the vision of AUD?
   This course is designed for aspiring and practising teachers and educators, especially those in the public system of education. It aims at making quality education accessible to practitioners. It also aims at enabling educators for critical inquiry in their practice. At the same time, it intends to create and explore the space for dialogue/interface between the University and practice in the school system.

2. How does the course link with the specific programme(s) where it is being offered?
   The course would develop an interface of the MA programmes in education with educational practice. It will link-up to the Continuing Professional Development and masters programmes in teacher education that SES is planning to offer in near future.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course may connect with research methods courses in AUD and has some overlaps with the core research methods course in MA Education programme.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   None. It is desirable that the course participants have experience of working in/with school systems or are considering working in the school systems.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   As an MA Elective the course would be offered during the third semester alongside the school the field attachment component. It may be offered during vacations/weekends/evenings if it is simultaneously opened as a CPD course.

7. **Course Details:**

a. Summary:

The notion of teachers as researchers has been in educational discourse at least since early 1980s. It is founded on the view that professionalism of the teacher is based on expertise in seeking to understand the world, including one's own practice, not only on given knowledge (Stenhouse, 1983). That is, adopting a "research stance" to practice is the essence of teacher professional development and a core value underlying the concept of an autonomous teacher. This research stance becomes much more important in the context of the intensifying culture of performativity in education, as it offers teachers an opportunity to step back and reflect on action. This course adopts this understanding to facilitate teachers (and other educators) for inquiry in their own practice. At the same time, it intends to create and explore the space for dialogue/interface between the University and the school system.

This course is designed for practicing and aspiring schoolteachers and educators who wish to learn conducting research in their contexts. It aims at generating their interest in critical inquiry and facilitating integration of research with professional practice. Towards this end, the course involves engaging the participants in collectively reflecting upon the beliefs and values underlying their practice, identifying and examining issues, and designing systematic approaches of investigating and addressing these issues. In this process, they will think through a range of ethical considerations, perspectives and relevant theoretical frames to inform the design and implementation of their short research projects. Trying out the projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment. It is hoped that such an approach will provide the participants with the skills for critical and more nuanced understanding of the complexities underlying educational practice and contexts. While the course takes the frame of action research, it may address other kinds of research questions that may not be oriented towards problem-solving and focus on understanding some aspects of school life.

b. Objectives:

1. Generating interest in/promoting a culture of critical inquiry in and reflection on professional practice
2. Developing skills for designing and implementing an inquiry in practice contexts
3. Bringing together students/preservice and inservice practitioners to collectively think about practice
4. Appreciating the sharing of knowledge within the community of practice

c. Expected learning outcomes:

At the end of the course participants will be in the position to:

1. Identify inquiry questions for research in practice settings;
2. Design a project to address questions from practice and pilot it;
3. Communicate the outcomes with peers and with the community of practice.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course is organised in 4 modules. First module is focussed on school experiences of the participants and culminates in identifying questions for research. Second module introduces the process of research. Third and fourth modules focus on designing individual research studies and executing these. The rationale of such organisation is to begin with reflection on

the issues that the participants articulate in practice and achieving the course objectives through this. The module outlines are given below.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:
(b) (i) Module-wise Format with following details for each module:

Module 1: School Experiences and Practice (8 hours)

This module will focus on collective reflections on experiences of practice especially focusing on the issues and challenges that the educators encounter in their contexts, and/or on ideas that they want to implement in practice. This will provide a context for a discussion on the approaches that individual educators adopt or suggest adopting to overcome/understand these issues or to implement ideas in practice. The module will group aspiring educators with practicing educators through the activities. The aspiring educators would work closely with a practitioner and attempt to identify a problem collaboratively. The module will culminate with identification of inquiry areas.

Essential Readings:

Farooqi, F. (2014). Ek school manager ki diary ke kuch panne – XI: Bachhon se mulakat. *Shiksha Vimarsha*, March-April, 25-37.

A Post Graduate Teacher (Anonymised). (2014). Some personal reflections about teaching in government schools. In Varma, V. S., and Sharma, G. (Ed.), *Teachers in conversations: Schoolteachers' narratives, discussions and dialogues*, pp. 37-48. New Delhi: Ambedkar University Delhi and Ahvaan Trust.

Bhatt, H. (2008). *Ek school teacher ki diary ke kuchh panne* (pp. 16-17). Bangalore: Azim Premji University.

Midha, G. (2018). Tools to guide our action. *Teacher Plus*: http://www.teacherplus.org/tools-to-guide-our-actions/

Any selection from: Vahali, H. O. (2019). *A song called teaching: Ebbs and flows of experiential and empathetic pedagogies*. New Delhi: Akaar.

Suggested Readings:

Cain, T., and Harris, T. (2013). Teachers' action research in a culture of performativity. *Educational Action Research, 21*(3), 343-358.

Connelly, F. M., and Clandinin, J. D. (Eds). (1999). *Shaping a professional identity: Stories of educational practice*. London: Althouse Press. (Any 1 Chapter from part 2)

Lovenburg, N. (2018). Journey within Afghanistan: Inside Creative's digital book tracking system. *Childhood Education*, 94(5), 52–57. doi:10.1080/00094056.2018.1516473

Hoyle, E. (1970). Educational innovation and the role of the teacher. *Forum*, *14*(1), 42-44.

Hargreaves, D. H. (1996). *Teaching as a research-based profession: Possibilities and prospects*. Annual lecture, The Teacher Training Agency, United Kingdom. (12 pages)

Module 2: Introduction to Research (12 hours)

Building on the previous module, this module focuses on introducing the participants to the concept and process of research in practice contexts as they begin to translate the focus area identified by them into action research projects. While focusing on action research, they will critically read selected researches on schools and classrooms conducted by teachers/educators, will be introduced to the relevant methods of data-collection, and analysis. The concepts and questions of generalizability, validity, reliability will be discussed in relation with practitioners research. By the end of this module along with formulating questions for research, the participants would identify ways of collecting and analysing data for their research focus.

Essential Readings:

Creswell, J. W. (2012). *Educational research: Planning, conduction and evaluating quantitative and qualitative research* (4th ed.) (pp. 2-42). London: Pearson.

Nadig, D., and Gupta, V. (2018). From research in action to action research. *Teacher Plus*: http://www.teacherplus.org/from-research-in-action-to-action-research/

Zeni, J. (2009). Ethics and the 'personal' in action research. In S. E. Noffke & B. Somekh, *The SAGE handbook of educational action research* (pp. 254-266). London: SAGE Publications Ltd

Hammersley, M. (1993). On the teacher as researcher. *Educational Action Research, 1*(3), 425-445.

Xerri, D. (2018). Two methodological challenges for teacher-researchers:

Reflexivity and trustworthiness. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 91*(1), 37-41. DOI: 10.1080/00098655.2017.1371549.

Cohen, L., Manion, L, and Morrison, K. (2007). *Research methods in education* (6th ed.) (pp. 5 – 47). London: Routledge.

Schon, D. (1983). *The reflective practitioner: How professionals think in action* (pp. 27-42). New York: Basic Books.

Dick, B., Stringer, E., & Huxham, C. (2009). Theory in action research. *Action Research*, 7(1), 5–12. https://doi.org/10.1177/1476750308099594

Whitehead J. (2017) Practice and Theory in Action Research: Living-Theories as Frameworks for Action. In: Rowell L., Bruce C., Shosh J., Riel M. (eds) *The Palgrave International Handbook of Action Research*. Palgrave Macmillan, New York. https://doi.org/10.1057/978-1-137-40523-4_24

Readings for Group Work:

Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion Teachers: Stories of exploratory action research*. British Council. (Any 2 Selections)

Thapa, R. K. L. (2016). An action research on classroom teaching in English medium. *Asian Journal of Humanities and Social Sciences, 4*(1), 97-106 (https://ajhss.org/pdfs/Vol4Issue1/5.pdf).

Friedman, V. J., & Rogers, T. (2009). There is nothing so theoretical as good action research. *Action Research, 7*(1), 31-47. https://doi.org/10.1177/1476750308099596

Gomathi, R. *Action research on multiplication algorithm in grade 5* (pp. 111-115): http://www.azimpremjifoundationpuducherry.org/teacher-reference/action-research-multiplication-algorithm-grade-5

Raghavan, N. (2015). *Reflective teacher: Case studies of action research*. Chennai: Orient Blackswan Private Limited. (Any 2 selections)

Suggested Readings:

Carr, W., and Kemmis, S. (1986). Becoming critical: Education, knowledge and action research (pp. 7-45). New York: Routledge.

Dick, B. (2004). Action research literature: Themes and trends. *Action Research, 2*(4), 425–444. https://doi.org/10.1177/1476750304047985

Whitehead, J. (2009). Generating living theory and understanding in action research studies. *Action Research, 7*(1), 85-99.

Module 3: Designing Research Study (12 hours)

This module will facilitate participants to design a short action project. They will work closely with their peers and the faculty mentor to refine research questions, data-collection and analysis strategies. The specific focus here would be to discuss the various ethical and methodological considerations along with the beliefs and values about education underlying the proposed projects.

Essential Readings:

Open University. Action Research: TESS-India (Teacher Education through School-based Support): http://www.open.edu/openlearncreate/pluginfile.php/159527/mod_resource/content/3/TEGN_AR.pdf

Reference Books:

Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion Teachers: Stories of exploratory action research*. British Council.

Altrichter, H., Posch, P., and Somekh, B. (2000). *Teachers investigate their work* (pp. 44 – 117). Oxon: Routledge.

Hopkins, D. (2008). *A teacher's guide to classroom research*. Berskshire: Open University Press.

Creswell, J. W. (2012). *Educational research* (4th ed.). New Delhi: Pearson.

Noffke, S. E., and Somekh, B. (Ed.). (2009). *The SAGE handbook of educational action research*. London: Sage.

Module 4: Doing Research and Sharing Findings (16 hours)

The participants will implement the research projects and record the findings and their experiences, while also learning about different styles of communicating and writing practitioners' research. These findings and experiences will be shared in a closed seminar with the group for feedback. This module will culminate in drawing inferences for practice from this process and reflections on the linkages between practice and research. The participants will identify some actionable points for implementation in their contexts.

Essential Readings:

Nofke, S. (2009). Revisiting the personal, professional and political dimensions of action research. In Susan E. Noffke & Bridget Somekh (Ed.), *The SAGE handbook of educational action research*, pp. 6 – 24.

Rust, F. O. (2009). Teacher research and the problem of practice. *Teachers College Record, 111*(8), 1882–1893.

Lather, P. (1986). Research as praxis. *Harvard Educational Review, 56*(3), 257-278.

Reference books:

McNiff, J. (1993). *Teaching as learning: An action research approach*. London: Routledge.

Elliott, J. (1991). *Action research for educational change*. Milton Keynes: Open University Press.

Lindblom, C. & Cohen, D. (1979). *Usable knowledge*. New Haven: Yale University Press.

Lortle, D. (1975). *Schoolteacher*. Chicago: University of Chicago Press.

Stenhouse, L. (1983). *Authority, education and emancipation*. London: Heinemann.

Cochran-Smith, M., & Lytle, S. L. (1999). The Teacher Research Movement: A decade loater. *Educational Researcher*, *28*(7), 15–25.

Cochran-Smith, M., and Lytle, S. (1993). Inside/Outside: Teacher research and knowledge. New York: Teachers College Press.

Cohn, M. M., and Kirkpatrick, S. (2001). Negotiating two worlds: Conducting action research within a school-university partnership. In J. Zeni (Ed.), *Ethical issues in practitioner research*. New York: Teachers College Press. pp. 136–48.

Pritchard, I. (2002). Travelers and trolls: Practitioner research and institutional review boards. *Educational Researcher, 31*(3), 3–13.

Coulter, D. (1999). The epic and the novel: Dialogism and teacher research. *Educational Researcher, 28*(3), 4–13. https://doi.org/10.3102/0013189X028003004

Barkhuizen. G. (2021). Identity dilemmas of a teacher (educator) researcher: teacher research versus academic institutional research. *Educational Action Research, 29*(3), 358-377. Doi: 10.1080/09650792.2020.1842779

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

1. Participation (in-class): 10%

2. Project Proposal: 30%

3. Report: 35%

4. Seminar Presentation: 25%

8. **Pedagogy:**

a. Instructional strategies:

The course will be largely transacted in a non-didactic and interactive modality. The course would have regular face-to-face sessions during vacations, evenings and weekends. These interactions would be continued in a blended mode. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.

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

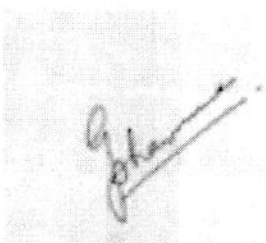
Classroom with projector and audio system.

c. Expertise in AUD faculty or outside

The expertise in AUD is available.

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

While formal external institutional linkages are not essential for the transaction of the course, arrangements with the schools/Directorate of Education may have to be made.



Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD), MA Education and MA Education ECCE
Course title	**ICT in Education**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/ PG
Proposed date of launch	Monsoon 2022
Course coordinator and team	Dr Ramesh C Sharma (C)

1. How does the course link with the vision of AUD?
   This course is designed for aspiring and practising teachers and educators, especially those in the public system of education. It aims at making quality education accessible to practitioners. It also aims at enabling educators for effectively using technology for teaching learning process, especially in using ICT tools. This course aims at enabling educators for effectively using technology for teaching-learning process.

2. How does the course link with the specific programme(s) where it is being offered?
   The course may link up to the masters programmes in teacher education that SES may offer in the near future.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Currently the School is not offering a course in ICT in Education. The course may connect with most of courses in AUD because learning to integrate ICT in Education has implications for effective instructional design, adoption of suitable technology and developing relevant e-content and open source materials.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   It is desirable that the course participants have experience of web browsing, using search engines and computer handling at the basic level.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon 2022 Semester

7. **Course Details:**
   a. Rationale:
   E-learning has become an inherent tool for instructional delivery among all kinds of educational institutions and for all levels, from primary to higher, professional or

technical education. New ICT tools and technologies are being developed to cater to e-learning triangle of content, technology and services. Technavio's market research (2016) reports an increasing need for training programmes for enhanced employee productivity and an adoption of advanced technologies for this purpose, this would result in a growth in corporate e-learning market at a CAGR (compound annual growth rate) of around 11% by 2020. Adams Becker et. al. (2017) in NMC Horizon Report: 2017 Higher Education Edition further substantiate these predictions. The NMC Horizon Report (2017) identifies blended learning designs and collaborative learning as a key trend accelerating higher education technology adoption as a short term while growing focus on measuring learning and redesigning learning spaces as mid-term trend. Blended learning design has been among the top trends for quite some time (p.4) along with other recent technology developments like games and gamification, flipped classroom, mobile learning, augmented and virtual learning, MOOCs, adaptive learning technologies and next-generation LMS among others. All these developments have significant implications for online pedagogy and course design.

Colleges and universities are the bodies for creating, preserving and advancing the knowledge. Over few decades educational institutions have undergone big transformations and a paradigm shift can be easily observed in governance or management, methodologies, nature and scope etc. (Robertson, 2010). In this digital era, teachers and students have also been affected. There is a need for new skills sets for future because of rapidly changing job markets. Many of the skills the students learn may not have any relevance within few years from now, same applies to teachers too. A UNESCO report (2009) found a disconnect between use of new ICTs and their potential in teaching and learning (Altbach et al., 2009). Bates (2015) also suggested certain skills which are required for the knowledge world: communication skills, independent learning, ethics and responsibility, teamwork and flexibility, thinking skills and Digital skills embedded within the knowledge domain in which learning takes place (p.16). These developments (in technology, needs of students, emergence of new modes of education like MOOCs or flipped classrooms etc) have resulted in a change in approach to teaching. There is strong demand to integrate ICT into formal or face-to-face teaching and going blended or online on the part of teachers (O'Neill et al., 2004; du Boulay et al., 2008). Compounded by the developments like games and gamification, flipped classroom, mobile learning, augmented and virtual learning, MOOCs, adaptive learning technologies and next-generation LMS, teachers need to have certain skills and orientation to successfully design for these learning environments. This calls for certain pedagogical approaches guiding the teachers, instructors and tutors to have relevant technical skills to handle LMS or various technology tools and applications, effectively design, develop, facilitate, deliver and assess a course alonwith the ability to support the social and affective or emotional well-being of students (Redmond, 2011; Sharma, 2018).

References:

Adams Becker, S., Cummins, M., Davis, A., Freeman, A., Hall Giesinger, C., &Ananthanarayanan, V.(2017). NMC Horizon Report: 2017 Higher Education Edition. Austin, TX: The New Media Consortium.

Altbach, P. G., Reisberg, L., &Rumbley, L. E. (2009). Trends in Global Higher Education: Tracking an Academic Revolution. A Report prepared for the UNESCO 2009 Conference on Higher Education, UNESCO. Retrieved from: http://unesdoc.unesco.org/images/0018/001831/183168e.pdf

Bates, A. W. (2015). Teaching in a digital age. BC Open Textbook. Retrieved from: http://opentextbc.ca/teachinginadigitalage/

Du Boulay, B., Coultas, J., &Luckin, R. (2008). How compelling is the evidence for the effectiveness of e-Learning in the post-16 sector? A review of literature in higher education, the health sector and work-based learning and a post-review stakeholder consultation. University of Sussex. Retrieved from: http://www.sussex.ac.uk/informatics/cogslib/reports/csrp/csrp595.pdf

O'Neill, K., Singh, G., & O'Donoghue, J. (2004). Implementing eLearning Programmes for Higher Education: A Review of the Literature. Journal of Information Technology Education, 3, 313–23.doi:10.28945/304

Redmond, P. (2011). From face-to-face teaching to online teaching: Pedagogical transitions. In G. Williams, P. Statham, N. Brown & B. Cleland (Eds.), Changing Demands, Changing Directions (pp. 1050-1060). ASCILITE. Retrieved from: http://www.ascilite.org/conferences/hobart11/downloads/papers/Redmond-full.pdf

Sharma, R. C. (2018). Innovative Applications of Online Pedagogy and Course Design (pp. 1-451). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-5466-0

Technavio. (2016). Global Corporate E-learning Market 2016-2020. Available online at https://www.technavio.com/report/global-education-technology-corporate-e-learning-market

(b) Summary:

This course is designed for school teachers and educators who wish to learn the use of ICT tools in their contexts. It aims at generating their interest in implementing appropriate technology for teaching learning. This course seeks to develop digital skills which are essential in the contemporary times for the teachers. Towards this end, the course involves engaging teachers in collectively reflecting upon the need and utility of ICT tools and approaches; identifying synchronous and asynchronous tools for teaching and learning; adopting relevant modes of teaching like face-to-face, blended, online, flipped or mobile learning; understanding creative commons licences; creating open educational resources; understand technology-based evaluation etc.

In this process, they will have hands-on training on a range of technology tools. This training will enable teachers to understand the ethical implications of technology, practices and relevant theoretical frameworks towards curriculum design, delivery and implementation of

their individual teaching subjects. Trying out the technology-based projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment. It is hoped that such an approach will provide the teachers with the relevant and adequate digital skills for critical and more nuanced understanding of the role of ICT in teaching and learning.

(c) Objectives:

1. Generating interest in/promoting a digital culture in teaching, learning and evaluation
2. Orienting learners towards engaging with the pedagogical aspects of ICT
3. Introducing relevant and modern ICT tools teachers can adopt easily in school conditions
4. Enabling digital skills for designing and implementing suitable teaching learning contexts for students
5. Enabling critical appreciation of ICT

(d) Expected learning outcomes:

At the end of the course participants will be in the position to:

- Elaborate the pedagogy of ICT
- Identify and use synchronous and asynchronous ICT tools
- Create and use Podcasts, Open Educational Resources, and multimedia content
- Understand and adopt Creative Commons Licences
- Identify the potential of ICT tools for inclusive education
- Deliver instruction through MOOCs and Learning Management System
- Develop critical appreciation of ICT
- Identify the ethical issues and challenges in using ICT in education

(e) Overall structure (course organisation; rationale of organisation; brief module outlines):

This course is organised in 6 modules.

1. First module introduces pedagogical aspects of ICT and types of educational technology tools which can be used by teachers and learners in educational settings.
2. Second module deals with types of technology enabled learning, for example, blended, hybrid, online, flipped classroom and mobile learning.
3. Third module introduces creative commons licences and open educational resources.
4. Fourth module demonstrates how to adapt course contents to MOOC, and critically evaluating the contents of MOOCs, OERs, etc., create multimedia and podcasts. The students are provided training in using social media and learning management systems, creating multimedia content etc.
5. Fifth module deals with ICT based evaluation where the students will learn about various technology tools, types of online activities like quizzes, polls and open badges.
6. Sixth module deals with critical appreciation of ICT, ethical issues and netiquettes of using technology. The literature on the experience of online education during the COVID-19 pandemic would be analysed to understand the challenges of ICT from a practitioners' perspective. Especially the focus would be on the questions of digital divide and ethical considerations in the use of ICT in education.

The organisation of these modules in this manner takes the participants to understand and develop relevant competencies in using ICT beginning from simple to advanced concepts and frameworks.

(f) Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Pedagogy of Educational Technology (6 hours)

This module will focus on the pedagogy of educational technology and use of technology in pedagogical principles of teaching and learning. This module will introduce different kinds of educational technology tools which the teachers can use in classroom settings. These tools can be grouped into synchronous and asynchronous. The participants will understand about communication tools; computing tools like word processor, spreadsheets, presentation tools; course management tools like LMS; course evaluation like ePortfolio; and knowledge bases like online encyclopedia, online journals, online databases etc. They will also be introduced to file compression tools. The participants will learn using technology for inclusive teaching and learning. At the end, this module will discuss some of the challenges / issues involved in the use of technology in educational situations.

Essential Readings:

- Wadi D. Haddad and Alexandra Draxler (2002) *Technologies for Education: Potential, Parameters and Prospects*. http://www.ictinedtoolkit.org/usere/library/tech_for_ed_book.pdf
- *A Brief History of Educational Technology* http://www.dontwasteyourtime.co.uk/technology/video-a-brief-history-of-tech-in-education-edtech/

Suggested Readings:

- Sharma, R. C. (2009). *Tools of ICT*. Available at https://www.slideshare.net/rc_sharma/tools-of-ict

Module 2: Technological Models of Teaching Learning (10 hours)

Building on the previous module, this module focuses on introducing the participants to the concept and process of different types of technological models for imparting instructions, for example, blended, hybrid, fully online, flipped classroom and mobile learning.

Essential Readings:

- Sharma, R., & Mishra, S. (2007). Cases on Global E-Learning Practices: Successes and Pitfalls (pp. 1-372). Hershey, PA: IGI Global. doi:10.4018/978-1-59904-340-1

- https://www.teachthought.com/learning/12-types-of-blended-learning/
- https://www.heacademy.ac.uk/knowledge-hub/blended-learning
- https://edtechnology.co.uk/Article/the-impact-of-blended-learning
- https://itali.uq.edu.au/about/projects/flipped-classroom-olt
- https://www.educationnext.org/the-flipped-classroom/
- http://www.edudemic.com/whats-a-flipped-classroom/
- https://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller
- Mobile Learning: Transforming the Delivery of Education and Training (Free pdf) http://www.aupress.ca/index.php/books/120155
- The Theory and Practice of Online Learning, second edition: http://www.aupress.ca/index.php/books/120146
- Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry. http://www.aupress.ca/index.php/books/120229

Module 3: Creative Commons Licenses and Open Educational Resources (10 hours)

This module will facilitate understanding about creative commons licenses and open educational resources. The students will work to revise, remix, reuse the existing open resources that suit their teaching subjects. The specific focus here would be to discuss the various ethical and methodological considerations of using materials available online and offline along with the beliefs and values underlying copyright and intellectual property issues.

Essential:

- Open Educational Resources https://fredonia.libguides.com/oer/textbooks
- https://library.educause.edu/topics/teaching-and-learning/open-educational-resources-oer
- http://guides.kirkwood.edu/opentextbooks
- https://www.oercommons.org/
- OER Handbook: http://wikieducator.org/OER_Handbook/educator_version_one
- https://libguides.lub.lu.se/c.php?g=296954&p=1983019
- https://www.slideshare.net/rc_sharma/bridging-the-gap-oer-for-increasing-access-openness-and-performance
- https://www.slideshare.net/rc_sharma/2014-oct8-cemcahydsession5exercisescopyright-and-open-licences
- https://www.slideshare.net/rc_sharma/2014-oct7-cemcahydsession3oerprojects
- https://www.slideshare.net/rc_sharma/2014-oct9-cemcahydsession8the-oers-creation

Readings for Course Teacher:

- Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. &Bhanot, S. (Eds), *Educational Development through Information and Communications Technology*, 201-213. London: Kogan Page.

- Barker P (1997). Tools to support electronic lectures, *Educational Technology Review* 8: 16-20
- Ellis, A. & Phelps, R. (2000). Staff development for online delivery: A collaborative, team based action learning model. *Australian Journal of Educational Technology*, 16(1), 26-44. Retrieved from http://www.ascilite.org.au/ajet/ajet16/ellis.html
- Gibbons, H. S. & Wentworth, G. P. (2001). *Andrological and pedagogical training differences for online instructors.* Online Journal of Distance Learning Administration, 4(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall43/gibbons_wentworth43.html
- Sharma, R. C. (2009). *Tools of ICT.* Available at https://www.slideshare.net/rc_sharma/tools-of-ict
- Tinio, V.L. (2003). *ICT in Education*. New York: UNDP. Retrieved from http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf
- WikiBooks: https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of_ICTs_in_Education
- https://teacher-network.in/OER/index.php/ICT_teacher_handbook/Approach_to_the_ICT_Student_Text book
- Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*, available at https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf

Module 4: Adapting content for MOOCs (25 hours including project)

The participants will implement their understanding of the concepts gained in the first three modules on how to adapt course contents to MOOC as per Govt of India approved 4 Quadrants approach for SWAYAM, and critically evaluating the contents of MOOCs, OERs, etc., create podcasts and multimedia contents. The participants will work collaboratively on using search engines to locate relevant resources for their subjects, converting documents and multimedia content from one format to another, using social media for teaching learning, creating video materials and using Learning Management System (Moodle, as open source platform).

Suggested Readings:

- Digital Skills Toolkit https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf
- https://www.futurelearn.com/career-advice/grow-your-digital-skills
- https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children/
- http://reports.weforum.org/digital-transformation/
- http://closingtheskillsgap.org/
- https://www.crissh2020.eu/future-jobs-2020-digital-skills-gap-challenges/

- UNESCO - Digital skills for life and work
  http://unesdoc.unesco.org/images/0025/002590/259013e.pdf

Module 5: Technology Based Evaluation (6 hours)

This module will enable the students to use ICT tools for assessing the learning. They will be able to create online tools like quizzes or polls. They will also be able to use LMS for online assessment using various activities inbuilt into the LMS. Students will further understand about open badges which are increasingly being used by industry to recognise the skills and competencies in a particular skillset of an individual. The participants will also create ePortofolio as an assessment of learning and performance.

Suggested Readings:

- A framework for technology based evaluation:
  https://ieeexplore.ieee.org/document/5550111
- Using Technology for Evaluation and Assessment:
  https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Using-Technology-for-Evaluation-and-Assessment.aspx
- How can technology be used with assessment, evaluation, and curriculum redesign? :
  https://www.thirteen.org/edonline/concept2class/assessment/explor_sub4.html
- https://docs.moodle.org/35/en/Quiz_activity
- Open badges: https://openbadges.org/

Readings for Course Teacher:

- Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. &Bhanot, S. (Eds), Educational Development through Information and Communications Technology, 201-213. London: Kogan Page.
- Barker P (1997). Tools to support electronic lectures, Educational Technology Review 8: 16-20
- Ellis, A. & Phelps, R. (2000). Staff development for online delivery: A collaborative, team based action learning model. Australian Journal of Educational Technology, 16(1), 26-44. Retrieved from http://www.ascilite.org.au/ajet/ajet16/ellis.html
- Gibbons, H. S. & Wentworth, G. P. (2001). Andrological and pedagogical training differences for online instructors. Online Journal of Distance Learning Administration, 4(3). Retrieved from
  http://www.westga.edu/~distance/ojdla/fall43/gibbons_wentworth43.html
- Sharma, R. C. (2009). Tools of ICT. Available at
  https://www.slideshare.net/rc_sharma/tools-of-ict
- Tinio, V.L. (2003). ICT in Education. New York: UNDP. Retrieved from
  http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf

- WikiBooks: https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of_ICTs_in_Education
- https://teacher-network.in/OER/index.php/ICT_teacher_handbook/Approach_to_the_ICT_Student_Text book
- Moursund, D. (2005). Introduction to Information and Communication Technology in Education, available at https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf

Module 6: Ethical issues for Technology Enabled Teaching Learning (3 hours)

This module will enable the participants to understand and follow ethical practices while using technology for teaching and learning purposes. This would include development of critical appreciation of ICT. The literature on the experience of online education during the COVID-19 pandemic would be analysed to understand the challenges of ICT from a practitioners' perspective. The students would especially focus on the questions of digital divide and ethical considerations in the use of ICT in education.

Suggested Readings:

- Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. &Bhanot, S. (Eds), Educational Development through Information and Communications Technology, 201-213. London: Kogan Page.

Readings for Course Teacher:

- Moursund, D. (2005). Introduction to Information and Communication Technology in Education, available at https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Participation (in-class): 10%

Creating Podcasts and Multimedia Content: 20%

Creating an OER Project: 20%

Creating a MOOC Project: 25%

Report on MOOC and OER project & Presentation: 25%

(g) **Pedagogy:**

a. Instructional strategies:

The course will be largely transacted in a blended, hands-on and interactive modality. A companion webpage will be created on AUD LMS to provide reading resources and hands on practice for relevant tools. The course would have regular face-to-face sessions during vacations, evenings and weekends. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.

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

Classroom with computer, internet, projector and audio system.

c. Expertise in AUD faculty or outside

The expertise in AUD is available.

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

While formal linkages with other institutions are not essential for the transaction of the course, arrangements with the schools/Directorate of Education may have to be made.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	MA Education & MA Education (ECCE)
Course title	**Linguistic Diversity, Rights and Education**
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA - 4th semester
Course coordinator and team	Shivani Nag

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

   The proposed course on 'Linguistic Diversity, Rights and Education' builds on some of the foundation/elective courses offered in SES like- Understanding Children and Childhoods, Experience of Education, Language Development and Literacy that examine the relation between language, cognition/learning and culture and also courses like State, Society and Education and Education and Equity that explore issues around educational access, of which language is a key determinant. A key objective of this course is to develop further on the understanding of relations between language, learning and educational access and enable to students to acknowledge the importance of linguistic diversity and the 'instrumental' aspects of linguistic human rights. This course may also encourage students to appreciate the opportunities to engage with literature/knowledge in multiple languages and cultures.

   Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): No prerequisites required.

2. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per school norms

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

4. **Proposed date of launch**: 3rd/4th semester

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

   This course is in keeping with the AUD's interdisciplinary vision of higher education. This course provides an opportunity for students to understand the significance of linguistic human rights in ensuring democratic participation in knowledge processes. Engagement with linguistic human rights is key to realisation of social justice in education.

6. **Course Details:**

   a. **Summary**:

   This course aims to question the assumptions underlying language hierarchies and establish linguistic diversity as an important cultural, pedagogic and knowledge resource. The course will also attempt to foreground instrumental aspects of linguistic human rights (LHR) that go beyond the communicative and expressive components of language, and play a key role in ensuring participation of people in education and democracy. The course also attempts to explicate the relationship between language and participation in knowledge processes, to highlight the linguistic exclusion of linguistic minorities and other oppressed identities. It further aims to familiarise students with some initiatives to ensure LHR and promote multilingualism.

   b. **Objectives** :

      i. To encourage appreciation of linguistic diversity in India and the world and the concerns around Linguistic Human Rights.
      ii. To develop an understanding of languages as fluid, evolving, interacting and question the assumptions that see languages as static, having well-defined boundaries and being superior or inferior to one another.
      iii. To develop an understanding of various forms of linguistic exclusion and marginalisation and also the significance of linguistic human rights
      iv. To familiarise students with initiatives from different parts of the world to ensure linguistic human rights and promote multilingualism.

c. Course Outcomes

The students, after completing the course. will be able to:

i. To appreciate linguistic diversity and recognise the challenges to linguistic diversity, and the reasons why languages should be preserved.
ii. Understand the different ways in which linguistic exclusion happens for linguistic minorities and oppressed identities.
iii. Distinguish between different forms of linguistic human rights (LHR) - positive and negative, expressive and instrumental and recognise the significance of each.
iv. To understand the relationship between language, instrumental human rights and participation in knowledge access and advancement.

v. Recognise some of the context specific initiatives in education for ensuring LHR of linguistic groups and promoting multilingualism among all linguistics groups.

d. **Overall structure**: The course is divided into three modules:
Module 1 (Week 1-4): Linguistic Diversity and threats posed to it
Module 2 (Week 5-9): Linguistic Human Rights and the varied forms of linguistic marginalisation and exclusion
Module 3 (Week 10-14): Ensuring Linguistic Human Rights and promoting multilingualism: some initiatives.

e. **Content:**

Module 1: Linguistic Diversities

The module will focus on enabling students to recognise the linguistic diversity in India and the world and appreciate linguistic diversity as a cultural, pedagogic and knowledge resource. Students will also be introduced to positions that see languages as fluid, evolving and challenge myths pertaining to language hierarchies and 'superiority' of some languages over others. The module will also attempt to highlight the different threats to this diversity.

Core Readings:

- Agnihotri, R. (2013, may 25). Stories they tell about languages. Retrieved from www.thehindu.com/opinion/lead/stories-they-tell-about-languages/article4747023.ece
- Skutnabb-Kangas, Tove & Harmon, David (2018). Biological diversity and language diversity: parallels and differences. In Penz, Hermine & Fill, Alwin (eds). Handbook of Ecolinguistics. New York: Routledge, 11-25.
- Pattanayak, D.P. (2007). A demographic appraisal of multilingualism in India. *Multilingualism in India*. New Delhi: Orient Longman
- Philipson, Robert (2009). The tension between linguistic diversity and dominant English. In A.K. Mohanty, M. Panda, R. Phillipson, &T. Skutnabb- Kangas (eds) *Multilingual Education for Social Justice*. New Delhi: Orient BlackSwan, pp. 79-94.
- Rao, A. Giridhar. 2011. Linguistic diversity in the knowledge commons. *Common Voices 7*. http://iasc2011.fes.org.in/common-voices-7.pdf
- UNESCO. (2010). Atlas of Languages in Danger. Retrieved from: www.unesco.org/new/en/culture/themes/endangered-languages/atlas-of-languages-in-danger/

Suggested Readings

- Dehlvi, Sadia (2008). My Delhi Vs Lucknow, Punjabis and the Americans. In *The Delhi Walla - https://www.thedelhiwalla.com/2008/01/07/viewpoint—my-delhi-vs-lucknow-punjabis-and-the-americans/*
- Agnihotri,R.K.(2009). Multilinguality and a New World Order. In A.K. Mohanty, M. Panda, M., R. Phillipson, and T. SkutnabbKangas, T. (Eds). Multilingual Education for Social Justice: Globalizing the Local (pp. 268-277). New Delhi: Orient BlackSwan.

- Skutnabb-Kangas, T. (2003). Linguistic diversity and biodiversity: The threat from killer languages. In M. Christain, The Politica of English as a World Language. New Horizons in Postcolonial Cultural Studies (pp. 31-52). Amsterdam: Rodopi
- Conrick, M. (2009). Citizenship and Language: The Interface between Language Policy and Planning and Linguistic Diversity. *The Canadian Journal of Irish Studies*, Vol. 35 (1),pp. 25-31
- Hashmi, Sohail (4 May 2019). How several languages took flight in Delhi. *The Wire.* https://thewire.in/culture/delhi-languages-persian
- Sarkar, B., Sinhababu, N., Roy, M., & Pramanik, P.K. (2019). Mining Multilingual and Multiscript Twitter Data: Unleashing the Language and Script Barrier. *International Journal of Business Intelligence and Data Mining,* Vol 16(1), 107-127.

Video:

- Hashmi, Sohail (31 March 2019). Urdu ka Safar. *Hindustan ki Kahani.* https://youtube.com/watch?v=Lvx9g5a2u-o&list=PLjp8CZMMxx37VvPKRX_M4GSrWQ0l1FCGJ&index=6
- Videos of recitals by, and interviews of Fouzia Dastango (on Kharkhandaari and Begumati Zubaan)

Module 2: Linguistic Human Rights (LHR) and the varied forms of linguistic marginalisation and exclusion

This module will focus on the significance of linguistic human rights. The discussion on linguistic human rights will encourage students to engage with concepts of positive and negative rights and also expressive and instrumental linguistic human rights. The unit module will also attempt to familiarise students with varied forms and contexts of linguistic exclusion and marginalisation by focusing on experiences of linguistic minorities, ethnic minorities, indigenous communities and oppressed identities (caste, race and gender).

Core readings:

Part A (LHR)

- Rubio-Marín, Ruth. (2003). Language Rights: Exploring the Competing Rationales. In: Language Rights and Political Theory (eds. Will Kymlicka and Alan Patten), 52-79. Oxford: Oxford University Press.
- Skutnabb-Kangas,T and Phillipson, R. (2008).A Human Rights Perspective on Language Ecology. In A. Creese, P.Martin & N.Hornberger, Ecology of Language. New York: Springer
- Miklos, R. Philipson, T. Skutnabb-Kangas, & T. Varady, Language: A Right and a Resource- Approaching linguistic human rights (pp. 187-222). Budapest: Central European University.

Part B - Forms of linguistic exclusion and marginalisation

- Devy,G.N., Davis,G.V. and Chakravarty, K.K.(2016). The Language Loss of the Indigenous. New York: Routledge (Introduction, chapters 10).

- Brock-Utne, Birgit (2017). Multilingualism in Africa: Marginalisation and empowerment. In H. Coleman (ed.) Multilingualisms and Development. London: British Council, pp. 61-78
- Babu, Hany (2017). Breaking the Chaturvarna System of Languages. Economic and Political Weekly, Vol. 52 (23). https://www.epw.in/journal/2017/23/special-articles/breaking-chaturvarna-system-languages.html
- Jhingran, Dhir (2009). Hundreds of home languages in the country and many in most classrooms- coping with diversity in primary education in India in Mohanty, A. K.; Panda, M.; Phillipson, R.; &SkutnabbKangas, T. (Eds) *Multilingual Education for Social Justice.* New Delhi: Orient BlackSwan pg. 250-267.
- Skutnabb-Kangas (2019). Human Rights and Minority Language Education. Speech during the 12th session of the United Nations Forum on Minority Issues. http://www.tove-skutnabb-kangas.org/pdf/UN-Geneva-12th-Forum-Minority-Issues-2019-Theme-1-Human-Rights-and-Minority-Language-Education-Tove-Skutnabb-Kangas-Original.pdf

Suggested Readings

- Phillipson, Robert & Skutnabb-Kangas, Tove (2018). Linguistic imperialism and the consequences for language ecology. In Penz, Hermine & Fill, Alwin (eds). Handbook of Ecolinguistics. New York: Routledge, 121-134.
- Rege, Sharmila. (2016). Education as Trutiya Ratna: Towards Phule- Ambedkarite Feminist Pedagogic Practice'. In: Thinking Gender, Doing Gender (ed. Uma Chakravarti), 3-16. New Delhi: Orient Blackswan.
- Guru, Gopal (2012). Egalitarianism and the social sciences in India. In: The Cracked Mirror: An Indian Debate on Experience and theory (eds. Gopal Guru and Sundar Sarukkai), 9-28. New Delhi: Oxford University Press.
- King, Jessica (2016). The Violence of Heteronormative Language Towards the Queer Community. Aisthesis, Vol. (7).
- Coates, Jennifer (2013). The discursive production of everyday heterosexualities. Discourse and Society, Vol. 24 (5), p. 536- 552.

Module 3: Ensuring LHR and promoting multilingualism: some initiatives.

This module will focus on initiatives in different parts of the world towards ensuring LHR of the linguistic minorities and indigenous communities and promoting a multilingual-multicultural pedagogy. The initiatives include policy level changes brought about by sustained movements and cultural/ pedagogic initiatives by communities and academics.

Core readings:

- Mohanty, A. K.; Panda, M.; Phillipson, R.; &SkutnabbKangas, T. (2009). *Multilingual Education for Social Justice.* New Delhi: Orient BlackSwan-Chapters:

  McCarty, T. L. (2009) Empowering Indigenous Languages- what can be learned from Native American Experiences.

Mohanty, A.K., Mishra, M., Reddy, U. & Ramesh, G. (2009). Overcoming the language barrier for tribal children: MLE in Andhra Pradesh and Orissa, India. In

- Agnihotri, R. K. (2007). Towards a pedagogical paradigm rooted in multilinguality. *International Multilingual Research Journal*, *1*(2), 79-88.
- Hooks, Bell (2017). Language: Teaching new worlds/new words.Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge, pp.167-177.
- Jayaram, Keerti (2017). Linguistic and cultural diversity and language teaching- with a specific focus on the teaching of reading and writing to young learners. In R. Agnihotri, A.S., Gupta, A. L. Khanna (Eds) *Trends in Language Teaching.* New Delhi: Orient BlackSwan, 57-70.

Suggested Readings

Agnihotri, R.; Gupta, A.S.; & Khanna, A.L. (Eds) (2017) *Trends in Language Teaching.* New Delhi: Orient BlackSwan

Chapter 3- Innovations in Research and Teaching in Multilingual Classrooms (By Mukul Saxena), pp. 31-45
Chapter 4- 'Speaking of food- apple... ice cream... posto... pesta... roti...'(by Rimli Bhattacharya), pp. 82-97

Videos:

- Multilingual Classroom by Ramakant Agnihotri- A documentary on Multilingual Classroom teaching Written and Produced by ZackieAchmat Produced for : The national language project and the linguistics department of university of Cape Town. **https://www.youtube.com/watch?v=l74ULxuBM3E**
- MLE: A New Beginning (A short film on Mother tongue based Mutlilignual Education Programme in Odisha). https://www.youtube.com/watch?v=UTQaDbt5uJY

8. Pedagogy:

    a. Instructional design: The course will be taught through reading sessions, lectures and classroom discussions based on articles and videos.
    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify) Projector and speakers
    c. Expertise in AUD faculty or outside: interest and engagement with language education and linguistics
    d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) None

9. Assessment structure

    i. Linguistic survey- Undertaking a small linguistic survey and presenting results and analysis- (Group) 30%

ii. Reflective review paper based on module 2- (Individual) 30%
iii. End semester exam -based on review of some of the multilingual initiatives by organisations working in promoting initiatives for multilingualism (Individual) 30%.
iv. Class participation- 10%

Signature of Course Coordinator(s)

Note:

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

Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	MA Education and MA ECCE III/IV Semester/ CPD
Course title	**English Language Education: Contexts and Concerns**
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA / PG/Certificate
Proposed date of launch	
Course coordinator and team	Amol Padwad and Krishna Dixit (C)

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   This course has no direct overlaps with any course, though in terms of content such as history of education in India, methods of teaching, structures and processes in education may build on and borrow from courses such as Educational Organisation and Leadership, Education in India, History of Modern Education in India offered at the SES MA Education programme.

2. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)**
   None

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

   Regular cohort size for electives

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

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

   ELE is an area which is neglected in our country despite the fact that we have the largest number of English as Second Language (ESL) speakers in the world. There is a growing demand for English both in terms of higher studies and better employment as well as upward social mobility. Improving the quality of English language education is a crucial means of addressing these massive public aspirations to a large extent. Effective courses focused on English language education would lead in the

creation of a pool of professional who can make effective interventions to address English language needs in a variety of Indian contexts. This in turn will lead to equitable access to higher education and economic integration of a large number of people who aspire to access quality English language education. This is in direct link with AUD's vision of providing access to and success in education with a clear emphasis on equity and social justice.

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

This course will be offered as an elective to the third semester students of MA Education which aspires to bring together the elements of both liberal and professional preparation of education professionals. The MA Education programme combines the exploration of education as a social phenomenon with the academic investigations. The focus of the present course includes a thorough investigation of contexts and concerns of ELE in terms of both as a social phenomenon and applied linguistics, a sub-discipline under education studies.

7. Course Details: All headings to be filled

a. Summary:

The overarching aim of this course is two-fold: a) raise awareness about the contexts and concerns of ELE in India, and b) work towards capacity-building of education professionals in delivering appropriate and effective ELE. This aim is necessitated by a number of factors like the prescription of English language as a compulsory language (though often treated by practitioners as one of the subjects) from primary to tertiary levels, a long history of failure in providing effective language proficiency, presence of greater bureaucratic influence compared to teaching-and-learning of other languages (and subjects). Besides, it remains largely neglected as there are no specific ELE pre-service teacher preparation programmes. The ELE is mainly dealt with only in terms of methodology at both at pre-service and in-service teacher education. At the same time, there exist a lot many non-sector players working towards better ELE opportunities for students. At this backdrop the course around contexts and concerns in ELE focusses on examination of the history of ELE since its inception, the roles and place of English in India, varied notions (or conceptualisations) of English language, ELE policies and syllabuses at the school level (from Class 1 to 10), issues in ELE, assessment practices, ELE in practice.

b. Objectives:

The main objectives of the course are:

- Enable participants to explore and reflect on the contexts and concerns of Indian ELE
- Critically examine some specific contextual features socio-cultural settings of teaching-learning English, status of English in India, political and economic considerations in English education, etc) of Indian ELE and their relevance to teaching and learning of English

- Develop an understanding of some key contextual factors (for example, social justice, uneven access, prescribed curriculum, multilingualism, etc.)and their relationship with ELE pedagogy

c. Expected learning outcomes:
By the end of the course the participants will

- Gain a detailed understanding of the contextual features of and concerns in the teaching and learning of English in India;
- Develop an awareness of the inter-relationships between contextual features, public aspirations, stakeholder concerns, policy frameworks and actual practice
- Develop ability to critically examine issues and challenges posed by the contextual features and identify ways of appropriately responding to them.

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

Unit 1: English language education in India (Week 1 to 3)

The focus of this unit is on presenting a bird's eye-view of ELE in the Indian education context. It includes a brief overview of the history of ELE, educational policies (including NEP 2020), debates in language education vis-à-vis ELE, and role and place of English in personal and *social* lives.

Core Readings

Bakshi, R. N. (2017). The language policy of the East India Company and its impact on education during British India rule. In M. Shridhar and Mishra, S. (Eds.). *Language Policy and Education in India: Documents, Contexts, and Debates*. New Delhi: Routledge.

Chaudhary, S. (2017). First textbooks in English in India. In M. Shridhar and Mishra, S. (Eds.). *Language Policy and Education in India: Documents, Contexts, and Debates*. New Delhi: Routledge.

Ghosh, S. C. (2009) *The History of Education in Modern India*. Hyderabad: Orient Blackswan.

Krishnaswamy, N. and T. Sriraman (1995) English Teaching in India: Past, present and future. In R. Agnihotri and A. L. Khanna (Eds.) *English Language Teaching in India: Issues and innovations.* New Delhi. Sage.

Krishnaswamy, N. and L. Krishnaswamy (2006) *The Story of English in India*. New Delhi: Foundation Books.

MHRD (2020) National Education Policy. Available online at https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Mukherjee, A. (2013). *This Gift of English: English education and the formation of alternative hegemonies in India*. Hyderabad: Orient Blackswan.

Mukherjee, A. (2017). Early English textbooks and language policies in India. In M. Shridhar and Mishra, S. (Eds.). *Language Policy and Education in India: Documents, Contexts, and Debates*. New Delhi: Routledge.

Tickoo, M. L. (2012) Indian ELT at sixty plus: An essay in understanding. *The Teacher Plus*, 12, 1-7.

Wedell, M. (2013) *Understanding Language Classroom Contexts: The starting point for change*. London: Bloomsbury.

Supplementary Readings

Agnihotri, R. and A. L. Khanna (1995) Introduction. In R. Agnihotri and A. L. Khanna (Eds.) *English Language Teaching in India: Issues and innovations*. New Delhi. Sage.

Agnihotri, R. K. and Khanna, A. L. (1997). *Problematizing English In India*. New Delhi: Sage.

Dasgupta, P. (1993). *The Otherness of English: India's Auntie Tongue Syndrome.* New Delhi: Sage.

Prabhu, N. S. (1995) *Attempting Educational Change*. Vallabh Vidyanagar: H. M. Patel Institute of English Training and Research.

Sunder Rajan, R. (1993) *Lie of the Land*. Oxford: Oxford University Press.

Unit 2: Key Issues in ELE in India (Week 4 to 6)

This unit is centred around a set of issues that continue to be discussed and debated in language education in general and ELE in particular. The issues include methods and approaches, notions of learning and teaching, multilingualism and translanguaging, English as a means of social justice, English as a cultural capital, force of change and innovation, notions of teacher accountability, provisions of teacher education, administrative aspects *including systemi, issues like infrastructure, teacher quality, materials, assessment, regulations, etc.*

Core Readings:

Agnihotri, R. K. (2010). Multilinguality and the teaching of English in India. *The EFL Journal*, 1 (1), 1-11.

Agnihotri, R. and A. L. Khanna (1997). *Second Language Acquisition: Socio-cultural and linguistic aspects of English in India*. New Delhi: Sage.

Anand, S. (1999) Sanskrit, English and Dalits. *Economic and Political Weekly*, July, 2053-2056.

Anderson, J. and A. Lightfoot (2018) Translanguaging practices in English classrooms in India: Current perceptions and future possibilities. Available online at https://www.tandfonline.com/doi/full/10.1080/13670050.2018.1548558.

Aslam, M. (1995) Needs analysis of the Indian learners of English. In R. Agnihotri and A. L. Khanna (Eds.) *English Language Teaching in India: Issues and innovations*. New Delhi. Sage.

Ramkrishnan, E. V. (2017). Language, power, and ideology: The changing contexts of bhasha in India. In M. Shridhar and Mishra, S. (Eds.). *Language Policy and Education in India: Documents, Contexts, and Debates*. New Delhi: Routledge.

Uma, A., Suneetha Rani, K., and Murali Manohar, D. (2014). *English in the Dalit Context*. Hyderabad: Orient Blackswan.

Verma, S. K. (1994) *The teaching of English in India: Focus on functions and objectives*. Vallabh Vidyanagar: H. M. Patel Institute of English Training and Research.

Supplementary Readings

Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.

Narang, V. (2013). (Eds.). *Issues in Learning Theories and Pedagogical Practices.* Vol I and II. Hyderabad: OrientBlackswan.

Seidlhofer, B. (2003). *Controversies in Applied Linguistics*. Oxford: Oxford University Press. (a collection of papers published in ELTJ on varied issues in ELE).

Unit 3: English language curriculum (Week 7 to 9)

The focus of this unit is on the critical examination of existing English language curriculum (from Class 1 to 10) in terms of underlying philosophy or approaches, objectives, content, pedagogy (linked to Unit 4) vis-à-vis curriculum theories (academic, individualist, pragmatic, idealist), conceptualisation of learners and teachers, assessment practices, etc. Also this unit is aimed at preparing students for the next unit on exploring ELE in practice.

Core Readings

Christison, M. and Murray, D. E. (2021). *What Language Teachers Need to Know: Designing Curriculum*.Vol. III. London: Routledge.

Kostka, I. and Bunning, L. (2018). *Curriculum Design in English Language Teaching.* Alexandria, Virginia: TESOL Press.

Larson-Freeman, D. (2000). *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

Macalister, J. and Nation, I. S. P. (2011). *Case Studies in Language Curriculum Design: Concepts and approaches in action around the world.* London: Rutledge.

NCERT (Online). English Language Textbooks from Class 1 to 10. Available online at https://ncert.nic.in/textbook.php.

Prabhu, N. S. (2020). *Perceptions of Language Pedagogy*. Hyderabad: Orient Blackswan.

Richards, J. C. And Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. 3rd Edn.

Swan, M. (2012). *Thinking about Language Teaching.* Oxford: Oxford University Press.

Wright T. (2005) *Classroom Management in Language Education*. Basingstoke: Palgrave.

Supplementary Readings

Mooij, J. (2008) Primary education, teachers' professionalism and social class about motivation and demotivation of government school teachers in India. *International Journal of Educational Development*, 28, 508-523.

Padwad, A. and K. Dixit (2012) Multiple stakeholders' views of continuing professional development. In R. Bolitho and A. Padwad (Eds.) *Continuing Professional Development: Lesson from India*. New Delhi: British Council, India.

Tickoo, M. L. (1997) Towards an alternative curriculum for acquisition-poor environments. In R. Agnihotri and A. L. Khanna (Eds.) *Second Language Acquisition: Socio-cultural and linguistic aspects of English in India*. New Delhi: Sage.

Verma, S. K. (1994) *The teaching of English in India: Focus on functions and objectives*. Vallabh Vidyanagar: H. M. Patel Institute of English Training and Research.

Unit 4: ELE in Practice (Week 10 to 12)

This unit is targeted at acquainting students with the real-life enactment of ELE. The main activity is experiencing the teaching-and-learning of English in classrooms by way of observation and interaction with teachers and students. In addition, it also

includes ELE outside the formal setting such as at home, self-directed learning, coaching centres. The content includes understanding change and innovation, use of English as medium of instruction, textbooks and materials, varied contexts of ELE, teacher education, teachers' professional development, administration, teachers' classroom language, etc.

Core Readings

Canagarajah, S. (2011). *Resisting Linguistic Imperialism in English Language Teaching*. Oxford: OUP.

Coleman, H. (1997). *Society and the Language Classroom*. Cambridge: Cambridge University Press.

Jhingran, D. (2009). Hundreds of home languages in the country and many in most classrooms – coping with diversity in primary education in India. In Mohanty, A. K., Khanna, A. L., Agnihotri, R. K. and Gupta, A. S. (2019). *Trends in Language Teaching*. Hyderabad: Orient Blackswan.

Mathews, L. (2018). Mandated resistance, embodied shame: The material and affective contours of TESOL method. *TESOL Quarterly*, 52 (4), 748-771.

Panda, M., Philipson, R., and Skutnabb-Kangas, T. (Eds.). *Multilingual Education for Social Justice: Globalising the Local*. Hyderabad: Orient Blackswan.

Peter, F. (2012). *Indian Voices in ELT*. New Delhi: Viva.

Prabhu, N. S. (1995).*Attempting Educational Change*. Vallabh Vidyanagar: H. M. Patel Institute of English Training and Research.

Rao, G. (2017). Multilingual education in India and the English-only myth. In M. Shridhar and Mishra, S. (Eds.). *Language Policy and Education in India: Documents, Contexts, and Debates*. New Delhi: Routledge.

Tickoo, M. L. (1997). Towards an alternative curriculum for acquisition-poor environments. In R. Agnihotri and A. L. Khanna (Eds.) *Second Language Acquisition: Socio-cultural and linguistic aspects of English in India*. New Delhi: Sage.

Wedell, M. (2013) *Understanding Language Classroom Contexts: The starting point for change*. London: Bloomsbury.

Supplementary Readings

Griffiths, C. (2008). *Lessons from Good Language Learners*. Cambridge: Cambridge University Press.

Griffiths, C. (2020). *Lessons from Good Language Teachers*. Cambridge: Cambridge University Press.

Legutke, M. and Thomas, H. (1991). *Process and Experience in Language Classroom*. London: Routledge.

Assessment structure* (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Review Task 1 (split in class tests, quiz, and reflective notes)	3rd and 4th week of the course	30%
2.	Review Task 2 (split in writing observed lesson descriptions, presentation, and an analytical paper)	7th and 8thweek of the course	30%
3.	Class participation	Throughout the course	10%
4.	End Semester Examination	Last week of the course	30%

* *Assessment situations and weightage may vary depending on cohorts*

a. Instructional strategies: How it is taught? Interactive sessions in workshop mode involving discussions and inquiry around a variety of tasks and readings. This will be supported by classroom observations in real classrooms and practicum to apply theory to practice.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Room with movable furniture, and AV facility

c. Expertise in AUD faculty or outside: CELE faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) access to schools for practicum; linkages with Delhi Government schools

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Sunit Singh

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	MA in Education & MA in Education (Early Childhood Care and Education)
Course title	**Multi-Voiced Classrooms and Feminist Pedagogies**
Course code	SES201
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	2022
Course coordinator and team	Shivani Nag & Anandini Dar

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

   This is an elective proposed for MA Education and MA Education-ECCE programmes in SES. The course builds on ideas around critical pedagogy, education for transformation, experience of education among the marginalised and role of state and society in shaping educational systems and access, that are discussed in various core courses like- 'Introduction to Educational Thought' and 'State, Society and Education', and Experience of Education that are offered at MA level in SES.

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

   NA

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 50

4. Course scheduling: 3rd or 4th semester

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

AUD is committed to promote a process of teaching and learning where these can become liberating undertakings, contributing to the promotion of equality, social justice and excellence. A course on feminist pedagogies too aims to contribute to an understanding of pedagogy that is sensitive to the challenges posed by gender inequality, is transformative and promotes the idea of encouraging and facilitating learners to become agents of social change for equality and gender justice.

6. How does the course link with the specific programme(s) where it is being offered?
The vision of SES is to contribute to the development of scholars and professionals who are able to understand education in its historical and contemporary contexts. Further the school also aims to *"foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators. In this context, the School has been working towards development of a rigorous praxis-based theoretical perspective for analysis and research while engaging with teacher education, pedagogy, curriculum, policy, planning and administration."* The course on feminist pedagogies by examining the praxes of education historically and in contemporary times with emphasis on how gender inquality have informed these spaces, aims to contribute to an understanding of pedagogy that is sensitive to the challenges posed by gender inequality, and is transformative.

7. **Course Details:**
   a. Summary:
   This course engages with the question of pedagogy from a feminist perspective in context of education theory, experience and praxis. The course begins by examining how experiential and intersectional identities of the students come to bear upon the everyday dynamics of learnings within educational institutions and the larger socio-political worlds they traverse. This will be explored through an in-depth engagement in reading autobiographies, memoirs, and films that reflect upon the "woman"/ "queer"/ "caste"/ and other identity questions. Further, the course will unpack how critical pedagogy and feminist theories inform feminist pedagogies that in turn shape concepts of safe space, reflexivity, journaling, social justice and equality, within the school and university spaces. Finally, the course aims to provide students with an opportunity to learn about the ways in which processes of teaching, research and mentoring across subject areas contend with feminist pedagoiges as forms of praxis. This will enable students to reflect upon concepts of power, positionality, representation and voice.

   a. Objectives:
      i. To sensitise students to the role played by gender grounded in intersectionality in shaping the everyday socio-political and educational worlds they occupy.
      ii. To introduce students to theories and practices of feminist pedagogies in education.
      iii. To enable students to critically reflect on their roles as students and future teacher-educators/ educators/ researchers in shaping equitable, socially just, and transformative spaces for reflection, dialogue, and change.

b. Expected learning outcomes:
Students will be able to:

i. Engage with experiences from educational spaces and be able to identify the various ways in which gender politics informs educational spaces and pedagogies that attempt to foreground the experiences and voices from the margins.

ii. Examine/review texts (fiction/non fiction) from a critical, feminist perspective.

iii. Develop research questions and/or materials and pedagogic strategies informed by feminist pedagogies.

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

Module 1: Engaging with multi voiced classrooms and classroom experiences (4 weeks)

This module encourages students to engage with reflective accounts, autobiographies, films, other works of literature and criticisms in order to understand the complex, intersectional nature of gendered classrooms. The various dimensions of intersectionalities include- caste, religion, ethnicity, language, class, age, abilities, sexual orientations and other identities. We will unpack these understandings of identities through reflective accounts, autobiographies, films, other works of literature and criticisms.

Readings

Memoirs/ life narratives (Students will be required to engage with and review any one or two of the more from the following)

Woolf, Virginia. (1929) A Room of One's Own. New York: Harcourt, Brace and Company.

Shafak, Eli (2011) Black Milk: On Writing, motherhood and harem within. Viking
Morrison, Toni (1994) The Bluest Eye. New York: Plume Book.

Revathi, A., & Murali, N. (2016). *A Life in Trans Activism*. New Delhi: Zubaan

Pawar, Urmila (2010) *Aayadaan* (Hindi translation by Madhavi Deshpandey). New Delhi: Vani Prakashan

Bama (2005) *Sangati* (translation by Lakshmi Holmstrom). New Delhi: Oxford University Press.

Bama (2012) *Karukku* (translation by Lakshmi Holmstrom). New Delhi: Oxford University Press.

Erum, Nazia (2018) *Mothering a Muslim.* New Delhi: Juggernaut.

Phadke, Shilpa (2015) Risking Feminism? Voices from the classroom. Economic and Political Weekly, Vol. 50 (17).

hooks, bell (1994) Chapters 6- Holding my sister's hand. *Teaching to Transgress: Education as the practice of freedom.* London: Routledge.

Ghai, Anita (2002) Disabled Women: An excluded agenda of Indian feminism. *Hypatia*, Vol 17 No. 3, pp. 49-66.

Crenshaw, Kimberle (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*. Vol. 43, No. 6, pp. 1241-1299.

Chakravarti, Uma (2017) The Burden of Caste: Scholarship, democratic movements and activism. In S. Anandhi & Karin Kapadia (Eds). *Dalit Women: Vanguard of an Alternative Politics in India.* London: Routledge, p. 335-350.

Module 2- What are feminist pedagogies? (4 weeks)

Drawing from the layered complex narratives, engaged with in the module 1, this module will be aimed at introducing students to the ideas of what constitutes feminist pedagogies in terms of their epistemological assumptions and the implications for education. The module will also engage with origins and evolution of feminist pedagogies and their foundations in critical pedagogy and feminist theories. Through an overview of and an engagement with feminist theories, approaches to teaching-learning pratices, classroom space, nature of educational content and student-teacher relations will also be discussed.

Readings

Jackson, Sue (2010) Crossing Borders and Changing Pedagogies: From Giroux and Freire to feminist theories of education, *Gender and Education*, 9:4, 457-468, DOI: 10.1080/09540259721196.

Crabtree et al, (2009) *Feminist Pedagogy: Looking Back to Move Forward*. Johns Hopkins University Press. Introduction.

hooks, bell (1996) Feminist theory: A radical agenda. In *Multicultural experiences, multicultural theories*, ed. M. F. Rogers, 56-61. New York: The McGraw-Hill Companies.

hooks, bell (1994) Chapters 1- Engaged Pedagogy, Chapters 8-Feminist Thinking. *Teaching to Transgress:* London: Routledge.

Chakravarti, Uma (2016) (Ed) Section I: Feminist Pedagogies. In Uma Chakravarti (Ed) Thinking Gender, Doing Gender: Feminist Scholarship and Practice Today., New Delhi: Orient Blackswan

Hartsok, N.C.M. (2017) The feminist standpoint: developing the ground for a specifically feminist historical materialism. In Diana T. Meyers (Ed). *Feminist Social Thought: A reader.* pp. 461-483.

Rege, Sharmila (2016) Education as Trutiya Ratna: Towards Phule- Ambedkarite Feminist Pedagogic Practice. pp. 3-31.

Macay, F. Govinda, R., Menon, K., and Sen, R. (2020. Doing Feminisms in the Academy: Identity, Institutional Pedagogy and Critical Classrooms in India and the UK. Zubaan Academic.

Module 3: Teaching, Mentoring and Research as a Feminist Praxis (4 weeks)

The third module focuses on the praxis of feminist pedagogies by engaging with various forms of academic literature on teaching and mentoring and aims to unpack the dynamics of the everyday classroom spaces as a feminist, empathetic, and ethical sites. By bringing in accounts of teachers and other writings, this module highlights the nuances of feminist pedagogies as it is negotiated in teaching-learning and research processes. The students will be encouraged to unpack the significance of power relationality, and voice as they reflect on themselves as future teachers, researchers, and mentors.

Readings

Shah, Chayanika (2016) Feminist Activism in the Pedagogy and Practice of Science: An interactionist approach, pg. 94-112.

Gilligan, Carol (2013) *The Ethic of Care* (Monograph). Barcelona: Víctor Grífols i Lucas Foundation, pp. 11-60.

Chakravarti, Paromita (2012) The ideology of literature: A gendered study of Bengali-language school textbooks in West Bengal, pg.109-130.

Kishimoto, Kyoto, and Mwangi, Mumbi (2009) Critiquing the Rhetoric of "Safety" in Feminist Pedagogy: Women of Color Offering an Account of Ourselves. *Feminist Teacher*, 19 (2), 87-102.

Wagh, A. C. (2018) "Sociology, feminism and mentoring: Contested sites of knowledge production and consumption." In Chadha, G. & Joseph, M.T. (Eds). Re-imagining Sociology in India: Feminist Perspectives. New Delhi: Routledge.

Pujari, Leena (2018) "Transforming the sociology classroom: implementing a critical feminist pedagogy." In Chadha, G. & Joseph, M.T. (Eds). Re-imagining Sociology in India: Feminist Perspectives. New Delhi: Routledge.

Sen, Rukmini (2017) Sexual Harassment and Limits of Speech. *Economic and Political Weekly,* Vol. 50 (52).

England, K. (1994) Getting personal: Reflexivity, positionality, and feminist research. *Professional Geographer*, *46*(1), 80-89.

Suggested Readings:

Sen, Rukmini (2014) Mapping Women's Activism in India: Resistance, reforms and (re) creation. In Leela Fernandes (Ed). *The Routledge Handbook of Gender in South Asia*. Routledge

Freire, Paulo (1996) *Pedagogy of the Oppressed*. London: UK: Penguin Books. Chapter 2. pp. 52-67.

Freire, P. & Macedo, D. P. (1995) A Dialogue: Culture, Language and Race. *Harvard Educational Review*, Vol 65(3), pp. 377-402.

Rege, Sharmila (2006). *Writing Caste/Writing Gender: Narrating dalit women's testimonies*. New Delhi: Zubaan, an Imprint of Kali for Women.

John, Mary E. (2008). Introduction. In Mary E. John (Ed). *Women Studies in India: A Reader*. Penguin. p. 1-22.

hooks, bell. (2003) Teaching Community: A Pedagogy of Hope. Routledge.

Rege, Sharmila (1995) "Feminist Pedagogy and Sociology for Emancipation in India." *Sociological Bulletin, 42 (2),* pp. 223-239. Accessible at: http://www.unipune.ac.in/snc/cssh/HistorySociology/A%20DOCUMENTS%20ON%20HISTORY%20OF%20SOCIOLOGY%20IN%20INDIA/A%201%20Debates%20on%20sociology%20and%20anthrpology%20of%20India/A%201%2018.pdf

Chatterjee, P. (2016) Women and the nation: The trouble with their voices. pg. 309-31

Bhog, D. (2016) Gender and Curriculum. pg. 352-360.

Panjabi, K. & Chakravarti, P. (2012) (Ed.) *Women Contesting Culture: Changing features of gender politics in India*. Jadavapur: School of Women Studies.

Sinha, Mrinalini (2006) Gender in the critiques of colonialism and nationalism: locating the 'Indian Woman'. Pg. 211-242.

Bhardwaj, Purwa (Ed.). *कलामे निस्वां* (*Kalaame Niswan*) New Delhi: Nirantar http://www.nirantar.net/uploads/files/Kalame_Niswan.PDF .

Razzack, Azra (1991). Growing up Muslim. *Seminar* 387 (1991), 30-31.

Zembylas, Michalinos (2018) "Reinventing Critical Pedagogy as Decolonizing Pedagogy: The Education of Empathy." *Pedagogy of the Oppressed: 50 Years*, special issue of *Review of Education, Pedagogy, and Cultural Studies*, edited by Peter Pericles Trifonas, Vol. 40 (5), 404–21.

Chaudhari, M. (2002) Learning through Teaching the 'Sociology of Gender. *Indian Journal of Gender Studies,* Vol. 9(2) https://doi.org/10.1177/097152150200900208

Narayan, Uma (1997) Dislocating Cultures: Identities, traditions, and third world feminism. NY: Routledge. Chapter 3: Cross-Cultural Connections, Border-Crossings, and "Death by Culture". pp. 105-118.

Shinde, Tarabai (2000) *A Comparison Between Women and Men* (English translation of Stree-Purush Tulna). New Delhi: OUP.

Online resources:

a. A Guide to Feminist Pedagogy: https://my.vanderbilt.edu/femped/habits-of-hand/a-few-examples/

b. Feminism and Intersectionality: https://www.epw.in/engage/discussion/intersectionality-useful-analytical-framework

8. Pedagogy:

a. Instructional strategies: This course will include lectures, discussions, film screenings, group activities related to reading experiential texts and sharing and listening sessions where a practice of feminist pedagogy can unfold in transaction. Students will also be asked to maintain a journal that will inform the dialogues in the classroom as well.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector, speakers, an open space for facilitating group work.

c. Expertise in AUD faculty or outside : May be drawn upon as required by the student composition and course instructor.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): group discussions with scholars and activists engaging with feminist pedagogy and the movements for gender justice will be planned.

9. **Assessments:**

Assessment I- Group presentation on Film or book review, guided by an objective to attend to voices of marginalised identities around their educational experiences- 30%

Assessment II- A term paper/ review paper with focus on critical engagement with feminist theories and pedagogies. 30%

Assessment III: Developing a research plan/instructional design/ framework for reviewing classrooms that are informed by feminist pedagogies (30%)

Assessment IV: Attendance and Participation 10%

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Sunit Singh

Signature of the Dean of the School

MA Education Programme Structure

	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core	Education in India: Institutions, Systems and Structures (2) SES201101	Introduction to Educational Thought (guided reading course) (2) SES201102			
	An Introduction to Philosophy of Education (2) SES201110	A Philosophical Perspective for Education (2) SES201111			
	Understanding Children and Childhood (4) SES201105	Introduction to Education Research (4) SES201107			
	History of Education in Modern India (4) SES201103	Curriculum Theory and Practice (4) SES201106			
	State, Society and Education (4) SES201104	The Experience of Education: Immersed Reflections (4) SES201109			
Elective				Electives (16)	Electives (8)
Workshop	Basic Research Skills Training (1) SES201311	Self Development (2) SES201312, Introductory Statistics in Education (1) SES201313			
Seminar					
FA (4)			Non-School FA (2) SES201301	School Field Attachment (2) SES201302	
Research (6)		Research Proposal		Student Seminar: Proposal	Dissertation (6) SES201303
Total Credits (70)	**17**	**19**	**2**	**18**	**14**

M.A. Education (Early Childhood Care and Education)					
	Year 1			Year 2	
	Semester 1	*Semester 2*	*Summer*	*Semester 3*	*Semester 4*
Foundation courses (16)	Understanding children and childhood (4) SES202111	Introduction to educational research (4) SES202112		State, society and education (4) SES202110	Gender & education (4) SES201210
Core courses (30)	Play, learning and creativity (4) SES202101	Engaging with families and communities (2) SES202103		Inclusion of children with disability (4) SES202211	
	Language development and early literacy (4) SES201212	Observing & assessing young children's development and learning (4) SES202105		Qualitative Research Methods (4) SES202201 *or* Quantitative Research Methods (4) SES202204	
	Early childhood care and education in India (4) SES202102	Developing early childhood curriculum (4) SES202106			
Electives (8)				1 Elective (4)	1 Elective (4)
Workshops (3)	Self-development Workshop (1) SES202310	• Workshops (1) SES203310 • Introductory Statistics in Education (1) SES202311			
Field Attachment (7)	FA 1 in diverse early childhood settings (1) SES202301	FA 2 in early childhood education centres (2) SES202302	Internship (2) SES202303	Field Attachment 3 (2) SES202304	
Dissertation (6)				Proposal submission	Dissertation (6) SES202305
Total credits	18	18	2	18	14
			Exit with diploma		**70 Credits**

2. **Reporting the practice of collecting student feedback on courses and faculty reflections and deliberations on the feedback and action taken report**

At SES, faculty collect feedback from students on each course at the end of every semester. The feedback is collected on an anonymous form that is distributed to the students. The forms are received by the SES Office. During the pandemic these forms were administered and collected online. The feedback form has questions covering different elements of the course including contents, pedagogy, assessments, and course administration.

- Each faculty member reviews and reflects on the form for their courses and prepares a note with their reflections on how they would address the issues/suggestions that may have been reported. The Dean organises collective sharing and discussion on all course feedback during a faculty meeting towards the end of each semester.
- The focus is on using the feedback process as a point of pedagogical reflection and cross sharing of experience of teaching-learning. Further, the objective is to integrate the feedback and discuss the necessary steps to be taken to improve student experience programmatically.
- Feedback summaries and action taken reports are collated and shared with the IQAC.

The BoS appreciated the practice and suggested that the reflections from such discussions could be published collectively in a handbook/book by the SES faculty members. This would serve as a useful resource for other practitioners in higher education located in different areas of knowledge.

3. **Proposed list of MOOC postgraduate level courses from the Swayam portal for MA Electives MA Education and MA Education (ECCE) programmes**

i.	Early Childhood Care and Education (4 credits) by K. Arockia Maraichelvi https://onlinecourses.swayam2.ac.in/cec22_ed02/preview
ii.	Understanding Disciplines and Subjects (2 credits) Dr. Niradhar Dey https://onlinecourses.swayam2.ac.in/nou22_ed04/preview

A. Name of the course: Early Childhood Care and Education

B. Online Platform: https://onlinecourses.swayam2.ac.in/cec22_ed02/preview

C. University offering the course: Avinashilingam Institute for Home Science & Higher Education for Women, Coimbatore

D. Course Summary: Early childhood is a period that covers the first six years of a life of a child, wherein their brain grows at an extraordinary speed. The synaptic connections to the brain are made by the experiences that a child draws from his/her environment. Hence the environment of every child should be enriched with powerful experiences to lay a stronger foundation and thereby fostering the holistic lifelong development.

Early childhood care and education is a multidisciplinary field that relies on insights from several fields like human development, psychology, sociology, and medicine, particularly neuroscience. Having said the importance of the lifespan stage - the early childhood and the magnitude of the care and education components of it, this credit course on Early childhood care and education serves as a curriculum framework for children from birth to six years. It aims to provide information for the adults to plan and provide enjoyable learning experiences so that every child grows and develops as a competent and confident learner. The curriculum describes the theoretical underpinnings of learning and development of children at their early years and offers strategies and suggestions of how this learning can be nurtured. Also it intends to provide guidelines on supporting children's learning through partnership with parents, interaction with others, play and assessment.

The course provides a platform for the learner to explore and reflect the above said aspects by using multiple pedagogical techniques such as assignments, discussions, designing portfolio and first- hand experience as an intern, thereby encouraging you to be an effective ECCE provider.

E. Course Scheduling

Duration:	15 weeks
Category:	Teacher Education
Credit Points:	4
Level:	Postgraduate

F. Course layout

Week - 1
1. ECCE in India
2. Principles of growth and development and interrelatedness of the domains of development
3. Brain development in early years

Week - 2
4. Theoretical foundations and its implications towards learning and development in early years - Behaviourism and social learning
5. Theoretical foundations and its implications towards learning and development in early years – Piaget's Cognitive developmental theory
6. Theoretical foundations and its implications towards learning and development in early years – Information processing and Gardner's' MI

Week - 3
7. Theoretical foundations and its implications towards learning and development in early years - Ecological and socio-cultural perspective
8. Objectives and Principles of ECCE
9. ECCE concerns

Week - 4
10. Concept, meaning and benefits of play
11. Types of play and its values - Part 1
12. Types of play and its values - Part 2
13. Learning and developing holistically through play

Week - 5
14. Curriculum of play way approach – supporting communication skills
15. Curriculum of play way approach – supporting early literacy and numeracy
16. Curriculum of play way approach – supporting reading skills

Week - 6
17. The planning process – Long term, medium term and small term
18. The planning process - Reviewing and evaluating planned themes and activities

Week - 7
19. Setting up early learning environment – indoor
20. Setting up early learning environment – outdoor
21. Meaning and concept, general types of pedagogical techniques and strategies

Week - 8
22. Pedagogy in relation to ECE – Positioning, Empowering, Scaffolding
23. Pedagogy in relation to ECE – Co-constructing, Modelling, Questioning
24. Pedagogy in relation to ECE – Encouraging and praising, Problem solving, Documenting

Week - 9
25. Guiding principles and suggestive developmentally appropriate practices for birth to three years – Part 1

26. Guiding principles and suggestive developmentally appropriate practices for birth to three years – Part 2

Week - 10
27. Guiding principles and suggestive developmentally appropriate practices for three to six years – Part – 1
28. Guiding principles and suggestive developmentally appropriate practices for three to six years – Part – 2

Week - 11
29. Recognizing dispositions, skills, attitudes, knowledge and understanding of children
30. Creating a strong emotional foundation

Week - 12
31. Principles of assessment
32. Why, what, and when to assess
33. Assessment tools and strategies

Week - 13
34. Key people in the assessment process – ECCE provider
35. Key people in the assessment process – Parents and family
36. Assessment information – Planning the next step in learning

Week - 14
37. Meaning and importance of effective transition
38. Strategies to promote effective transition- to enable the child to be ready to learn

Week - 15
39. Strategies to promote effective transition- to facilitate parent to support child's transition
40. Strategies to promote effective transition- to assist the school to be ready for the child

Books and references

Sue Bredekamp (2014), Effective Practices in Early Childhood Education: Building a Foundation (3rd Edition), Pearson Publications

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through age eight, 3rd Edition, Editors - Carol Copple and Sue Bredekamp

Kaul. V., (2009). "Early Childhood Education Programme". National Council of Educational Research and Training, New Delhi.

Course certificate

30% for in course Assessment & 70% of end term Proctored Exam

A. Name of the course: BES-125: Understanding Disciplines and Subjects

B. Online Platform: https://onlinecourses.swayam2.ac.in/nou22_ed04/preview

C. University offering the course: Indira Gandhi National Open University

D. Course Summary: The Course, **BES-125: Understanding Disciplines and Subjects** is one of the Core Courses studied in the first year of the IGNOU B.Ed. Programme. The Course is developed as per the NCTE Regulations, 2014. The Course provides the learners an understanding about the formation of an academic discipline by categorizing a specific type of knowledge and further it explains about framing a School Subject from the discipline. The course enables the learners to understand the distinctive characteristics and perspectives of a discipline and its academic manifestation. This course will also help the learners to understand disciplinary knowledge and its constitution as a discipline. Further it helps the learners to understand the framing of a School Subject, its curriculum, and to address other areas of knowledge in the curriculum. The course concludes with discussing the factors that contributes for the choices of streams and subjects for the students.

E. Course Scheduling

Duration : 8 weeks
Category : Teacher Education
Credit Points : 2
Level : Undergraduate/Postgraduate

Week	Module	Text in PDF form	Video Programmes
Week-1	**Module-1** Knowledge and Disciplines	Knowledge and Disciplines	Knowledge and Information
			Sources and Ways of Acquiring Knowledge
			Categorisation of Knowledge for Constituting a Discipline
			Concept and Characteristics of a Discipline
Week-2	**Module-2** Perspectives of Disciplinary Knowledge (Part-1)	Perspectives of Disciplinary Knowledge (Part-1)	Discipline Specific Processes to Acquire Knowledge
			Evolution and Framing of Discipline
Week-3	**Module-3** Perspectives of Disciplinary Knowledge (Part-2)	Perspectives of Disciplinary Knowledge (Part-2)	Context and Perspectives of Disciplines
			Inter-relationships between and among the Disciplines
Week-	**Module-4**	Disciplinary	Pedagogical Concerns of Disciplinary Knowledge

4	Disciplinary Knowledge and School Education	Knowledge and School Education	Classifying and Accommodating Specific Areas of Knowledge
			Framing School Subjects
Week-5	**Module-5** Subject Concerns in School Curriculum	Subject Concerns in School Curriculum	Curriculum, Syllabi and School Education
			Domains of School Subjects
			Curricular Materials – Its Types and Importance
			Implications of Curricular Divisions for Learner-Centred Pedagogy
Week-6	**Module-6** Organizing Subjects in School Curriculum (Part-1)	Organizing Subjects in School Curriculum (Part-1)	Bases of Organising Subjects in School Curriculum
			Appropriateness of Subjects in Curriculum at Different Stages
Week-7	**Module-7** Organizing Subjects in School Curriculum (Part-2)	Organizing Subjects in School Curriculum (Part-2))	Addressing the Needs of the Stakeholders in Formulation and Transaction of School Subjects
			Issues of Uniform Vs Locally Designed Syllabus
Week-8	**Module-8** Making Subject Choices	Making Subject Choices	Streams and Subject Choices for the Learners
			Factors Determining Learners Choices of Streams and Subjects

Books and references

Module-1 Knowledge and Disciplines

Bransford, J. D., Brown, A.L., & Cocking, R.R. (Eds.). (1999). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academy Press.

Bridges, D. (2006), 'The Disciplines and the Discipline of Educational Research', Journal of Philosophy of Education 40:2, pp. 259-272.

Clark D. (2004). http://www.nwlink.com/~donclark/performance/understanding.html accessed December 2004.

Dewey, John (1916). Democracy and Education, New York: MacMillan.

Dubin, R. (1976). Theory building in applied areas, Handbook of Industrial and Organizational Psychology, M.D. Dunnette (Ed.), New York: Wiley. pp. 17-39. Foucault, Michel (1991). Discipline and Punish/The Birth of the Prison, London: Penguin.

Hirst, P. (1974). Knowledge and Curriculum, International Library of the Philosophy of Education, London: Routledge and Kegal Paul Ltd.

Hospers, J. (1973). An Introduction to Philosophical Analysis (Revised Edition), Prentice Hall Inc., Englewood Cliffs: N.J.

IGNOU (2005). Education: Nature and Purposes (MES-012), Block 1 & 2, Master of Education, New Delhi: IGNOU. Jha, A.K. (2005). Nyaya philosophy: epistemology and education, New Delhi: Standard Publishers (India)
Krishnan, A. (2009). What are Academic Disciplines? Some Observation on the Disciplinarity vs Interdisciplinarity Debate. University of Southampton, National Centres for Research Methods.
Kuhn, T. (1962). The structure of scientific revolution, Chicago: The University of Chicago.

Module-2 Perspectives of Disciplinary Knowledge

Besselaar, P.V.D. & Heimeriks, G. (2001), "Disciplinary, Multidisciplinary, Interdisciplinary- Concepts and Indicators, Social Science Informatics program, University of Amsterdam, pp- 1-4.
Charles, C. (2010). The Historical Development of Sociology: Sociological Traditions. Historical Development and Theoretical Approaches in Sociology, Vol.1.
Guy, J. & Small, I. (2010), "The Nature of Disciplinary Knowledge", Cambridge University Press, pp-1-3 Kenneth, T.G. (1974). Area Studies and the Traditional Disciplines. The History Teacher Pedagogy 3:2. KKHSOU (2011). Introduction to Political Science as a Discipline. Haldwani: KKHSOU.
Koehler, N. (2012). Discipline Specific Knowledge and Capabilities, Deakin Learning Futures, Deakin University. Retrieved from www.deakin.edu.au on 14.09.2016.
Krishnan, A. (2009), "What are academic disciplines ?", University of Southampton, ESRC National Center for Research Methods, pp-7-31.
Miller. M. & Mansilla, V.B. (2004), "Thinking Across Perspectives and Disciplines", Harvard University, Cambridge, pp- 1-3.
Paleeri, S. (2015). Evolution and Emerging Trends in Academic Discipline. NSS Training College, Ottapalam: Kerala.
Panda, M. (2006). Mathematics and Tribal Children. Economic and Political Weekly. Vol-41(2).
Szostak, R. (2013), "Defining Disciplinary Perspective", Department of Economics, University of Alberta, pp-1-2
The Columbia Electronic Encyclopedia (2012). History of Geographic Study, Columbia University Press.

Websites Referred:

http://www.eolss.net/sample-chapters/c04/e6-99a.pdf retrieved on 16.09.2016
http://ww2.valdosta.edu/~cbarnbau/phys_math/p1_grel.html retrieved on 28.09.2016
http://www.studyenglishtoday.net/english-language-history.html on 15.09.2016

Module-3 Disciplinary Knowledge and School Education

Artmer, P.A., Newby, T.J. (2013). Behaviourism, cognitivism, and constructivism: Comparing critical features from an instructional design perspective. Performance Improvement Quarterly, 26(2), pp.43-71.
Wiley Online Library. Corrigan, D., et.al. (2011). The professional knowledge base of Science teaching (ed.). New York: Springer Dordrecht Heidelberg.
Deng, Z. (2007). Knowing the subject matter of a secondary school science subject. Journal of Curriculum Studies, 39(5), 503–535.
Deng, Z. (2007). Transforming the subject matter: examining the intellectual roots of pedagogical content knowledge. Curriculum Inquiry, 37(3), 279–295.

Deng, Z. (2009). The formation of a school subject and the nature of curriculum content. Hong Kong: Journal of Curriculum Studies, 41:5.
Dewey, J. (1966 [1899]). Lectures in the Philosophy of Education (New York: Random House). Doyle, W. (1992). Curriculum and pedagogy. In P. W. Jackson (ed.), Handbook of Research on Curriculum (New York: Macmillan), 486–516.
Grayson, D.J. (2004). Disciplinary Knowledge from a Pedagogical Point of View. Andromeda Science Education and University of Pretoria, retrieved from https:// web.phys.ksu.edu/icpe/ publications/teach2/Grayson.pdf on 15.10.2015.
Grossman, P. L., Wilson, S. M. and Shulman, L. S. (1989). Teachers of substance: subject matter knowledge for teaching. In M. C. Reynolds (ed.), Knowledge Base for the Beginning Teacher (New York: Pergamon), 23–36.
Miller, J. (2015). Holistic Education – Learning for an Interconnected World. Sample Chapters, Encyclopedia of life support systems, UNESCO.
Morris, P. and Chan, K. K. (1997). Cross-curricular themes and curriculum reform in Hong Kong: policy as discourse. British Journal of Educational Studies, 45(3), 248–262.
NCERT (2005). New Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training. NCERT (2006). Arts, Music, Dance and Theatre – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
NCERT (2006). Curriculum Syllabus and Textbooks – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
NCERT (2006). Heritage Craft – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
NCERT (2006). Systemic Reforms for Curriculum Change – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
NCERT (2006). Teaching of Social Sciences – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
NCERT (2007). Work Education – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers. New Delhi: National Council for Teacher Education.
NCTE (2014). Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education.
Pinkley, D. (2009). Children Learning English as a Foreign Language – Current issues in language Teaching. Pearson Longman.
Ross, E.W., et. al. (2014). Social Studies Curriculum and Teaching in the Era of Standardization (pp.25-50). From Ross. E.W. (ed.) (2014).The Social Studies Curriculum – Purposes, Problems, and Possibilities. Albany: State University of New York.
Scheffler, I. (1991). Basic mathematical skills. In I. Scheffler (ed.), In Praise of the Cognitive Emotions and Other Essays in the Philosophy of Education (New York: Routledge), 71–79.
Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. Educational Researcher, 15(2), 4–14.
Shulman, L. S. (1987). Knowledge and teaching: foundations of the new reform. Harvard Educational Review, 57(1), 1–22.
Stengel, B. S. (2010). Academic Discipline and School Subject: Contestable Curricular Concepts. Journal of Curriculum Studies, 29:5.
Westbury, I. (2000). Teaching as a reflective practice: what might didactic teach curriculum. In I. Westbury, S. Hopmann and K. Riquarts (eds), Teaching as a Reflective Practice: The German Didactic Tradition (Mahwah, NJ: Lawrence Erlbaum Associates), 15–39.

Wilson, S. M., Shulman, L. S. and Richert, A. E. (1987). '150 different ways' of knowing: representations of knowledge in teaching. In J. Calderhead (ed.), Exploring Teachers' Thinking (London: Cassell), 104–124.

Website Referred:

http://www.innovativelearning.com/teaching/behaviorism.html retrieved on 16.10.2015.
http://northweststate.edu/wp-content/uploads/files/21143_ftp.pdf retrieved on 16.10.2015.

Module-4 Subject Concerns in School Curriculum

NCERT (2000), National Curriculum Framework for School Education, 2000, New Delhi: National Council of Educational Research and Training.
NCERT (2005), National Curriculum Framework, 2005, New Delhi: National Council of Educational Research and Training.
NCERT (2006), National Focus Group Position Paper on Social Sciences, New Delhi: National Council of Educational Research and Training.
NCERT (2006), Curriculum, Syllabus and Textbooks – National Focus Group Position Paper, New Delhi: National Council of Educational Research and Training.
NCTE (2009), National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers, New Delhi: National Council for Teacher Education.

Module-5 Organising Subjects in School Curriculum

NCERT (2000), National Curriculum Framework for School Education, 2000, New Delhi: National Council of Educational Research and Training.
NCERT (2005), National Curriculum Framework, 2005, New Delhi: National Council of Educational Research and Training.
NCERT (2006), National Focus Group Position Paper on Social Sciences, New Delhi: National Council of Educational Research and Training.
NCERT (2006), National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, New Delhi: National Council of Educational Research and Training.
S. K. Yadav (2011), National Study on Ten Year School Curriculum Implementation, New Delhi: National Council of Educational Research and Training.

Module-6 Making Subject Choices

CBSE (2015-16). Senior School Curriculum, Main Subject, Vol-1. New Delhi: Central Board of Secondary Education.
Govt. of India (1948-49). Report of the University Education Commission (1948- 49). Ministry of Education. New Delhi: Govt. of India.
Govt. of India (1952-53). Report of the Secondary Education Commission (1952- 53). Ministry of Education. New Delhi: Govt. of India.
Govt. of India (1964-66). Education and National Development - Report of the Education Commission (1964-66). New Delhi: Ministry of Education, Govt. of India.
NCERT (2005). National Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training.
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AMBEDKAR UNIVERSITY DELHI

Minutes of the 56th Meeting of the Standing Committee of Research (SCR) held on 24th August 2021 Via Google Meet.

The 56th Meeting of the Standing Committee Research (SCR) of AUD was held on 24th August 2021 via Google Meet. The following were present:

Dr. Anita Cherian	Member
Dr. Anshu Gupta	Member
Prof. AnupDhar	Member
Prof. Anita Ghai	Member
Dr. Arindam Banerjee	Member
Dr. Anirban Sengupta	Member
Dr. Bindu K.C	Member
Dr. Budhaditya Das	Deputy Convenor
Prof. Babu P Remesh	Member
Dr. Bhoomika Meiling	Member
Dr. Bidhan Chandra Dash	Member
Prof. Dhirendra D. Dangwal	Member
Prof. Gopalji Pradhan	Member
Dr. Lovitoli Jimo	Member
Dr. Mamatha Karollil	Member
Dr. Manish Jain	Member
Prof. Nakkeeran Nanjappan	Member
Dr. Pranay Goswami	Member
Prof Rachana Johri	Member
Prof Radharani Chakravarty	Member
Prof Sanjay Kumar Sharma	Member
Dr Suresh Babu	Member
Dr Sunita Singh	Member
Dr Shad Naved	Member
Prof Satyaketu Sankrit	In the Chair
Dr Shailaja Menon	Member
Dr. Shifa Haq	Member

Regrets: Dr. Amit Singh, Prof. Bodh Prakash, Mr. Deepan Sivaraman, Prof. Geetha Venkataraman, Prof. Kartik Dave, Prof. Lawrence Liang and Prof. Sitansu Sekhar Jena

The agenda for the 56th meeting of Standing Committee Research is as following:

1. Recommendation of award of MPhil/ PhD degree to the students of SHS and SoL who have completed their respective programme requirements.

   The SCR recommended for the award of degree to the following students of SHS and SoL, who have completed all academic requirements. The award of degree is subject to the verification of documents.

The verified documents will be sent for approval of the Chair, Academic Council. The degrees will be awarded at the upcoming convocation.

S. No.	Name / Enrolment No	Programme Name	School	Date of Viva	Date of AES approval (verification)
1	Rohini Tyagi S184CWG05	MPhil in Women's and Gender Studies	SHS	20.01.2021	23.06.2021
2	Sanjana Biswas S174CDP15	MPhil Development Practice	SHS	20.02.2021	02.07.2021
3	Carol Wilson S184CDP04	MPhil Development Practice	SHS	19.03.2021	13.07.2021
4	Nikki Kumari S184LHI04	MPhil in Hindi	SoL	05.07.2021	26.07.2021
5	Salman S184LHI06	MPhil in Hindi	SoL	25.06.2021	26.07.2021
6	Babita Yadav S184LHI02	MPhil in Hindi	SoL	19.07.2021	10.08.2021
7	Ankita Chauhan S175DHI01	PhD in Hindi	SoL	04.08.2021	10.08.2021
8	Ravi Kumar S184CDP14	MPhil Development Practice	SHS	05.07.2021	10.08.2021
9	Ekta Niranjan S184CDP07	MPhil Development Practice	SHS	10.04.2021	10.08.2021

2. To discuss the following responses received from the members of the Committee in relation to the matter of "Research and Publication Ethics course".

   a) Centre for Research Methods (CRM) and Centre for Publishing (CfP) will begin offering the 2 credit Research and Publication Ethics course from the Monsoon Semester 2021.
   b) This course will be compulsory for all newly admitted PhD scholars from Monsoon 2021. Scholars currently enrolled in PhD programmes who wish to do this course may be allowed to audit it, but only within the 6th semester of their PhD.
   c) The said course will be placed before the SCR in the prescribed University format, for deliberation and approval before its commencement.

The SCR took note of the same and recorded the responses received from the Committee members regarding implementation of the 2-credit "Research and Publication Ethics course".

3. To discuss the recommendation of Research Studies Committee (RSC) of School of Development Studies (SDS) on the following

a) To consider the request of Ms. Sweta Suman (S135ADS06), PhD student of Development Studies for second extension for completing her thesis (Date of Registration 29.08.2013). She had completed 7 years of normal registration (including extension provided for the pandemic by SCR vide Notification dated 22.05.2020). Her first extension was approved from 28.02.2021 to 28.08.2021in the 53rd meeting of the SCR.

The SCR discussed the request of Ms. Sweta Suman and recommended that the PhD student may be allowed the extension related to the pandemic given by the UGC in its public notice dated 16th March 2021 following a letter of recommendation from the supervisor, and due notification of the said extension by the SCR. In case this is not possible, the student will be eligible for the second extension as per Clause 12(iv) of the Research Studies Regulations 2017.

b) To note the six monthly progress report (for the Period of January to June 2021) of the PhD Development Studies students

The SCR took note the same and recorded the six monthly progress report (for the Period of January to June 2021) of the following PhD Development Studies students.

S.No	Name of Students / Enrolment No	Date of Registration	Batch	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Sweta Suman S135ADS06	29.08.2013	2013	Dr. Ivy Dhar (Supervisor), Dr. Nandini Nayak, Dr. Rachna Chaudhary	22.07.2021	The scholar's progress was deemed satisfactory
2	Swati Mohana Krishnan S155ADS01	04.09.2015	2015	Prof. Sumangala Damodaran (Supervisor), Dr. Anirban Sengupta, Dr. Nandini Nayak	23.06.2021	
3	Tanya Chaudhary S165ADS02	21.08.2016	2016	Prof. Babu P. Remesh (Supervisor), Dr. Rohit Negi, Dr. Rachna Mehra	15.06.2021	
4	Jasodhara Borthakur S175ADS01	17.08.2017	2017	Dr. Ivy Dhar (Supervisor), Prof. Deepita Chakrvarty, Dr. Nandini Nayak,	09.06.2021	
5	Tasha Agarwal S175ADS02	17.08.2017	2017	Prof. Babu P. Remesh (Supervisor), Dr.	04.06.2021	

				Anirban Sengupta, De. Partha Saha		
6	Rahul Kumar Yaduka	01.08.2018	2018	Dr. Ivy Dhar (Supervisor), Dr. Moggallan Bharti, Dr. Abhay Kumar	09.06.2021	
7	Bhuvaneshwari Subramanian S185ADS03	03.08.2018	2018	Dr. Anirban Sengupta (Supervisor), Dr. Manish Jain, Dr. Nandini Nayak	11.06.2021	
8	Aakanksha Gautam S185ADS01	02.08.2018	2018	Dr. Moggallan Bharti (Supervisor), Dr. Nandini Nayak, Dr. Teena Anil	09.06.2021	
9	Anu Rani S185ADS02	02.08.2018	2018	Dr. Nandini Nayak (Supervisor), Prof. Sumangala Damodaran, Prof. Deepita Chakravarty, Prof. Babu P. Remesh	17.06.2021	
10	Arfa Anis S195ADS01	02.08.2019	2019	Dr. Moggallan Bharti (Supervisor), Dr. Kopal, Dr. Ivy Dhar	09.06.2021	
11	Elizabeth Alexander S195ADS02	02.08.2019	2019	Prof. Deepita Chakravarty (Supervisor), Prof. Mary E. John, Dr. Nandini Nayak	23.06.2021	

4. To discuss the recommendation of the Research Studies Committee (RSC) of the School of Education Studies (SES) on the following

   a) To consider the extension of 5th semester for synopsis approval (in lieu of the Covid 19 situation) and six monthly progress report (for the Period of January to June 2021) of the following PhD Education Studies students (Batch-2019).

   The SCR took note of the same and recorded the six monthly progress reports of the following eight (08) students. The SCR also noted that the students have completed four (04) semesters in the PhD programme and did not require an extension for synopsis presentation as per Clause 12(iii) of Research Studies Regulations 2017.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Aditi Sehrawat S195H0001	19.08.2019	Dr. Manish Jain (Supervisor), Dr. Gunjan Sharma, Dr. Nidhi Gulati	08.07.2021	The scholar's progress was deemed satisfactory
2	Alprata Ahuja S195H0002	20.08.2019	Dr. Manasi Thapliyal Navani (Supervisor), Dr. Haneet Gandhi (Co-Supervisor), Dr. Shivani Nag	20.07.2021	
3	Disha Sharma S195H0003	19.08.2019	Dr. Anandini Dar (Supervisor) Dr. Manasi Thapliyal Navani, Dr. Moggallan Bharti	28.06.2021	
4	Harsha Rana S143H0004	20.08.2019	Dr. Gunjan Sharma (Supervisor), Dr. Sunita Singh, Dr. Krishna Kalyan Dixit	22.06.2021	
5	Preeti S195H0006	19.08.2019	Dr. Manish Jain. (Supervisor), Dr. Shivani Nag, Prof. Nandini Manjrekar	23.07.2021	
6	Radhika Mittal S195H0007	19.08.2019	Dr. Gunjan Sharma (Supervisor); Dr. Manish Jain, Prof. N. Nakkeeran	22.06.2021	
7	Shanky Choudhary S195H0009	21.08.2019	Dr. Monimalika Day (Supervisor), Dr. Gunjan Sharma, Prof. Anita Ghai	16.07.2021	
8	Shilpa Bajaj S195H0010	19.08.2019	Dr. Shivani Nag (Supervisor), Dr. Anandini Dar, Dr. Mamatha Karollil	15.07.2021	

b) To note the approval of synopsis and six monthly progress report (for the Period of January to June 2021) of the PhD Education Studies students (Batch-2019)

The SCR took note the same and recorded the approval of synopsis and six monthly progress report (for the Period of January to June 2021) of the following PhD Education Studies students (Batch-2019)

S. No	Name of Students / Enrolment No/ Date of	Synopsis Title	Supervisor (RAC Members)	Date of Synopsis approval	Date of RAC Meeting	Discussion/ Comments and Suggestion

	Registration					s from RAC
1	Mincy Ruby Mathew S195H0005 19.08.2019	Exploring Sixth Grader's Response to Gender Representation in Children's Literature	Dr. Sunita Singh (Supervisor), Dr. Monimalika Day, Prof. Shobha Sinha	06.07.2021	06.07.2021	The scholar's progress was deemed satisfactory
2	Ruchi Sharma S195H0008 28.08.2019	Mapping the Nature of Engineering Coaching Industry and Popular Media Representation in the India Context	Dr. Sunita Singh (Supervisor), Dr. Shivani Nag, Dr. Santosh Kumar Singh	08.07.2021	08.07.2021	

5. To discuss the recommendation of Research Studies Committee (RSC) of School of Letters (SoL) on the following

a) To note the six monthly progress report (for the Period of January to June 2021) of the PhD CLTS, PhD English and PhD Hindi students

The SCR took note the same and recorded the six monthly progress report (for the Period of January to June 2021) of the following PhD CLTS, PhD English and PhD Hindi students

PhD CLTS (Batch- 2017, 2018 and 2019)

S. No	Name of Students / Enrolment No/ Date of Registration	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Nilza Angmo S175LCL01	10.08.2017	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Prof. Honey Oberoi Vahali	09.08.2021	The scholar's progress was deemed satisfactory
2	Pooja Mann S175LCL03	10.08.2017	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Diamond Oberoi Vahali	05.08.2021	
3	Aniruddha Nagaraj S185LCL02	21.08.2018	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Bindu KC	05.08.2021	
4	Abhimanyu Singh S195LCL01	19.08.2019	Dr. Shad Naved (Supervisor), Mr. Sandeep Singh, Mr. Shelmi Sankhil	09.08.2021	
5	Jemsy Claries Alex S195LCL02	20.08.2019	Prof. Radha Chakravarty (Supervisor), Dr. Anita Cherian, Mr. Shelmi Sankhil	06.08.2021	

6	Pali Sarkar S195LCL04	21.08.2019	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Pallavi Chakravarty	06.08.2021	

PhD English (Batch- 2017, 2018 and 2019)

S. No	Name of Students / Enrolment No/ Date of Registration	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	J Imlikala Ao S175LEN04	14.08.2017	Dr. Bhoomika Meiling (Supervisor), Dr. Amit Singh, B.R. Alamelu	31.07.2021	The scholar's progress was deemed satisfactory
2	Neha Rana S175LEN06	28.08.2017	Dr. Diamond Oberoi Vahali (Supervisor), Prof. Bodh Prakash, Dr. Usha Mudiganti, Dr. Shifa Haq	07.07.2021	
3	Veeksha Vagmita S175LEN06	23.08.2017	Dr. Usha Mudiganti (Supervisor), Dr. Diamond Oberoi Vahali, Prof. Rachana Johri	20.07.2021	
4	Sruti MD S175LEN07	17.08.2017	Prof. Bodh Prakash (Supervisor), Dr. Vikram Singh Thakur, Dr. Anita Cherian	02.08.2021	
5	Mokshda Manchanda S175LEN05	17.08.2017	Dr. Vikram Singh Thakur (Supervisor), Dr. Sanju Thomas, Dr. Anita Cherian	02.08.2021	
6	Hatchingthem Haokip S175LEN02	14.08.2017	Dr. Sanju Thomas (Supervisor), Dr. Usha Mudiganti, Dr. Diamond Oberoi Vahali, Dr. Oinam Hemlata Devi	22.07.2021	
7	Hemchandra Nameirakpam S175LEN03	17.08.2017	Dr. Amit Singh (Supervisor), Dr. Santosh Kumar Singh, Dr. Kopal	10.08.2021	
8	Archa Bhatnagar S185LEN01	30.07.2018	Dr. Usha Mudiganti (Supervisor), Dr. Diamond Oberoi Vahali, Prof. Honey Oberoi Vahali	23.07.2021	
9	Ruchita Machal 185LEN07	30.07.2018	Dr. Vikram Singh Thakur (Supervisor), Dr. Sanju Thomas, Dr. Shad Naved	22.07.2021	

10	Shivani Bhatt S185LEN09	30.07.2018	Dr. Diamond Oberoi Vahali (Supervisor), Dr. Amit Singh, Dr. Hemlata Devi	05.07.2021	
11	Dimpy Lochav S185LEN03	03.08.2018	Dr. Sanju Thomas (Supervisor), Prof. Radha Chakravarty, Dr. MrityunjayTripathi	29.07.2021	
12	Sangeeta Jawla S185LEN08	30.07.2018	Dr. Kopal (Supervisor) Dr. Diamond Oberoi Vahali, Ms. Lovitoli Jimo	23.07.2021	
13	Adarsh Narayan Parbat S195LEN01	26.08.2019	Dr. Diamond Oberoi (Supervisor), Dr. Usha Mudiganti, Ms. Neetu Sarin (SHS)	02.07.2021	
14	Aishwarya Kumar S195LEN02	21.08.2019	Dr. Bhoomika Meiling (Supervisor) Dr. Amit Singh Dr. Rohit Negi	06.08.2021	
15	Gurpreet Saini S195LEN03	19.08.2019	Dr. Usha Mudiganti (Supervisor) Dr. Diamond Oberoi Prof. Rachna Johri	20.07.2021	
16	Rahul Chauhan S195LEN05	19.08.2019	Dr. Amit Singh (Supervisor) Dr. Diamond Oberoi Vahali Dr. Manish Jain	06.08.2021	
17	Shreeya Malhotra S195LEN06	19.08.2019	Dr. Vikram Singh Thakur (Supervisor) Dr. Sanju Thomas Dr. Shad Naved	22.07.2021	
18	ZakraSaiwa S195LEN09	20.08.2019	Dr. Sanju Thomas (Supervisor) , Dr. Bhoomika Meiling , Dr. Bindu KC	14.07.2021	
19	Jenisha Singh S195LEN04	21.08.2019	Dr. Kopal (Supervisor) Dr. Sanju Thomas Dr. Moggallan Bharti	09.07.2021	
20	Shubham Dabas S195LEN07	19.08.2019	Dr. Kopal (Supervisor) Dr. Vikram Singh Thakur, Dr. Santosh S	07.07.2021	

PhD Hindi (Batch-2019)

S.No	Name of Students / Enrolment No/ Date of Registration	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Raman Kumar S195DHI05	13.08.2019	Prof. Satyaketu Sankrit (Supervisor), Prof. Navin Chandra Lohni, Prof. Goplaji Pradhan	22.07.2021	The scholar's progress was deemed satisfactory
2	Biplaw Kumar S195DHI02	13.08.2019	Prof. Satyaketu Sankrit (Supervisor), Prof. Gopalji Pardhan, Prof. Pradip Shridhar	05.08.2021	
3	Narender Kumar Singh S195DHI03	13.08.2019	Prof. Satyaketu Sankrit (Supervisor), Dr. Vinod Sharma, Prof. Goplaji Pradhan	22.07.2021	
4	Sukant Suman S175DHI04	16.08.2017	Prof. Satyaketu Sankrit (Supervisor), Dr. Vaibhav, Prof. Goplaji Pradhan	05.08.2021	
5	Bharti Jain S195DHI01	13.08.2019	Prof. Goplaji Pradhan (Supervisor), Dr. Vaibhav Prof. Satyaketu Sankrit	09.08.2021	

b) To note the Pre-submission presentation of the following MPhil CLTS students

S.No	Name of Students / Enrolment No	Date of registration	Date of presentation	RAC members present (supervisor first)
1	Shayantani Das S184LCL03	09.08.2018	09.08.2021	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Rukmini Sen
2	Haidamteu Newme Z. S194LCL02	01.08.2019	22.07.2021	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Lovitoli Jimo
3	Malvika Singh S194LCL03	06.08.2019	29.07.2021	Prof. Radha Chakravarty (Supervisor), Dr. Shad Naved, Dr. Anita Cherian

The SCR took note of the same and recorded.

c) To note the approval of PhD titles and synopsis of the PhD English Students (Batch-2018)

The SCR took note of the same and recorded the approval of PhD titles and synopsis of the following PhD English Students (Batch-2018)

1. Ms Shivani Bhatt (S185LEN09) Synopsis Title:- Understanding Ecology through Garhwali Women's Traditional Cultural, Oral and Folk Expressions – approved on 05.07.2021

2. Ms Archa Bhatnagar (S185LEN01) Synopsis Title:- The Self and the World: A Study of Selected Narratives of Women's Spiritual Journeys in Buddhism – approved on 23.07.2021
3. Ms Sangeeta Jawla (S185LEN08) Synopsis Title:- Potters' Narratives: Identity, Social Relations and Material Culture – approved on 23.07.2021

d) To consider Prof. Radha Chakravarty's PhD CLTS scholars for co-supervision by English programme faculty as per Clause 9.2 of AUD Research Studies Regulations 2021.

The SCR noted that the English programme faculty did not have enough PhD seats to take upon the task of co-supervision of Prof. Radha Chakravarty's students. In view of this, RSC Chair of SoL has permitted Prof. Chakravarty to consider appointing co-supervisors from the list of eligible PhD supervisors outside the English programme faculty **but within the discipline area**, as per the recommendations of the SCR in its 55th Meeting (Agenda Item 6(b), dated 21.06.2021).

6. To discuss the recommendation of Research Studies Committee (RSC) of School of Liberal Studies (SLS) on the following:

a) To consider the request of Ms. Shivani Yadav (S185DEC06), PhD Economics student regarding issuance of a certificate by the "Ethics Committee Board" from the university.

The SCR discussed the request and recommended that the matter may be placed before the appropriate committee (University Research Ethics Committee, constituted by the university via notification dated 16th October, 2020) for its consideration. The SCR also recommended that the matter may be expedited considering the welfare of the scholar.

b) To consider the extension cases of the following PhD Mathematics students for their synopsis submission by December, 2021 (in lieu of the Covid 19 situation)

S. No.	Name of Students/ Enrollment No	Date of Registration
1.	Arushi (S185DMA01)	25.07.2018
2.	Manoj (S185DMA03)	30.07.2018

The SCR approved the extension for synopsis presentation of the aforementioned students until 31st December, 2021.

c) To note the approval of synopsis of the MPhil History and PhD Mathematics Students (Batch-2018 and 2019)

The SCR took note of the same and recorded the approval of synopsis of the following MPhil History and PhD Mathematics Students (Batch-2018 and 2019)

MPhil History (synopsis approval on 04.08.2021)

1. Arun Prakash (S194DHS03) Title of the Synopsis:- "Situating Iyothee Thaasar in the Modern Buddhist World (1890s – 1914)"
2. Suresh Meitei (S194DHS05) Title of the Synopsis:- "Understanding Class, Caste and Social Identity in Manipuri Society: Retelling the Lois History (1700-1950s)"

PhD Mathematics (synopsis approval on 12.07.2021)

1. Rachana Shokhanda (S185DMA04) Title of the Synopsis:- A Study of Nonlinear Mathematical Models and Their Approximate Solutions

d) To note the pre-submission MPhil Dissertation of the following MPhil Mathematics Students (Batch-2018 and 2019)

The SCR took note of the same and recorded the following.

MPhil Mathematics (Pre-submission of MPhil Dissertation on 29.06.2021)

1. Bharti (S184DMA02) Dissertation Title:- Road Traffic Flow Modeling and Prediction
2. Arun Bhartiya (S184DMA01) Dissertation Title:- Study On Noise Pollution From Railway Traffic In Delhi City
3. Ruchi Sharma (S194DMA04) Dissertation Title:- Analytical and Geometrical Solution for Fractional Differential Equations
4. Kshetrimayum Bobina Devi (S194DMA02) Dissertation Title:- Generalized Mathematical Models and Their Solutions

MPhil Mathematics (Pre-submission of MPhil Dissertation on 02.07.2021)

1. Astha Shukla (S194DMA01) Title of the Synopsis:- Compositional inverses of certain permutation polynomials over finite fields
2. Vikas Sharma (S194DMA05) Title of the Synopsis:- Identities with higher derivations on prime and semiprime rings
3. Neelam (S194DMA03) Title of the Synopsis:- Prime subgraphs of solvable groups

e) To note the withdrawal of admission of Mr. Amit Sheokand, MPhil History scholar (date of registration 14.08.2019; Enrolment no. S194DHS08)

The SCR took note of this and recorded the same.

f) To note the six monthly progress report of the PhD Mathematics and PhD Sociology students

The SCR took note of the same and recorded the six monthly progress report of the following PhD Mathematics and PhD Sociology students

PhD Mathematics

S. No	Name of Students / Enrolment No/ Date of Registration	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Ashutosh Panday S185DMA02	26.07.2018	Dr. Balchand Prajapati (Supervisor), Dr. Anuj Bishnoi, Dr. Ramneek khassa, Prof. Geetha Venkatraman	January to June 2021	07.07.2021	The scholar's progress was deemed satisfactory
2	Arushi S185DMA01	25.07.2018	Prof. Geetha Venkatraman (Supervisor), Dr. Balchand Prajapati, Dr. Radha Mohan, Dr. Ramneek khassa	January to June 2021	07.07.2021	
3	Prasun Kumar S195DMA01	07.08.2019	Prof. Geetha Venkatraman (Supervisor), Dr. Saroj Malik, Dr. Ramneek Khassa, Dr. Balchand Prajapati	January to June 2021	22.07.2021	
4	Manoj Kumar S185DMA03	30.07.2018	Dr. Kranti Kumar (Supervisor), Dr. Durvesh Verma, Dr. Pranay Goswami, Dr. Mradul Veer Singh	January to June 2021	13.07.2021	
5	Nisha S195DMA02	07.08.2019	Dr. Kranti Kumar (Supervisor), Dr. Chandrashekhar Nishad, Dr. Pranay Goswami, Dr. Mradul Veer Singh	January to June 2021	13.07.2021	

PhD Sociology

S. No	Name of Students / Enrolment No/ Date of Registration	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Virendra Kumar	09.08.2017	Dr. Bidhan	6th	18.06.2021	The scholar's

	S173DSC10		Chandra Dash (Supervisor), Dr. Manish Jain, Prof. Vivek Kumar, Dr. Anirban Sengupta	October 2020 to 18th June 2021		progress was deemed satisfactory
2	Abhik Bhattacharya S185DSC01	13.08.2018	Dr. Urfat Anjem Mir (Supervisor), Dr. Farhana Ibrahim, Dr. Bidhan Chandra Dash	October 2020 to June 2021	18.06.2021	
3	Yaminie Sharma S185DSC05	10.08.2018	Dr. Preeti Sampat (Supervisor), Dr. Bidhan Dash, Dr. Ngoru Nixon	Winter Semester 2021	25.06.2021	
4	Manas Raturi S185DSC02	13.08.2018	Dr. Rinju Rasaily (Supervisor), Prof. Harish Naraindas, Dr. Urfat Anjem Mir	January to June 2021	28.06.2021	
5	Devika Singh Shekhawat S195DSC01	09.08.2019	Dr. Rinju Rasaily (Supervisor), Prof. Rana P. Behal, Dr. Preeti Sampat	January to June 2021	26.06.2021	
6	Abhilasha Chattopadhyay S175DSC01	09.08.2017	Prof. Rukmini Sen (Supervisor), Dr. Janaki Abraham, Prof. Krishna Menon	January to June 2021	22.06.2021	
7	Ratna Bharti Bhamidipati S185DSC04	13.08.2018	Dr. Priyasha Kaul (Supervisor), Dr. Santosh Kumar Singh, Dr. Yogesh Snehi	January to June 2021	20.07.2021	

7. To discuss the recommendation of Research Studies Committee (RSC) of School of Human Studies (SHS) on the following

a) To discuss the rule provision that only Associate Professor and Professor can be appointed as examiners for MPhil and PhD theses.

The decision has been taken by Competent Authority, so it will not be discussed in SCR meeting.

b) To consider the extension cases (in lieu of the Covid-19 situation) and note the pre-submission presentation/ six monthly progress report (for the period of January to June 2021) of the following MPhil Psychoanalytic Psychotherapy, MPhil Development Practice and MPhil Women and Gender (WGS) students (Batch- 2017 and 2019).

The SCR considered the requests for extension and noted that pandemic-related extension has been given by the UGC, only to terminal MPhil/ PhD scholars in its public notice dated 16th March 2021. For terminal students of MPhil programmes whose requests for extension have been received and approved by the RSC, the Covid-related UGC extension up till 31st December 2021 may be allowed following due notification by the SCR. Students who are not in the terminal stage of their MPhil will be eligible for the extensions as per Clause 11(ix) of the MPhil Research Studies Regulations 2017.

MPhil Psychoanalytic Psychotherapy (Batch-2017)

S. No	Name of Students / Enrolment No/ Date of Registration/	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1.	Aanchal Bhatnagar S174CPS01 09.08.2017	Prof Anita Ghai (Supervisor) Dr Neetu Sarin (Co-Supervisor), Dr Ashis Roy, Dr Shivani Nag	15.07.2021	The scholar's progress was deemed satisfactory
2.	Anjali Verma S174CPS02 09.08.2017	Prof Rachana Johri (Supervisor), Prof. Anup Dhar, Ms. Anshumita Pandey	15.07.2021	
3.	Anuradha Sudhir Panchmatia S174CPS03 10.08.2017	Prof Rachana Johri (Supervisor), Prof. Honey Oberoi Vahali, Ms. Anshumita Pandey	15.07.2021	
4.	Epsita Sandhu S174CPS07 09.08.2017	Prof Honey Oberoi (Supervisor) Dr Neetu Sarin(Co-Supervisor), Dr Ashis Roy, Prof Rachana Johri	16.07.2021	

5.	Gagan Ahluwalia S174CPS08 09.08.2017	Dr Mamatha Karollil (Supervisor) Dr Shifa Haq, Ms Anshumita Pandey	14.07.2021	
6	Jayati Singh S174CPS11 09.08.2017	Prof Honey Oberoi (Supervisor) Prof Krishna Menon, Prof Rachana Johri	22.08.2021	
8	Ujjwala Singh S174CPS16 10.08.2017	Prof Rachana Johri (Supervisor) Dr Neetu Sarin, Prof Anita Ghai	04.08.2021	
9	Vasundhara Singh S174CPS17 28.08.2017	Prof Anita Ghai(Supervisor) Dr Ashis Roy(Co-Supervisor), Prof Rachana Johri, Dr Neetu Sarin	23.07.2021	
10	Verakholu Veyie S174CPS18 09.08.2017	Prof Anita Ghai (Supervisor) Dr Neetu Sarin, Ms Shefali singh	04.08.2021	
11	Zenab Ansari S174CPS19 10.08.2017	Prof Honey Oberoi (Supervisor) Dr Urfat Anjem Mir, Dr Shifa Haq	23.07.2021	
17	Tarun Vohra S174CPS15 22.08.2017	Dr Shifa Haq (Supervisor) Ms Nupur Dhingra(Co-Supervisor), Prof Ashok Nagpal, Prof Anita Ghai	15.01.2020	The scholar's progress was unsatisfactory (see attached RAC report for details)

MPhil Development Practice students (Batch-2019)

S.No	Name of Students / Enrolment No/ Date of Registration/ Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Amit S194CDP01 19.07.2019	Prof. Anup Dhar (Supervisor), Dr. Partha Saha, Ms. Swarnima Kriti	12.03.2021	The scholar's progress was deemed satisfactory
2	Madiha Nisar S194CDP05 17.07.2019	Prof. Anup Dhar (Supervisor), Prof. Babu Ramesh, Dr. Bhat Iqbal	10.03.2021	

3	Hari Mohan S194CDP04 19.07.2019	Dr. Partha Saha (Supervisor), Prof. Anup Dhar, Dr. Debanjan Ghatak	11.03.2021	
4	Shelly S194CDP09 17.07.2019	Prof. Babu P. Remesh (Supervisor), Dr. Partha Saha, Mr. Shuvajit Chakraborty	10.03.2021	
5	Qurratul Ayen S194CDP11 14.10.2019	Prof. Anup Dhar (Supervisor), Sourangshu Banerjee, Prof. Anita Ghai, Dr. Imran Amin	18.06.2021	
6	Vishal Kumar S194CDP10 19.07.2019	Dr. Partha Saha (Supervisor), Dr. Rohit Negi, Mr. Arnab Mitra	11.03.2021	
7	Deepak S194CDP02 18.07.2019	Prof. Anup Dhar (Supervisor), Dr. Imran Amin, Dr. Rachna Mehra, Salbi	10.03.2021	
8	Deepali S194CDP03 18.07.2019	Prof Krishna Menon, (Supervisor), Payel Chakraborty	14.07.2021	
9	Noel Letkhotinsat Baite S194CDP08 22.07.2019	Dr. Ngoru Nixon (Supervisor), Prof. Anup Dhar, Dr. Imran Amin	20.06.2021	

MPhil Women and Gender (WGS) (Batch- 2019)

S. No	Name of Students / Enrolment No/ Date of Registration/ Date of Registration	Supervisor (RAC Members)	Date of Pre-Submission	Date of RAC Meeting	Date of submission in light of the UGC Covid-related extension	Discussion/ Comments and Suggestions from RAC
1	Dawa Lhamu Sherpa S194CWG02 29.07.2019	Dr. Lovitoli Jimo (Supervisor), Dr. Seema Kazi, Dr. Rinju Rasaily	15.07.2021	14.07.2021	29.07.2021 to 31.12.2021	The scholar's progress was deemed satisfactory
2	Prashastika Sharma S194CWG08 31.07.2019	Dr. Vebhuti Duggual (Supervisor), Dr. Bindu KC, Prof. Krishna Menon	15.07.2021	28.06.2021	31.07.2021 to 31.12.2021	

c) To note the pre-submission presentation of the following MPhil Psychoanalytic Psychotherapy (Batch 2017)

The SCR took note of the same and recorded the following.

1. Ayushi Madan (S174CPS04) – (Date of Pre submission presentation 15.07.2021)
2. Haj Bincee (S174CPS09) – (Date of Pre submission presentation 16.07.2021)
3. Jyoti Sagar (S174CPS12) – (Date of Pre submission presentation 22.07.2021)
4. Rohan Parashar (S174CPS13) – (Date of Pre submission presentation 22.07.2021)
5. Durgesh (S174CPS06) – (Date of Pre submission presentation 15.07.2021)

d) To note the change in the formation of Research Advisory Committee (RAC) and award of the DAIC fellowship by the Ministry of Social Justice of the following PhD WGS student

S. No	Name of Student / Enrolment No	Supervisor after superannuation	Co-Supervisor	Fellowship beginning date	Fellowship ending Date	Attachment
1	Riya Singh (S185CWG07)	Dr. Rachna Chaudhary (after superannuation of Prof Mary John)	Prof. Mary John	23.03.2021	22.03.2024	Letter from Ministry of Social Justice

The SCR took note of the same and recorded.

e) To consider the request for Re-registration of the Following PhD Psychology students (Batch- 2012)

S. No.	Name of Student / Enrolment No	Date of Registration	Date of De-registration	Date of Re-Registration
1	Anshumita Pandey S125CPS01	01.09.2012	25.08.2017	25.08.2021
2	Bharti Mohan S125CPS03	01.09.2012	25.08.2017	25.08.2021
3	Deepti Sachdev S125CPS04	01.09.2012	25.08.2017	25.08.2021
4	Jenny Hoipineng S125CPS05	01.09.2012	01.06.2017	01.06.2021
5	Kailash S125CPS06	01.09.2012	01.06.2017	01.06.2021
6	Shikha Gill S125CPS09	01.09.2012	01.06.2017	01.06.2021
7	Syeda Naghma Abidi	01.09.2012	01.03.2017	01.03.2021

	S125CPS10			
8	Thokchom Bibinaz Devi S125CPS11	01.09.2012	25.08.2017	25.08.2021

The SCR considered the re-registration requests of those students whose date of re-registration had passed (as per Clause 12(vi) of the PhD Regulations, 2017) and they had not been able to register due to the second wave of the pandemic. In view of the covid-19 pandemic, the SCR recommended that the PhD Psychology students (Batch 2012) may be allowed to re-register later than the four years. The SCR noted that all the students are within their total registration period of the programme as per RSR Regulations 2017. The agenda item may be placed before the Academic Council for their consideration.

f) To consider the request for the six month extension of Mr. Kailash S125CPS06), PhD Psychology after his Re- registration.

The SCR considered the request and recommended that the RAC of the de-registered scholar may consider the request of extension by the scholar and submit the same for consideration by the RSC and SCR.

8. To discuss the recommendation of Research Studies Committee (RSC) of School of Human Ecology (SHE) on the following

a) To note the six monthly progress report (for the period of January to June 2021) of the PhD Human Ecology students

The SCR took note of the same and recorded the six monthly progress report (for the period of January to June 2021) of the following PhD Human Ecology students

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Amit Kumar Srivastwa S195BED01	29.07.2019	Prof. Asmita Kabra (Supervisor), Dr. Suresh Babu, Dr. Budhaditya Das	08.07.2021	The scholar's progress was deemed satisfactory
2	Anisha Yadav S185BED01	06.08.2018	Dr. Pulak Das (Supervisor), Dr. Oinam Hemlata Devi, Dr. Rohit Negi	13.07.2021	
3	Vijaylakshmi Suman S185BED02	30.07.2018	Dr. Suresh Babu (Supervisor), Dr. Rohit Negi, Dr. Budhaditya Das	13.07.2021	
4	Syed Shoaib Ali	01.09.2016	Dr. Rohit Negi	12.07.2021	

	S165BED03		(Supervisor), Prof. Asmita Kabra, Prof. Dhirendra Dangwal, Dr. Budhaditya Das		
5	Sonam Mahalwal S165BED02	01.09.2016	Prof. Asmita Kabra (Supervisor), Prof. Sumangala Damodaran, Dr. Suresh Babu	17.07.2021	
6	Anchal Dhiman S165BED01	31.08.2016	Prof. Praveen Singh (Supervisor), Dr. Suresh Babu, Dr. Budhaditya Das	09.08.2021	The scholar's progress is below expectations. (see attached RAC report for details)

b) To note the approval of synopsis of the PhD Human Ecology student

The SCR took note of the same and recorded the approval of synopsis of the following PhD Human Ecology student

S. No	Name of Students / Enrolment No	Date of Synopsis approval	Approved Synopsis Title	Remarks
1	Vijaylakshmi Suman S185BED02	31.07.2021	The Ecology and Social Construction of an Urban Wetland: A Study of Bhalswa Jheel, Delhi	Ms. Vijaylakshmi Suman defended her synopsis on 31st July 2021 which has been approved. Student has been asked to submit a final copy to the School office within two weeks after incorporating suggestions made in the synopsis presentation.

c) To consider the extension cases of the following PhD Human Ecology students for completing their programmes requirement (thesis submission and synopsis defense)

The SCR considered the requests for extension and approved of the same as per the details below.

S. No	Name of Students / Enrolment No	Date of Enrolment No	Approved Extension Period
Extension for thesis submission			
1.	Anchal Dhiman S165BED01	31.08.2016	Up till 31.12.2021 (as per Covid-related notice of UGC dated 16th March 2021)
2.	Syed Shoaib Ali S155BED03	01.09.2016	Up till 31.12.2021 (as per Covid-related notice of UGC dated 16th March 2021)
3.	Rashmi Singh S155BED01	05.02.2015	Up till 05.02.2022 (two-year extension as per Clause 12(v) of the Research Studies Regulations, 2017)

Extension for synopsis defense			
4	Anisha Yadav S185BED01	06.08.2018	Up till 31.12.2021 (as per Covid-related notice of UGC dated 16th March 2021)

d) To consider the appointment of Dr. Oinam Hemlata Devi (Assistant Professor, School of Human Ecology) as Co-Supervisor for Ms. Anisha Yadav (S185BED01), PhD Human Ecology.

The SCR discussed the request and recommended the same for consideration to the Academic Council.

9. To discuss the recommendation of Research Studies Committee (RSC) of School of Business, Public Policy & Social Entrepreneurship (SBPPSE) on the following

a) To note the six monthly progress report (for the period of January to June 2021) of the PhD Management students (Batch- 2018 and 2019)

The SCR took note of the same and recorded the six monthly progress report (for the period of January to June 2021) of the following PhD Management students (Batch- 2018 and 2019)

PhD Management students (Batch- 2018)

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Diwakar Singh S185F0001	08.08.2018	Dr Richa Awasthy (Supervisor), Dr Rajen K Gupta, Dr Nidhi Kaicker	07 and 12 Mar 2021	The scholar's progress was deemed satisfactory
2	Neha Mathotra S185F0002	06.08.2018	Prof Kartik Dave (Supervisor), Dr Priyasha Kaul, Dr Kritika Mathur	17.05.2021	
3	Richa Kathuria Karthikeyan S185F0005	06.08.2018	Dr Richa Awasthy (Supervisor), Dr Nidhi Kaicker, Dr Tanuja Sharma	18.03.2021	
4	Shilpy Malhotra S185F0006	09.08.2018	Dr Kanwal Anil (Supervisor), Dr Valentina Kancharia, Dr Babu P. Remesh	05.07.2021	
5	Varun Sharma S185F0007	09.08.2018	Dr Kanwal Anil (Supervisor), Prof Mohammad Sharique Farooqi, Dr Saibal Paul	22.07.2021	The scholar's progress was below expectations (see attached RAC report for details)

PhD Management students (Batch- 2019)

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Hemant Kumar S195F0001	09.08.2019	Dr Kritika Mathur (Supervisor), Dr Nidhi Kaicker, Dr Parag Waknis	30.06.2021	The scholar's progress was deemed satisfactory
2	Jaspreet Kaur S195F0002	09.08.2019	Prof Anu Singh Lather (Supervisor), Prof Kartik Dave, Prof Vijita S. Aggarwal		
3	Ruchika Bal S195F0003	09.08.2019	Dr Kanwal Anil (Supervisor), Dr Valentina Kancharla, Prof Babu .P. Remesh	30.06.2021	
4	Sarita Singh S195F0004	09.08.2019	Dr Kritika Mathur (Supervisor), Dr Nidhi Kaicker, Dr Sakshi Sharma	30.06.2021	
5	Sheetal Tanwar S195F0005	09.08.2019	Dr Kartik Dave (Supervisor), Dr Anshu Gupta, Prof Anup Dhar	30.06.2021	
6	Shelly Agarwal S195F0006	09.08.2019	Dr Nidhi Kaicker (Supervisor), Dr Kritika Mathur, Dr Jyotirmoy Bhattacharya	07.07.2021	
7	Simran Gahlot S195F0007	14.08.2019	Dr Kalindi Maheshwari (Supervisor), Dr. Richa Awasthy, Dr. Kanika Mahajan	07.07.2021	

b) To discuss the unsatisfactory progress report of Ms. Preeti Dabar (S185F0003), PhD Management.

The SCR recommended that as per provisions of Clause 12(viii) of the Research Studies Regulations, 2017, the RAC may recommend cancellation of the registration of the scholar with specific reasons in a detailed report. The recommendation of the RAC may be considered by the RSC as per due procedure.

c) To note/ consider the request of Ms. Ruchika Bal, student of PhD Management, for maternity leave (under clause 12(i) and (v) of RSR) from 28.07.2021 for 240 days.

The SCR took note of the same and recorded.

d) To consider the appointment of Dr. Nidhi Kaicker (Assistant Professor, SBPPSE) as Co-Supervisor for Ms. Simran (S195F0007), PhD Management.

The SCR considered the request and recommended the same for approval by the Academic Council as per Clause 11 of the Research Studies Regulations, 2017.

10. Any other matter(s) with the permission of the Chairperson.

With the permission of the Chair, Prof. Dhirendra Dangwal raised the matter of those supervisors who were found to be ineligible for PhD supervision as per the Notification of the Chair SCR dated 1st July 2021. The query raised was whether the said notification will be applied prospectively from 2020-21 batches onwards and whether ineligible supervisors would continue to supervise their existing PhD students, and will continue to remain RAC members.

Chair SCR suggested that keeping in view of the larger interest of the Research scholar, who are currently under the faculty not in the eligible list of University supervisors, may be shifted to the other eligible faculty supervisor of the concerned School till the existing faculty becomes eligible to supervise PhD scholars and these adjustment should be considered as 'supernumerary'. The committee constituted for the eligibility of supervision will review the case quarterly and those who acquired the supervision criteria eligibility will be considered as a recognized supervisor again.

(Babu P Remesh)
Convenor

(Satyaketu Sankrit)
Chairperson

Dr B R Ambedkar University Delhi
Minutes of 57th Standing Committee Research Meeting
Wednesday, March 30th 2022 | 2.30 pm
Staff/Faculty Lounge

The 57th meeting of Standing Committee Research (SCR) was held on Wednesday, March 30th 2022 | 2.30 pm in the Conference room at Kashmere Gate Campus and the following attended the meeting.

Prof. Satyaketu Sankrit	Chair, SCR
Prof. Geetha Venkatrama	Dean of Research and Consultancy
Dr. Suresh Babu	Dean of Student Services
Prof. Sunita Singh	Dean of School of Education Studies
Prof. N. Nakkeeran	Dean of School of Global Affairs
Prof. Babu P Remesh	Dean of School of Development Studies
Dr. Suresh Babu	Dean of School of Human Ecology
Prof. Dhirendra D Dangwal	Dean of School of Liberal Studies
Prof. Anita Ghai	Dean of School of Human Studies
Prof. Satyaketu Sankrit	Dean of School of Letters
Prof. Rukmini Sen	Dean of School of Heritage Research and Management
Dr. Manish Jain	PhD Coordinator Education
Dr. Anirban Sengupta	PhD Coordinator Development Studies
Dr. Budhaditya Das	PhD Coordinator Human Ecology
Dr. Arindam Banerjee	PhD Coordinator Economics
Dr. Dhiraj K Nite	PhD Coordinator History
Dr. Bidhan Chandra Dash	PhD Coordinator Sociology
Dr. Pranay Goswami	PhD Coordinator Mathematics
Dr. Vatsala Saxena & Dr. Mamatha K	PhD Coordinator Psychology
Dr. Lovitoli Jimo	PhD Coordinator Women and Gender Studies
Prof. Anita Ghai	PhD Coordinator Disability Studies
Dr. Anita Cherian	PhD Coordinator Visual Art
Dr. Anita Cherian	PhD Coordinator Literary Art
Dr. Anita Cherian	PhD Coordinator Film Studies
Dr. Shad Naved	PhD Coordinator CLTS
Dr. Gopalji Pradhan	PhD Coordinator Hindi
Dr. Urfat Anjem Mir	Convenor, SCR

The following members could not attend the meeting:

Dr. Jyotirmoy Bhattacharya	Dean of Assessment Evaluation and Student Progression
Prof. Radha Chakravarty	Dean of International Affairs Division
Prof. Sitanshu Jena	Dean of School of Vocational Studies
Prof. Lawrence Liang	Dean of School of Law, Governance & Citizenship
Prof. Bodh Prakash	Dean of School of Undergraduate Studies
Dr. Deepan Sivaraman	Dean of School of Culture and Creative Expressions
Prof. Kartik Dave	Dean of School of Business, Public Policy and Social Entrepreneurship
Dr. Deepan Sivaraman	Dean of School of Design
Dr. Anshu Gupta	PhD Coordinator Management
Dr. Sanju Thomas	PhD Coordinator English
Dr. Rachna Johri	

Special Invitee:

Dr. Shifa Haq	Programme Coordinator MPhil Psychoanalytic

Psychotherapy

The discussion and recommendation of the SCR with regard to the agenda items are recorded as follows:

School of Human Ecology

Item No. 1: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Human Ecology on the following:

1.1 To note the submission of final copy of the synopsis by Ms. Vijaylakshmi Suman (Enrolment No: S185BED02) who defended her synopsis on 31st July 2021 which has been noted by the SCR in its 56th meeting on 24th August 2021. As recommended by the SCR, student has submitted a final copy of the synopsis to the School office for records.

The title of approved synopsis is: "The Ecology and Social Construction of an Urban Wetland: A Study of Bhalswa Jheel, Delhi".

The SCR noted the submission of final copy of the synopsis of Ms. Vijaylakshmi Suman (Enrolment No: S185BED02), the details of which are mentioned above at 1.1.

1.2 To note the submission of final copy of the synopsis by Ms. Anisha Yadav (Enrolment No: S185BED01) who defended her synopsis on 24th December 2021 and has submitted a final copy of the synopsis to the School office for records. The title of approved synopsis is: "Urban Tree Diversity and Public Perception: A Study of Landmark Greens in Delhi".

The SCR noted the submission of final copy of the synopsis of Ms. Anisha Yadav (Enrolment No: S185BED01), *the details of which are mentioned above at 1.2.*

1.3 To note the six monthly progress reports (for the period July to December 2021) of the following PhD students of School of Human Ecology. RAC reports are attached as Annexure.

S. No.	Scholar	Date of Enrolment	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC on the progress
1.	Rashmi Singh	05/02/2015	14/02/2022	Satisfactory
2.	Anchal Dhiman	31/8/2016	13/01/2022	Satisfactory
3.	Syed Shoaib Ali	01/09/2016	07/01/2022	Satisfactory
4.	Sonam Mahalwal	01/09/2016	31/01/2022	Satisfactory
5.	Sonali Chauhan	08/08/2017	11/02/2022	Satisfactory
6.	Anisha Yadav	06/08/2018	24/12/2021	Satisfactory
7.	Vijaylakshmi Suman	30/07/2018	13/01/2022	Satisfactory
8.	Amit Kumar Srivastwa	29/07/2019	27/01/2022	Satisfactory

The SCR took note and recorded the six monthly progress report of the PhD Scholars of School of Human Ecology whose names and duration is tabled above at 1.3.

The name of Phd Scholar at Sl. No. 1 (item no. 1.3) of the agenda items may be read as Rashmi Singh in place of Rashmi Yadav (typo error) in the agenda item.

1.4 To consider and note the extension granted to four terminal research scholars, Ms. Rashmi Singh Ms. Anchal Dhiman,Ms. Sonam Mahalwal and Mr. Syed Shoaib Ali, for their thesis submission up to 30th June 2022, upon the recommendation of their RACs and

consideration by the RSC. This six- month extension is following the Public Notice of the UGC dated 1st December 2021, and the notification of the SCR dated 10th January 2022.

The SCR recommends the extension as recommended by RAC's and RSC of the School of Human Ecology in light of UGC public notice dt. 1.12.2021 issued vide no. F.No. 1-10/2020(CPP-II) endorsed by Chair SCR vide notification no. F.No.AUD/SCR/2021/notification/22 dt. 10.1.2022 in respect of PhD Scholars whose names are mentioned at 1.4.

1.5 To note the List of PhD scholars admitted in the admission cycle 2020–21

S.No.	Name	Date of Registration	RAC
1.	Suraj Pratap Singh Bhati	17/11/2021	Prof. AsmitaKabra (Supervisor), Dr. Suresh Babu, Dr.RohitNegi

The SCR noted the name of PhD scholar admitted as detailed above at 1.5

1.6 To consider the change in allocation of PhD Supervisor in light of SCR notification dated 7th September 2021, wherein SCR has referred to the list of recognized supervisors for PhD Programme for the Academic Session 2020-21 that had been notified on 1st July 2021. It further held that the research scholars, who are currently working with faculty members not in the eligible list of University supervisors, may be shifted to other eligible faculty supervisors till such time as existing faculty becomes eligible to supervise the scholar.

After deliberation, the RSC recommended that:

(a) The supervisor of Ms. Anchal Dhiman may be changed to Dr.Rohit Negi, Associate Professor, School of Global Affairs, AUD.

(b) The Research Advisory Committee of Ms. Anchal Dhiman may be reconstituted as follows:

S. No.	Name	Designation	Role
1.	Dr.Rohit Negi	Associate Professor, SGA	Supervisor
2.	Prof. Praveen Singh	Professor, SGA	External Member
3.	Dr. Suresh Babu	Associate Professor, SHE	Member
4.	Dr. Budhaditya Das	Assistant Professor, SHE	Member

(C) The supervision of Ms.Anchal Dhiman may be considered as "supernumerary" for Dr.Rohit Negi following the SCR notification dated 7th September 2021.

The SCR noted the change in allocation of PhD Supervisor in respect of Ms.Anchal Dhiman in light of SCR notification dated 7th September 2021, wherein SCR has referred to the list of recognized supervisors for PhD Programme for the Academic Session 2020-21 that had been notified on 1st July 2021 and also noted the reconstitution of the RAC as tabled above at 1.6(b).

1.7 Ms. Kopal Chaube (Enrolment S135BED01 and Date of Registration: 28/02/2013) successfully defended her PhD Thesis titled "Political Ecology of Water Scarcity in Delhi: Social Material Elements of Water Supply in Mehrauli" in a public viva voce organized on 23rd December 2021. The external examiners' representative Dr. Anu Sabhlok (IISER Mohali), chosen from the panel of examiners approved by the competent authority,

congratulated the candidate on the quality of her thesis. Dr. Sabhlok offered constructive feedback and recommended the award of degree of Doctor of Philosophy to the candidate.

The SCR noted conduct of Viva voce of Kopal Chaube (Enrolment S135BED01) held on 23rd December 2021and further recommends the award of degree to the PhD scholar subject to fulfilment of all conditions and verification of documents.

School of Development Studies

Item No. 2 : To discuss / note the recommendation of RSC of School of Development Studies on the following:

2.1 To consider the change in allocation of PhD Supervisors in light of SCR notification dated 7th September 2021. Till Dr. Moggallan Bharti completes the formalities stipulated by UGC/SCR apropos publications, Ph D Coordinator, Anirban, shall be the designated signatory/supervisor for all PhD related matters of Arfa Anis (Enrollment Number: S195ADS01) and Aakanksha Gautam (Enrollment Number: S185ADS01). This arrangement will be reverted as soon as Dr. Moggallan Bharti becomes eligible for supervision as per UGC norms.

The SCR noted the change in allocation of PhD Supervisor in respect of Arfa Anis (Enrollment Number: S195ADS01) and Aakanksha Gautam (Enrollment Number: S185ADS01) in light of SCR notification dated 7th September 2021, wherein SCR has referred to the list of recognized supervisors for PhD Programme for the Academic Session 2020-21 that had been notified on 1st July 2021.

2.2 To note the conduct of Viva voce of the thesis titled 'Industrial clusters and migrant women workers in the handloom industry: A case study of Bodowomen weavers of Sualkuchi, Assam 1980- 2017' by Nibedita Hazarika (Enrolment No. S135ADS03), PhD - Development Studies Programme held on 2February 2022. The viva was conducted by one of the examiners of her PhD thesis, Prof. Shubhangi Vaidya. Based on the viva, the Examination Committee decided that a PhD degree be awarded to the candidate.

The SCR noted conduct of Viva voce of Nibedita Hazarika (Enrolment No. S135ADS03), held on 2nd February 2022 and further recommends the award of degree to the PhD scholar subject to fulfilment of all conditions and verification of documents.

2.3 To note the six monthly progress report (for the Period of July to December 2021) of the following PhD Development Studies students

Sl. No.	Name of Students / Enrolment No.	Date of Registration	Batch	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC on the progress
1	Aakanksha Gautam S185ADS01	02.08.2018	2018	Dr. Moggallan Bharti (Supervisor), Dr. Nandini Nayak, Dr. Teena Anil	14.01.2022	The scholar's progress was deemed satisfactory

2	Anu Rani S185ADS02	02.08.2018	2018	Dr. Nandini Nayak (Supervisor), Prof. Sumangala Damodaran, Prof. Deepita Chakravarty, Prof. Babu P. Remesh	19.01.2022	
3	Arfa Anis S195ADS01	02.08.2019	2019	Dr. Moggallan Bharti (Supervisor), Dr. Kopal, Dr. Ivy Dhar	11.02.2022	
4	Bhuvaneshwari Subramanian S185ADS03	03.08.2018	2018	Dr. Anirban Sengupta (Supervisor), Dr. Manish Jain, Dr. NandiniNayak	22.12.2021	
5	Elizabeth Alexander S195ADS02	02.08.2019	2019	Prof. Deepita Chakravarty (Supervisor), Prof. Mary E. John, Dr. Nandini Nayak	04.02.2022	
6	Jasodhara Borthakur S175ADS01	17.08.2017	2017	Dr. Ivy Dhar (Supervisor), Prof. Deepita Chakrvarty, Dr. Nandini Nayak,	23.12.2021	
7	Rahul Kumar Yaduka S185ADS05	01.08.2018	2018	Dr. Ivy Dhar (Supervisor), Dr. Moggallan Bharti, Dr. Abhay Kumar	22.12.2021	
8	Swati Mohana Krishnan S155ADS01	04.09.2015	2015	Prof. Sumangala Damodaran (Supervisor), Dr. Anirban Sengupta, Dr. Nandini Nayak	04.01.2022	
9	Sweta Suman S135ADS06	29.08.2013	2013	Dr. Ivy Dhar (Supervisor), Dr. Nandini Nayak, Dr. Rachna Chaudhary	22.12.2021	
10	Tasha Agarwal S175ADS02	17.08.2017	2017	Prof. Babu P. Remesh (Supervisor), Dr. Anirban Sengupta, Dr. Partha Saha	15.12.2021	

The SCR took note and recorded the six monthly progress reports of the PhD Scholars of School of Development Studies whose names and duration is tabled above at 2.3.



School of Human Studies

Item No. 3: To discuss / note the recommendation of the Research Studies Committee (RSC) of School of Human Studies on the following.

3.1 To consider and note the the reconstitution of SHS RSC committee: With the completion of the two years' tenure of Dr Lovitoli Jimo as SHS RSC convenor; Dr Bindu KC as the Programme coordinator MPhil/PhD Women's and Gender Studies (WGS), Dr. Mamatha Karollil as the Programme coordinator of PhD Psychology, and the resignation of Prof. Anup Dhar, programme Coordinator for MPhil Development Practice, SHS RSC was reconstituted with the following members:

1) Prof. Anita Ghai, Chairperson, SHS RSC
2) Prof. Honey Oberoi Vahali, Convenor, SHS RSC
3) Prof. Krishna Menon (Prof. WGS)
4) Prof.Tanuja Kothiyal (External Member)
5) Dr.Seema Kazi (Representative, CWDS)
6) Mr. Parijat Ghosh ((Representative, PRADAN)
7) Dr.Shifa Haq ((Programme Co-ordinator, M Phil Psychoanalytic Psychotherapy)
8) Dr.Vatsala Saxena (Programme Co-ordinator, PhD Psychology
9) Dr. Lovitoli Jimo (Programme Co-ordinator, MPhil and PhD WGS)

The SCR noted that the committee has not been constituted as per Regulations related to the award of degree of Doctor of Philosophy notified vide no. F.No.AUD/26-2(2)/gov./2021 dt. June 2, 2021, hence the RSC may be reconstituted as per regulations and reported in the next SCR meeting.

3.2 Reporting the completion of term of Dr. Mamatha Karollil as programme coordinator for PhD Psychology on 6th January 2021 and Dr.Vatsala Saxena took over as the new programme coordinator for Ph.D. Psychology programme.

The SCR noted the nomination of Programme Coordinator by RSC subject to the issuance of office order by o/o Dean Academic Services.

3.3 Reporting the completion of term of Dr Bindu KC as M.Phil and PhD WGS programme Coordinator who has served for two plus one years (three years) from Jan 2019-14th Jan 2022. Dr Lovitoli Jimo took over as the new Programme coordinator of M.Phil and PhD WGS programme on 14th January 2022.

The SCR noted the nomination of Programme Coordinator by RSC subject to the issuance of office order by o/o Dean Academic Services.

3.4 PhD Psychology:

a) Reporting the RAC meetings conducted for the 8th Semester progress evaluation of the 2017 batch. All students have shown satisfactory progress. The reports are attached

Sl.no.	Registration no.	Name	Registration Date	Date of RAC Meeting	Discussion/Comments and Suggestions

					from RAC on the progress
1	S175CPS01	Deepti Sharma	31/08/2017	25/08/2021	satisfactory progress
2	S175CPS02	Hsingwen Chang	22/08/2017	25/08/2021	satisfactory progress
3	S175CPS03	Meena Sawariya	22/08/2017	16/08/2021	satisfactory progress
4	S175CPS04	Nikita Jain	23/08/2017	25/08/2021	satisfactory progress
5	S175CPS05	Priya Tiwari	23/08/2017	27/08/2021	satisfactory progress
6	S175CPS06	Ritika Arora	22/08/2017	27/08/2021	satisfactory progress
7	S175CPS07	Urvashi Agarwal	23/08/2017	27/08/2021	satisfactory progress
8	S175CPS08	Vikas Deepak	23/08/2017	27/08/2021	satisfactory progress

The SCR took note and recorded the six monthly progress reports of the PhD Scholars of School of Human Studies whose names and duration is tabled above at 3.4(a).

(b) To consider the case for re-registration and extension of Kailash (Registration no. S125CPS06) which was discussed in the SCR on 24th August 2021. The SCR recommended that the RAC's recommendation for extension be added to the application letter.

Kailash had re-registered on 01.06.2021 and in the de-registration period, Prof. Ashok Nagpal, one of his RAC members retired. A new RAC was constituted for Kailash with the following members:

S.no	Name and Registration no	Supervisor	RAC 1	RAC 2
1	Kailash (S125CPS06)	Rachana Johri	Gopalji Pradhan	Anita Ghai

The RAC met on 27/08/2021 and recommended the extension (attached)
This was endorsed by the RSC members via email on 13th September 2021.

Taking into account the recommendation of RAC and RSC, the SCR recommends the extension of Mr. Kailash (S125CPS06) in light of UGC public notice dt. 1.12.2021 issued vide no. F.No. 1-10/2020(CPP-II) endorsed by Chair SCR vide notification no. F.No.AUD/SCR/2021/notification/22 dt. 10.1.2022. Further, SCR noted the re-constitution of RAC for Kailash (S125CPS06) as detailed at 3.4(b).

(c) To note the Reallocation of Prof.Anup Dhar's PhD students and reconstitution of their RAC.

Sl. No	Name of the student	Year of registration	New Supervisor	Re-constituted RAC
1	Deepti Sachdev	2012	Prof. Honey Oberoi	Prof. Honey Oberoi (supervisor), Prof.Anup Dhar (co-supervisor), Prof.Rachana Johri
2	Anshumita Pandey	2012	Prof. Honey Oberoi	Prof. Honey Oberoi (supervisor), Prof.Anup Dhar (co-supervisor), Prof.Rachana Johri

3	Bibinaz Thokchom	2012	Prof.Rachana Johri	Prof.Rachana Johri (supervisor), Prof.Anup Dhar (co-4supervisor), Dr.Mamatha Karollil
4	Deepti Sharma	2017	Prof.Rachana Johri	Prof.Rachana Johri (supervisor), Prof.Anup Dhar (co-supervisor), Prof. Krishna Menon
5	Hsing Wen	2017	Dr.Mamatha Karollil	Dr.Mamatha Karollil (supervisor), Prof.Anup Dhar (co-supervisor), Prof.Rachana Johri

In the interest of PhD Scholars, the SCR noted the change in allocation of Supervisor in respect of Prof. Anup Dhar's Supervisee's as detailed above 3.4(c). The SCR further resolves that for allocation of Co-supervisor the due process as laid down in clause 9.3 of Regulations related to the award of degree of Doctor of Philosophy notified vide no. F.No.AUD/26-2(2)/gov./2021 dt. June 2, 2021 may be followed and subsequently the RAC re-constitution may be reported.

(d) Reporting that for the batch of 2012 who re-registered and were recommended by the RSC and the SCR, but the Academic Council approvals have not been announced. There was uncertainty regarding whether RAC re-constitutions and RAC meetings can happen before the approval. In the interest of the students' progress, the programme committee has decided to hold the 6 monthly RAC meetings.

The SCR recommends that in the interest of the students, the RAC reconstitution may be carried out as per the Regulations related to the award of degree of Doctor of Philosophy notified vide no. F.No.AUD/26-2(2)/gov./2021 dt. June 2, 2021 and the meetings held timely so that the PhD scholars are able to complete the PhD within the duration prescribed for completion of PhD degree.

(e) The programme team discussed academic work allotment to Ph.D. scholars as per the new Academic Assistance scheme of AUD notification and had the following queries to make:

i. Are PhD students who have been granted an extension (for e.g. 2012 batch) to be considered for such academic work? Or does this apply only during the normal enrolment period?
ii. Can the students who are near completion of their PhD be exempted from such work if their supervisors and RAC think it will interfere with their research work?

The SCR advises that the notification with regard to academic work assistance by scholars issued by Dean R&C Division vide no. AUD/39-6/RC/2021/ARF/academic assistance/notification dt. 1.12.2021 must be referred to which clearly mentions the guidelines.

3.5 Ph.D WGS

a) To note the conduct of Presubmission Presentation of the following:

No	Name	Registration no	Date of Presubmission	Attachments
1	Sudeshna Sengupta	S165CWG05	18 October, 2021	1. RAC Report of Sudeshna Sengupta 2. Pre-submission Presentation Report of Sudeshna Sengupta

*The SCR noted the conduct of pre-submission presentation of Sudeshna Sengupta (*S165CWG05).

b) To note the change of/in supervisor/ RAC members of the following students in lieu of impending superannuation of Prof Mary John on 31st December 2021.

Sl No	Name of the Students and enrolment no	Supervisor	Co- Supervisor	RAC Members
1	Arpita Anand (S155CWG03)	Prof Renu Addlakha	Prof Mary John	
2	Renu Singh (S165CWG03)	Dr Seema Kazi *	Prof Mary John	
3	Riya Singh (S185CWG07)	Dr Rachna Chaudhary	Prof Mary John	

The SCR noted that clause 9.3 of Ordinance 10 related to the award of degree of Doctor of Philosophy approved by BOM in its 31st meeting held on 25.05.2021 vide resolution no. 30.4 requires the supervisor to be regular Prof./Associate Prof./Assistant Prof. of the University with a PhD degree besides fulfilling other requirements to be eligible for supervision. In light of this the SCR recommends that Supervisor in respect of Arpita Anand (S155CWG03) and Renu Singh (S165CWG03) should be allocated from the University in the interest of PhD scholars as the supervisors and co-supervisors tabled above at 3.5(b) Sl. 1 & 2 are not permanent faculty at the University. Further, for allocation of Co-supervisor, the clause 9.3 of Regulations related to the award of degree of Doctor of Philosophy notified vide no. F.No.AUD/26-2(2)/gov./2021 dt. June 2, 2021 may be referred and subsequently RAC re-constitution may be reported.

**Dr. Vandana's name in agenda item 3.5 (b), serial no 2 has been replaced as Dr. Seema Kazi as reported by Dr. Lovitoli via mail dt. April 17, 2022 in response to the minutes circulated for observation.*

c. To note the list of PhD Students admitted for the PhD Programme for the admission cycle 2020-21.

Sl No	Name	Enrolment Number	Date of Registration
1	Anjali Joshi	S205CWG01	27-11-2021
2	DawaLhamu Sherpa	S205CWG02	07-12-2021
3	Manju Verma	S205CWG03	27-11-2021

4	Viraj Godage	S205CWG04	27-11-2021

The SCR noted the name of the PhD scholars admitted as detailed above at 3.5 (c).

d. To consider and note the Rejoining after maternity leave of the following:

Sl No	Name	Enrolment Number	Maternity leave beginning	Re-joining date	Reference
1	Alpaxee Kashyap	S185CWG02	27-3-2021	22-11-2021	Alpaxee Kashyap Letter of rejoining- RAC report that notes this

The SCR noted the re-joining of Alpaxee Kashyap (S185CWG02) after availing maternity leave.

e. To consider and note the course work for the following first semester students

Sl No	Name	Enrolment Number	Courses to be Done	Remarks
1	Anjali Joshi	S205CWG01	Feminist Theories (4 Credits) SHS310105 Research Methods and Exemplary Work (4 Credits) SHS310108 Elective (2 credits) SHS310131 will be covered by doing Gender and Environment (SHE2ED315)	
2	DawaLhamu Sherpa	S205CWG02	Elective (2 credits) SHS310131 Elective (2 credits) SHS310131 will be covered by doing Feminist Research Methods (SHS202823) 2 credits. Masculinities (SHS02806) 2 credits	The student has done both core courses in WGS as an M Phil student. So, she will be doing a Research methodology course of 2 credits from Gender Studies (Feminist Research Methods) in Semester -1 and Introduction to research methods in Semester-2
3	ManjuVerma	S205CWG03	Feminist Theories (4 Credits) SHS310105 Research Methods and Exemplary Work (4 Credits) SHS310108	

			Elective (2 credits) SHS310131 will be covered by doing Power culture and marginality in India (SLS2HS003)	
4	Viraj Godage	S205CWG04	Feminist Theories (4 Credits) SHS310105 Research Methods and Exemplary Work (4 Credits) SHS310108 Elective (2 credits) SHS310131 will be covered by doing Masculinities (SHS202806)	

The SCR noted the course work details as tabled above at 3.5(e).

f. To note the Synopsis defense Presentation of the following

No	Enrolment Number	Name	Date of Registration	Date of Synopsis Approval	Final Title	Attachments
1	S195CWG03	Manisha Pal	29/07/2019	16/12/2021	Love, Intimacy and Relationships: A Study of Young Adult College Students in Delhi	RAC report of Manisha Pal passing synopsis Synopsis by Manisha Pal
2	S195CWG06	Shreya Malik	29/07/2019	20-12-2021	Scripting Resistance: Women in Popular Narratives of the Rebellion of 1857, North India	RAC report of Shreya Malik passing synopsis Synopsis of Shreya Malik

The SCR noted the synopsis defense presentation of the PhD scholars tabled above at 3.5(f).

g. To note that the following students are using the pandemic provision to submit the Thesis

Sl No	Enrolment Number	Name	Date of Registration	Date of 5 years ending	Last date of submission now	Attachments
1	S155CWG03	Arpita Anand	22/01/2015	22/01/2020, Took 6 months of women students'	30-6-2022	RAC report of Arpita Anand recommending extra time

				provision and the rest as pandemic extra time till 31-12-2021		
2	S165CWG04	Aastha Dang	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Aastha Dang recommending extra time
3	S165CWG01	Himani Bajaj	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Himani Bajaj recommending extra time
4	S165CWG02	Nancy Yadav	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Nancy Yadav recommending extra time
5	S165CWG03	Renu Singh	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Renu Singh recommending extra time
6	S165CWG06	Dona Biswas	13-01-2016	13-01-2021 (took pandemic provision till 31-12-2021)	30-6-2022	RAC report of Dona Biswas recommending extra time
7	S175CWG01	Ashika Bhargav	07-12-2016	07-12-2021, (took pandemic provision till 31-12-2021)	30-6-2022	Application of Ashika Bhargav that invokes the UGC pandemic provisions
8	S175CWG02	G.S. Mamatha Devi	07-12-2016	07-12-2021, 31-12-2021 based on pandemic provisions	30-6-2022	RAC report of G.S. Mamatha Devi recommending extra time
9	S175CWG03	Sanjana	07-12-2016	07-12-2021, 31-12-2021 based on	30-6-2022	Application of Sanjana that invokes the UGC

				pandemic provisions		pandemic provisions
10	S175CWG04	Shailly	07/12/2016	07-12-2021, 31-12-2021 based on pandemic provisions	30-6-2022	RAC report of Shailly recommending extra time
11	S175CWG05	T Khyochano Ovung	07/12/2016	07-12-2021, 31-12-2021 based on pandemic provisions	30-6-2022	RAC report of T Khyochano Ovung recommending extra time

The SCR recommends the extension as recommended by RAC's and RSC of the School of Human Studies in light of UGC public notice dt. 1.12.2021 issued vide no. F.No. 1-10/2020(CPP-II) endorsed by Chair SCR vide notification no. F.No.AUD/SCR/2021/notification/22 dt. 10.1.2022 in respect of PhD Scholars whose names are tabled above at 3.5(g).

3.6 MPhil WGS:

a. To note the conduct of Presubmission Presentations for the following students

Sl No	Name	Registration no	Date of Presubmission	Attachments
1	Dawa Lhamu Sherpa	S194CWG02	26-10-2021	1. RAC Report of DawaLhamu Sherpa 2. Pre-submission Presentation Report of DawaLhamu Sherpa
2	Garima Kumari	S194CWG04	26-10-2021	1. RAC Report of Garima Kumari 2. Pre-submission Presentation Report of Garima Kumari
3	Prashastika Sharma	S194CWG08	26-10-2021	1. RAC Report of Prashastika Sharma 2. Pre-submission Presentation Report of Prashastika Sharma
4	Kajal	S194CWG05	07-12-2021	RAC report Kajal and Presubmission Report Kajal
5	Sonali Rai	S194CWG09	07-12-2021	RAC report Sonali Rai and Presubmission Report Sonali Rai
6	Sumit Kumar	S194CWG10	07-12-2021	RAC report Sumit Kumar and Presubmission Report Sumit Kumar

The SCR noted the conduct of pre-submission presentation of the MPHIL WGS students tabled above at 3.6(a).

b. To consider the Request for change of title of dissertation of the following. The RSC endorsed the request for the change of title.

No	Name	Registration no	Former title	Proposed new title	Attachments

1	Prashastika Sharma	S194CWG08	Beats, Bass and Voice: Sounds, Gender and Affect in YoYo Honey Singh's Music	Beats, Bass and Voice: Sounds, Gender and Affect in Contemporary Pop Music	Request by Prashastika Sharma and RAC endorsements

The SCR recommends the change of title of dissertation of Prashastika Sharma (S194CWG08) with retrospective effect as proposed by RAC and endorsed by RSC tabled above at 3.6(b).

c. To note the Submission of M Phil Dissertation of the following:

No	Enrolment No	Name	Date of Registration	Date of Submission
1	S194CWG04	Garima Kumari	14-08-2019	24-11-2021
2	S194CWG02	Dawa Lhamu Sherpa	29/07/2019	4-12-2021
3	S194CWG09	Sonali Rai	26/07/2019	31-12-2021
4	S194CWG05	Kajal	26-07-2019	29-12-2021
5	S194CWG08	Prashastika Sharma	31-07-2019	27-12-2021

The SCR noted the submission of M Phil dissertation of students tabled above at 3.6(c).

3.7 MPhil Psychoanalytic Psychotherapy:

a) The programme team would like to table the issue concerning progression of MPhil student, Ms. Nishi, who cannot be promoted to the third year of the programme to do clinical work in ehsaas and MPhil dissertation, the two requirements in the third year of MPhil Psychoanalytic Psychotherapy. Despite supportive attempts by the faculty and her own determination, she failed to complete course requirements of 1 and 2 semester coursework, suggesting as per the MPhil-PhD regulations she might be out of the programme. Ms. Nishi has requested that her case be considered for her to continue in the third year and that she be given more time to complete semester 1, 2, 3 and 4 course work. Enclosed is a list of documents supporting the interventions made at the programme level to appraise and enable the student concerned through the various semesters.

The SCR requires a specific recommendation of the RSC/Programme Committee for considering the request. The case is being referred back to the School Dean.

b) The SHS RSC on 14th January 2022 discussed the resignation of Dr. Neetu Sarin, who is serving her notice period, and agreed that she continue as co supervisor for Anchal Bhatnagar who has applied for extension to complete her thesis. Prof. Anita Ghai will continue as the main supervisor.

In the interest of Scholar, the SCR noted the change in allocation of Supervisor in respect of Anchal Bhatnagar as detailed above. However, the request for extension to complete her thesis should be recommended by the RAC and for allocation of co-supervisor, due process to be followed. The case to be placed in the next SCR meeting.

c) "The programme coordinator has written to the Dean AES for lack of clarity on the term of the semester. Unlike other MPhil programmes, the students in Psychoanalytic Psychotherapy continue with seminars, guided reading and ehsaas work, with 18 credits of load for the current semester (Semester 5). The term of the semester shifted considerably due to the pandemic. The monsoon semester started in November along with MA and BA programmes. The programme team would like to know when to conclude the semester? The issue has been shared with Chair SCR and Dean AES.

Another implication of the delay in semester beginning is that the students of Sem-5 were allotted supervisors when the semester began in November. This might have an impact on the students' date of registration and the final submission of the dissertation.

The SCR noted that the academic calendar issued by the office of Student Services/AES should be followed.

d) To note the six monthly progress reports (for the period Winter semester 2021) and consider the requests for extension under the UGC pandemic provision of the following:

Sl. No	Student name/ Enrolment number	Supervisor & Co-Supervisor	RAC members	Date Of Registration	Date of RAC Meeting and Status	Title of Dissertation
1.	Aanchal Bhatnagar S174CPS01	Prof Anita Ghai (SHS) Dr Neetu Sarin (SHS)	Dr Ashis Roy (SHS) Dr Shivani Nag (SES)	09-08-2017	6-12-2021; Applied for extension. Endorsed by RAC	My Red Balloon: Attending to the Ruptures & Psychic continuity around Ordinary Loss
2.	Anjali Verma S174CPS02	Prof Rachana Johri (SHS)	Prof Anup Dhar (SLS) Ms Anshumita Pandey (SHS)	09-08-2017	23.12.2021; Applied for extension. Endorsed by RAC	Engaging with the wordlessness withi(n) the researcher and the research .
3.	Gagandeep K Alluwalia S174CPS08	Dr Mamatha Karollil (SHS)	Dr Shifa Haq (SHS) Ms Anshumita Pandey (SHS)	09-08-2017	28-1-2022; Applied for extension. Endorsed by RAC	Burning, Freezing, Spilling: On Female rage and Female Subjectivities
4	Tarun Vohra S174CPS15	Dr Shifa Haq (SHS) Ms Nupur Dhingra (SHS)	Prof Ashok Nagpal Prof Anita Ghai (SHS)	22-08-2017	10-12-2021; Applied for extension. Endorsed by RAC	Kick it: Understanding value of play through children in shelter home
5	Ujjwala Singh S174CPS16	Prof Rachana Johri (SHS)	Dr Neetu Sarin (SHS)	10-08-2017	23-12-2021; Applied for extension.	Suffering at the margins; healing,

			Prof Anita Ghai (SHS)		Endorsed by RAC	holding, transformation, subversion- where does the clinic belong?
6	Vasundhara Singh S174CPS17	Prof Anita Ghai (SHS) Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS) Dr Neetu Sarin (SHS)	28-08-2017	12-1-2022; Applied for extension. Endorsed by RAC	Understanding body memory through a psychoanalytic lens.
7	Verakholu Veyie S174CPS18	Prof Anita Ghai (SHS)	Dr Neetu Sarin (SHS) Ms Shefali singh (SHS	09-08-2017	4-8-21; Applied for extension. Endorsed by RAC	A psychoanalytic Understanding of the autistic states

The SCR took note and recorded the six monthly progress report of the students of School of Human Studies whose names and duration is tabled above at 3.7(d).

3.8 MPhil Development Practices:

a) To consider the Change in supervisor. In lieu of the Prof. Anup Dhar's resignation from AUD, the RSC recommends Prof. Anita Ghai to be the supervisor and Prof. Anup Dhar will become the co-supervisor of the following students.

S.no	Name and Enrolment number	Date of registration
1	Madiha Nisar (S194CDP05)	18/07/2019
2	Deepak (S194CDP02)	19/07/2019
3	Amit (S194CDP0)	19/07/2019
4	Qurratul Ayen (S194CDP11)	14/10/2019

The SCR noted the change in allocation of MPhil Supervisor in light of Prof. Anup Dhar's resignation. The co-supervisor allocation may be processed as per laid down procedure.

b) To note the submission of Mphi Dissertation by following Students:

S.no	Name and Enrolment number	Date of registration	Date of Submission
1	MadihaNisar (S194CDP05)	18/07/2019	23.12.2021
2	Deepak (S194CDP02)	19/07/2019	02.02.2022
3	Amit (S194CDP0)	19/07/2019	31.01.2022

The SCR noted the submission of MPhil Dissertation by the students tabled above at 3.8 (b).

c) To consider the request of the following students for UGC pandemic extension from January to June 2022. UGC notification enclosed

S. No	Name and Enrolment number	Date of Registration	Supervisor and RAC members	Documents Attached

1	Deepali (S194CDP03)	18/06/2019	Prof. Krishna Menon Dr.Bindu KC and Prof. Rukmini Sen.	Mail Application, Draft of Chapter-1 and RAC form
2	Qurratul Ayen (S194CDP11)	14/10/2019	Prof. Anita Ghai and Prof.AnupDhar	Mail application
3	Vishal Kumar (S194CDP10)	19/07/2019	Dr.ParthaSaha	Application, RAC form and Draft of chapters
4	Shelley (S194CDP09)	18/07/2019	Prof.Babu P Ramesh	Application, RAC form and Draft Chapters
5	Hari Mohan (S194CDP04)	19/07/2019	Dr.Partha Saha	Application, RAC form

The SCR recommends the extension in light of UGC public notice dt. 1.12.2021 issued vide no. F.No. 1-10/2020(CPP-II) endorsed by Chair SCR vide notification no. F.No.AUD/SCR/2021/notification/22 dt. 10.1.2022 in respect of MPhhil Scholars whose names are mentioned at 3.8(c).

School of Education Studies

Item No.4: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Education Studies on the following.

a) To consider and note the approval of successful defense of the title and PhD synopsis of the following PhD Scholars of 2019 batch of School of Education Studies

S. No.	Name of Student, Enrolment Number and Date of Registration / Admission	Date of approval of synopsis:	Title of the Synopsis:	Supervisor and RAC members
1.	Aditi Sehrawat S195H0001 19.08.2019	5 January 2022	Teacher Professionalism in a Private School in Delhi	Dr. Manish Jain (Supervisor), Dr. Gunjan Sharma (Internal member), Dr. Nidhi Gulati (External member)
2	Alprata Ahuja S195H0002 20.08.2019	21 December 2021	Mathematical Processes in the School Mathematics Curriculum: A Study of Reform Ideas and Practices of Elementary Grade	Dr. Manasi Thapliyal Navani (Supervisor); Prof. Haneet Gandhi (University of Delhi) (Co-Supervisor), Dr. Shivani Nag (Internal member)

			Teachers	
3	Disha Sharma S195H0003 19.08.2019	20 December 2021	Understanding University Life: Everyday Experiences of Higher Education in India	Dr. Anandini Dar (Supervisor) Dr . Manasi Thapliyal Navani (Internal member), Dr. Moggallan Bharti (External member)
4	Harsha Rana S143H0004 20.08.2019	09 December 2021	Vocational education in a university: Aims and aspirations.	Dr. Gunjan Sharma (Supervisor) Dr. Sunita Singh (Internal member), Dr. Krishna Kalyan Dixit (External member)
5	Mincy Ruby Mathew S195H0005 19.08.2019	6 July 2021	Exploring sixth graders' response to gender representation in children's literature	Dr. Sunita Singh (Supervisor), Dr. Monimalika Day (Internal member), Prof. Shobha Sinha (External member)
6	Preeti S195H0006 19.08.2019	5 January 2022	Identity, Agency and Activism: A Narrative Inquiry of Dalit Women Activists' Experiences in Higher Education	Dr. Manish Jain (Supervisor), Dr. Shivani Nag (Internal member), Prof. Nandini Manjrekar (External member)
7	Radhika Mittal S195H0007 19.08.2019	3 December 2021	Teacher education and study of education in a university: Mapping contexts and conflicts	Dr. Gunjan Sharma (Supervisor); Dr. Manish Jain (Internal member), Prof. N. Nakkeeran (External member)
8	Ruchi Sharma S195H0008 28.08.2019	8 July 2021	Mapping the Nature of Engineering Coaching Industry and Popular Media Representation in the Indian Context	Dr. Sunita Singh (Supervisor), Dr. Shivani Nag (Internal member), Dr. Santosh Kumar Singh (External member)

9	Shanky Choudhary S195H0009 21.08.2019	14th January, 2022	Teachers' Perceptions of their Preparation for Inclusive Education	Dr. Monimalika Day (Supervisor), Dr. Gunjan Sharma (Internal member), Prof. Anita Ghai (External member)
10	Shilpa Bajaj S195H0010 19.08.2019	January 7, 2022	Constructions of Sexuality in Sex Education Programmes in India: A discourse analytic study	Dr. Shivani Nag (Supervisor), Dr. Anandini Dar (Internal member) Dr. Mamatha Karollil (External member)

The SCR noted the PhD synopsis defense presentation of the PhD scholars tabled above at 4 (a).

b) To note the list of students admitted in PhD in Education programme at the School of Education Studies (SES) for the year 2020-2021 admission cycle.

Following nine students were admitted in the PhD in Education programme at the School of Education Studies (SES) for the 2020 cycle.

S. No.	Name
1.	Ridhima Garg (S205H0007)
2.	P Parandama Reddy (S205H0005)
3.	Priyanka (S205H0006)
4.	Shrishti Khanna (Admission cancelled)
5.	Kunica (S205H0003)
6.	Themhorchan Shadang (S205H0009)
7.	Aabha Rawat (S205H0001)
8.	Karan (S205H0002)
9.	Mansa (S205H0004)

From these nine students, Ms. Shrishti Khanna has cancelled her admission and there are eight students remaining.

The SCR noted the list of PhD students admitted in the admission cycle in 2020-2021 as tabled above at 4 (b)

C. To note six monthly progress of the following PhD Scholars of SES

1. RAC Minutes of Aditi Sehrawat (S195H0001)
2. RAC Minutes of Alprata Ahuja (S195H0002)
3. RAC Minutes of Disha Sharma (S195H0003)
4. RAC Minutes of Harsha Rana (S195H0004)
5. RAC Minutes of Mincy Ruby Mathew (S195H0005)
6. RAC Minutes of Preeti (S195H0006)
7. RAC Minutes of Radhika Mittal (S195H0007)
8. RAC Minutes of Ruchi Sharma (S195H0008)
9. RAC Minutes of Shanky Chaudhary (S195H0009)
10. RAC Minutes of Shilpa Bajaj (S195H0010)

The SCR took note and recorded the six monthly progress report of the PhD Scholars of School of Education Studies whose names are mentioned above at 4(c).

School of Business, Public Policy and Social Entrepreneurship

Item No 5: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of SBPSSE on the following:

5.1 To note the admissions in PhD in Management for the academic year 2020-21

As per the data received from the student services of the candidates who qualify the minimum eligibility for application and combined scores in the entrance and interview process, merit and waiting lists were prepared as per the guidelines against the 8 seats for Indian Nationals as per the roster (5 UR, 2 OBC, 1 SC). The merit and minutes of the preparation of the merit list are attached.

5.2 To consider the Recommendation of cancellation of registration of Ms. Preeti Dabar, enrolment no - S185F0003, batch 2018, PhD in Management by her RAC

The unsatisfactory performance of Ms. Preeti Dabar as reported by her RAC was earlier reviewed in the last two meetings of the RSC of SBPPSE held on February 1, 2021 and July 30, 2021. In the meeting of February 1, 2021 she was given six months to improve her performance. Later her RAC again reported unsatisfactory performance in the last meeting of RSC of SBPPSE held on July 30, 2021 after the completion of Six months. The candidate was also sent a letter and an email from the office of Dean as suggested in the meeting of July 30, 2021 to update her status of work, to which she didn't respond. The matter was reported to the SCR in the 56th meeting and the SCR recommended that as per provisions of Clause 12(viii) of the Research Studies Regulation 2017, the RAC of the candidate may recommend cancellation of registration of the scholar with specific reasons in a detailed report.

The RAC members of the student (Dr. K. Valentina, Dr. Kanwal Anil and Dr. Dipa Sinha) have submitted the detailed report requesting the cancellation of the registration of the candidate (attached). The candidate is not making herself present in the RAC meetings. There is no progress in her research and she has not worked on her synopsis yet. She will be completing 7 semesters in December 2021. The RSC of the School recommends the cancellation of her PhD registration and submit the same to the SCR for further action.

5.3 To consider and note the Allocation Dr. Nidhi Kaiker as Supervisor of Ms. Simran (enrolment no. S195F0007) reference to the notification of SCR related to the recognised supervisors for PhD programmes.

Reference to the notification of SCR dated September 7, 2021 related to shift the research scholars who are under the faculty not currently eligible to supervise PhD students to other eligible faculty supervisors of the concerned school, it is proposed to appoint Dr. Nidhi Kaiker (currently co-supervisor of Ms. Simran) as her supervisor. Presently Dr. Kalindi Maheshwari is her supervisor. The RSC approved the agenda item.

5.4 To note the Six monthly Progress report of research scholars of PhD in Management for the period July - December 2021.

Scholars of the batch 2018 and 2019 made presentation of their progress to their RAC and satisfactory progress reports were submitted to the RSC of SBPPSE (as per the list below) for all scholars except, Ms. Sheetal Tanwar (Enrollment No. S195F0005) and Ms. Simram Gahlot (Enrollment No. S195F0007) from the 2019 batch.

The RSC took note of the six monthly progress reports (for the period of July - December 2021) of the following research scholars of the PhD in Management (Batch 2018 and 2019) and recommended for submitting to the SCR.

S.	Name of Student/ Enrollment no.	Enrolment no.	Date of Registration	Supervisor (RAC Members)
1.	Diwakar Singh	S185F0001	08.08.2018	Dr Richa Awasthy (Dr Rajen K Gupta, Dr Nidhi Kaicker)
2.	Neha Mathotra	S185F0002	06.08.2018	Prof Kartik Dave (Dr Priyasha Kaul, Dr Kritika Mathur)
3.	Richa Kathuria Karthikeyan	S185F0005	06.08.2018	Dr Richa Awasthy (Dr Nidhi Kaicker, Dr Tanuja Sharma)
4.	Shilpy Malhotra	S185F0006	09.08.2018	Dr Kanwal Anil (Dr Valentina Kancharia, Dr Babu P. Remesh)
5.	Varun Sharma	S185F0007	09.08.2018	Dr Kanwal Anil (Prof Mohammad Sharique Farooqi, Dr Saibal Paul)

S.	Name of Student	Enrolment no.	Date of Registration	Supervisor (RAC members)
1.	Hemant Kumar	S195F0001	09.08.2019	Dr Kritika Mathur (Dr Nidhi Kaicker, Dr Parag Waknis)

2.	Jaspreet Kaur	S195F0002	09.08.2019	Prof Anu Singh Lather (Prof Kartik Dave, Prof Vijita S. Aggarwal)
3.	Ruchika Bal	S195F0003	09.08.2019	Dr Kanwal Anil (Dr Valentina Kancharla, Prof Babu .P. Remesh)
4.	Sarita Singh	S195F0004	09.08.2019	Dr Kritika Mathur (Dr Nidhi Kaicker, Dr Sakshi Sharma)
5.	Sheetal Tanwar	S195F0005	09.08.2019	Dr Kartik Dave (Dr Anshu Gupta, Prof Anup Dhar)
6.	Shelly Agarwal	S195F0006	09.08.2019	Dr Nidhi Kaicker (Dr Kritika Mathur, Dr Jyotirmoy Bhattacharya)
7.	Simran Gahlot	S195F0007	14.08.2019	Dr Kalindi Maheshwari (Dr. Richa Awasthy, Dr. Kanika Mahajan

5.5 To consider the request for Maternity leave of the following PhD students

Following students have applied for maternity leaves as per University guidelines as per following details (applications attached)

1. Ms. Sarita Singh (Enrollment No. S195F0004) - with effect from January 14, 2022
2. Ms. Sheetal Tanwar (Enrollment No. S195F0005) - with effect from February 4, 2022

The RSC recommended the approval of leave through SCR.

5.6 To consider and note the Change of RAC for Mr. Varun Sharma (Enrollment No. S185F0007)

Dr. Kanwal Anil (Supervisor for Mr. Varun Sharma (Enrollment No. S185F0007)) reported that for the past 15 months, she and the candidate are not getting any response and support from Prof. Sharique as the Co-Supervisor and RAC member of the student. He is not joining the RAC meeting as well, and hence requested for changing the RAC of the student. It is proposed that Dr. Anshu Gupta will be the new member in the student's RAC. RSC recommended the change for approval through SCR.

Student's Name	Enrolment No.	Date of Registration	Existing RAC	Proposed RAC
Varun Sharma	S185F0007	09.08.2018	Dr Kanwal Anil (Supervisor), Prof Mohammad Sharique Farooqi, and Dr Saibal Paul	Dr Kanwal Anil (Supervisor), Dr. Anshu Gupta, and Dr Saibal Paul

The agenda items were circulated through email (dated October 30, 2021 (13th RSC meeting) and February 7, 2022 (14th RSC meeting)) with the RSC of SBPPSE for discussion and approval. The members approved all the agenda items. The minutes of the RSC of the school and other related documents are attached herewith.

5.7 **To consider and note the reconstitution of RSC committee for Research Programmes of School of Business, Public Policy and Social Entrepreneurship, Ambedkar University Delhi**

The Research Standing Committee of SBPPSE is reconstituted as per the AUD regulations relating to the award of degree of Doctor of Philosophy (PhD), 2021 to oversee the matters relating its research programme.

The proposed members of the RSC are as follows. The new RSC will be functional from August 10, 2021 for a period of two years.

Prof. Kartik Dave (Dean SBPPSE, AUD)	Chair	Dean of the School (Chair)
Dr. Kanwal Anil (Associate Professor, SBPPSE, AUD)	Member	at least two faculty members of the School or faculty with concurrent appointment to the School, who are eligible to serve as doctoral supervisors (include faculty representatives from every discipline/knowledge area/practice area of the School)
Dr. Richa Awasthy (Associate Professor, SBPPSE, AUD)	Member	
Dr. Anshu Gupta (Assistant Professor, SBPPSE, AUD)	Convenor	
Dr. Nidhi Kaiker (Assistant Professor, SBPPSE, AUD)	Member	
Dr. Kritika Mathur(Assistant Professor, SBPPSE, AUD)	Member	
Dr. Arindam Baneerjee (Associate Professor, SLS, AUD)	Member	one or two faculty members of other Schools, eligible to serve as doctoral supervisors, nominated by the RSC Chair.
Prof. Rukmini Sen (Professor, SLS, AUD)	Member	

The SCR deferred the consideration of agenda item no. 5 relating to SBPPSE as no member of the school could attend the meeting. Hence the agenda may be presented in the next SCR meeting.

School of Culture Creative and Expressions

Item No. 6: To discuss the Minutes of RSC School of Culture Creative and Expressions online meeting relating to Ms Shefalee Jain's request to Dean SCCE.

The SCR resolved that Ms. Shefalee Jain may approach the concerned

authority designated by the University to issue the certificate as per the proforma prescribed by UGC for award of PhD degree, if she wishes to.

School of Letters

Item No 7: To discuss/ note the recommendation of the 19th Research Studies Committee (RSC) of School of Letters on the following:

7.1 Comparative Literature & Translation Studies

1. To note the successful completion of all requirements for MPhil degree, including Viva voce examination, of the following MPhil CLTS scholar:

S. No.	Name of MPhil Scholar	Date of Registration	Enrolment No.	Date of Viva	Name of Supervisor
1.	Mr Gaurav Kumar	09.08.2018	S184LCL01	01.10.2021	Prof. Radha Chakravarty

The SCR noted successful completion of MPhil degree requirements by Mr Gaurav Kumar (S184LCL01) and recommends the award of degree subject to verification of documents.

2. To note the submission of dissertation by the following MPhil CLTS scholars:

S. No.	Name of MPhil Scholar	Date of Registration	Date of pre-submission seminar	Enrolment No.	Date of Submission	Name of Supervisor
1.	Ms Shayantani Das	09.08.2018	09.08.2021	S184LCL03	02.11.2021	Prof. Radha Chakravarty
2.	Mr Sunhaib Izhar	09.08.2018	01.09.2021	S184LCL04	27.10.2021	Dr Shad Naved

The SCR noted submission of dissertation *as tabled above at 7.1 (2).*

3. To note the conduct of pre-submission presentation of the following MPhil CLTS scholar:

S. No.	Name of MPhil Scholar	Date of Registration	Enrolment No.	Date of Pre-sub seminar	Name of Supervisor
1.	Ms Vinky Mittal	01.08.2019	S194LCL01	18.09.2021	Dr Shad Naved

The SCR noted the conduct of pre-submission presentation as tabled above at 7.1 (3).

4. To note the six-monthly progress report of following PhD CLTS scholars:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms Imchanola Tzudir	S175CL01	10.08.2017	The scheduled meeting on 09.08.2021 could not take	Shad Naved (S), Radha

				place since the scholar failed to appear for the RAC meeting and did not respond to any of the communications from the supervisor.	Chakravarty, Mrityunjay Tripathi
2.	Mr Rachit Verma	S185LCL04	21.08.2018	The scholar's progress was deemed satisfactory at meeting held on 26.08.2021 (see attached RAC report for details).	Shad Naved (S), Radha Chakravarty, Yogesh Snehi
3.	Mr Mohammed Irfan	S195LCL03	19.08.2019	The scholar's progress was deemed satisfactory at meeting held on 31.08.2021 (see attached RAC report for details).	Shad Naved, Radha Chakravarty, Sandeep R. Singh

The SCR took note and recorded the six monthly progress report of the PhD CLTS Scholars of School of Letters whose names are tabled above at 7.1(4).

5. To consider and note the allocation of co-supervisors for the following PhD CLTS scholars as approved by the Competent Authority on 27.09.2021:

S. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Supervisor	Co-supervisor
1.	Ms Pooja Mann	S175LCL03	10.08.2017	Prof. Radha Chakravarty	Dr Diamond Oberoi Vahali
2.	Ms Nilza Angmo	S175LCL02	10.08.2017	Prof. Radha Chakravarty	Dr Anita Cherian
3.	Mr Aniruddha Nagaraj	S185LCL02	21.08.2018	Prof. Radha Chakravarty	Dr Anita Cherian
4.	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	Prof. Radha Chakravarty	Dr Anita Cherian
5.	Ms Pali Sarkar	S195LCL04	21.08.2019	Prof. Radha Chakravarty	Dr Akhil Katyal

The SCR noted the allocation of co-supervisors for the PhD CLTS Scholars of School of Letters whose names are tabled above at 7.1(5).

7.2 English

1. To Note the Six-monthly Progress Reports of the following PhD Student ::

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Mr Ashutosh Kant Prabhakar	S175LEN01	16.08.2017	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Amit Singh (S), Diamond Oberoi Vahali, Yogesh Snehi

The SCR took note and recorded the six monthly progress report of Mr. Ashutosh Kant Prabhakar (S175LEN01) of School of Letters tabled above at 7.2(1).

Item No 8: To discuss / note the recommendation of the 20th Research Studies Committee (RSC) of School of Letters on the following:

8.1 Comparative Literature & Translation Studies

1. To consider and note the Reporting of successful completion of all requirements for MPhil degree, including Viva voce examination, of following MPhil CLTS scholar:

S.No.	Name of MPhil Scholar	Date of Registration	Enrolment No.	Date of Viva
1.	Ms Shayantani Das	09.08.2018	S184LCL03	10.01.2022

The SCR noted successful completion of MPhil degree requirements by Shayantani Das and recommends the award of degree subject to fulfilment of all conditions and verification of documents.

2. To note the conduct of pre-submission presentation of the following MPhil CLTS scholars:

S.No.	Name of MPhil Scholar	Enrolment No.	Date of Registration	Date of pre-submission seminar
1.	Ms Haidamteu Newme Z	S194LCL02	01.08.2019	16.12.2021
2.	Ms Malvika Singh	S194LCL03	06.08.2019	03.01.2022
3.	Ms Vinky Mittal	S194LCL01	01.08.2019	21.01.2022

The SCR noted the conduct of pre- submission presentation by the MPhil CLTS scholars *as tabled above at 8.1 (2).*

3. To note the conduct of pre-submission presentation of the following PhD CLTS scholar:

S.No.	Name of PhD Scholar	Enrolment No.	Date of Registration	Date of pre-submission seminar
1.	Ms Pooja Mann	S175LCL03	10.08.2017	03.01.2022

The SCR noted the conduct of pre- submission presentation by the PhD CLTS scholars *as tabled above at 8.1 (3).*

4. To note the submission of dissertation by the following MPhil CLTS scholars:

S.No.	Name of MPhil Scholar	Enrolment No.	Date of Registration	Date of Submission
1.	Ms Haidamteu Newme Z	S194LCL02	01.08.2019	10.01.2022
2.	Ms Malvika Singh	S194LCL03	06.08.2019	27.01.2022

The SCR noted submission of dissertation *as tabled above at 8.1 (4).*

5. To note the six-monthly progress report of the following PhD CLTS scholars:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms Imchanola Tzudir	S175CL01	10.08.2017	The Scholar has not responded to any official queries and emails from the Supervisor or the School office. She also missed the last RAC meeting.	Shad Naved, Radha Chakravarty, Mrityunjay Tripathi

2.	Ms Nilza Angmo	S175LCL02	10.08.2017	The scholar's progress was deemed satisfactory at a meeting held on 11.01.2022 (see attached RAC report for details).	Radha Chakravarty (S), Anita Cherian (Co-S), Shad Naved
3.	Mr Aniruddha Nagaraj	S185LCL02	21.08.2018	The scholar's progress was deemed satisfactory at meeting held on 10.01.2022 (see attached RAC report for details).	Radha Chakravarty (S), Anita Cherian (Co-S), Shad Naved, Bindu KC
4.	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	The scholar's progress was deemed satisfactory at meeting held on 16.12.2021 (see attached RAC report for details).	Radha Chakravarty (S), Anita Cherian (Co-S), Shad Naved, Shelmi Sankhil
5.	Mr Mohammed Irfan	S195LCL03	19.08.2019	The scholar's progress was deemed satisfactory at meeting held on 03.01.2022 (see attached RAC report for details).	Shad Naved, Radha Chakravarty , Sandeep R. Singh, Bindu KC
6.	Ms Pali Sarkar	S195LCL04	21.08.2019	The scholar's progress was deemed satisfactory at meeting held on 07.01.2022 (see attached RAC report for details).	Radha Chakravarty (S), Akhil Katyal (Co-S), Shad Naved

The SCR took note and recorded the six monthly progress report of the PhD CLTS Scholars of School of Letters whose names are tabled above at 8.1(5).

6. To consider and note the approval of Dissertation title and Synopses of following PhD CLTS Scholars:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of Synopsis Defence	Thesis title
1.	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	16.12.2021	Littoral Translations of Charlemagne in Kerala: Texts, Contexts and Performance
2.	Mr Mohammed Irfan	S195LCL03	19.08.2019	03.01.2022	Genres of the Historical in Urdu and Arabic: Abdul Halim Sharar and Jurji Zaydan
3.	Ms Pali Sarkar	S195LCL04	21.08.2019	07.01.2022	The Unfinished Bengal Partition: Rewriting Lives on the Margins

The SCR noted approval of dissertation title and Synopses as tabled above at 8.1 (6).

7. To consider and note the approval of Temporary De-registration of PhD CLTS Scholar:

1.	Mr Rachit Verma	S185LCL04	21.08.2018	The scholar submitted an application for temporary deregistration on health grounds on 21.01.2022. The same was discussed in an RAC meeting on 10.02.2022. The minutes of the discussion, Supervisor's report and supporting documents are attached in the appendix. The RAC recommended temporary deregistration of the Scholar.	Shad Naved, Radha Chakravarty, Yogesh Snehi

The RSC members considered the Scholar's application and recommended temporary de-registration based on the Supervisor's report, RAC recommendation, and attached supporting documents.

The SCR endorses the request for temporary de-registration as recommended by RAC and RSC of School of Letters as per clause 16 (VI) of Regulations concerning degrees of MPHIL and PHD 2016 approved in 9th AC on 31.01.2017.

8. To Note the admission of PhD CLTS Scholars (batch of 2020-21) and approval of coursework for Semester 1:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Coursework recommended for Semester 1 (MS 2020)
1.	Ms Nirupama V.	S205LCL02	16.11.2021	Research Methodology (4 credits) Genealogies of CLTS (4 credits)
2.	Mr Fazil	S205LCL01	17.11.2021	Research Methodology (4 credits) Genealogies of CLTS (4 credits)

The RSC members took note of the item and recommended the stipulated coursework.

The SCR noted the list of students admitted in admission cycle 2020-21 as tabled above at 8.1(8).

9. To Consider and note the Reconstitution of RACs for following PhD CLTS Scholars in light of new Research Study Rules and Supervisor qualifications:

S.No.	Name of MPhil Scholar	Enrolment No.	Current RAC members	Proposed RAC
1.	Mr Abhimanyu Singh	S195LCL01	Shad Naved (S), Sandeep R. Singh, Shelmi Sankhil	Shad Naved (S), Radha Chakravarty, *Santhosh Sadanandan (SCCE)*
2.	Mr Mohammed Irfan	S195LCL03	Shad Naved (S), Radha	Shad Naved (S), Radha Chakravarty, *Bindu KC (SHS)*

			Chakravarty, Sandeep R. Singh	
3.	Ms Jemsy Claries Alex	S195LCL02	Radha Chakravarty (S), Anita Cherian (Co-S), Shelmi Sankhil	Radha Chakravarty (S), Anita Cherian (Co-S), *Shad Naved*
4.	Ms Pali Sarkar	S195LCL04	Radha Chakravarty (S), Akhil Katyal (Co-S), *Pallavi Chakravarty (SLS)*, Shad Naved	Radha Chakravarty (S), Akhil Katyal (Co-S), Shad Naved

The RSC members recommended the reconstituted RACs for further approval which follow the norms of the University and the list of currently eligible supervisors.

The SCR noted the reconstituted RACs for PhD CLTS scholars tabled at 8.1(9). However, since Prof. Radha Chakravarty is going to retire, the supervisor change in respect of SL 3 and 4 as tabled at 8.1 (9) needs to be effected as per laid down procedures/regulations.

8.2 English

1. To consider and note the admission of 5 research scholars (2020-21) to the PhD English programme.

Sl.no	Enrollment No.	Name
1	S205LEN01	Aakanksha Barwal
2	S205LEN02	Anna Dasgupta
3	S205LEN03	Bhumika Singh

4	S205LEN04	Komal Rajwansh
5	S205LEN05	Meghal Karki

The SCR noted the list of students admitted in admission cycle 2020-21 as tabled above at 8.2(1).

2. To consider the allocation of supervisor in view of the upcoming retirement from university service of Prof. Bodh Prakash. Since Prof Bodh Prakash will be retiring soon, a supervisor has to be assigned to his research scholar Ms. Sruti MD. Considering that the English faculty have no PhD seats left under them the RSC was requested to offer a solution to this problem. See combined discussion on this point under point 11 below.

The SCR requires a specific recommendation by the RSC for consideration, hence the case is referred back to the RSC, SOL.

3. The research scholars of Dr. Kopal also have to be reassigned since she is not on the list of eligible supervisors.

The members discussed the provision of allowing supernumerary seats for Supervisors who have exceeded their stipulated seats for PhD scholars. It was decided that the English programme faculty should identify such Supervisors for each Scholar and bring this item for due consideration at the next RSC meeting. It was also recommended that this issue be discussed with the Chair, SCR at the next SCR meeting.

The SCR requires a specific recommendation by the RSC for consideration, hence the case is referred back to the RSC, SOL.

3. To note the reconstitution of RAC for the following PhD English Scholar because of resignation of one external member:

S.No.	Name of MPhil Scholar	Enrolment No.	Current RAC members	Proposed RAC
1.	Mr Adarsh Narayan Parbat	S195LEN01	Diamond Oberoi Vahali (S), Usha Mudiganti, Neetu Sarin (SHS)	Diamond Oberoi Vahali (S), Usha Mudiganti, *Shifa Haq (SHS)*

The RSC members recommended for further approval the reconstitution and new composition of this RAC committee.

The SCR noted the reconstitution of RAC as tabled above 8.2 (4).

8.3 Hindi

1. To note the Six-Monthly Progress reports for the following PhD Hindi scholar (for the period August to December 2021):

Sl.no	Name of Scholars	Enrollment No	Date of Registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Praveen Verma	SI95DHI04	13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approve:** Ikkisvi sadhi ke aarambhik do dashak aur Hindi Kavita	
2	Raman Kumar	S195DHI05	13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approve:** Hindi Dalit Kavita ka Samajshastriya Adhyayan (Vishesh Sandarbh: 80 ke dashak ke baad ki Hindi Dalit Kavita	Prof.Navin Chandra Lohni Prof. Satyaketu Sankrit Prof. Goplaji Pradhan
3	Biplaw Kumar	S195DHI02	13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approve:** Mohan Rakesh ke Sahitya mein madhyaverg	Prof. Pradip Shridhar, Prof. Satyaketu Sankrit Prof. Goplaji Pradhan
4	Narender Kumar Singh	S195DHI03	13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approve:** Hindi Natak Ke Vikas Mein Mahila Natakkaron Ka Yogdaan Aur Unki Rang-Chetna (Mannu Bhandari, Mrinal Pandey, Mridula Garg, Kusum kumar Ke Vishesh Sandarbh Mein)	Dr. Vinod Sharma Prof. Satyaketu Sankrit Prof. Goplaji Pradhan
5	Bharti Jain	S195DHI01	13-08-2019	The scholar's RAC report is satisfactory (Attached RAC report for details). **Title Approved:** Hindi Sahitya itihaas lekhan me mahila sahityakaron ki upasthiti: ek vishleshan.	Dr. Vaibhav Prof. Satyaketu Sankrit Prof. Goplaji Pradhan
6	Shipra Shukla	S175DHI02	17-08-2017	The scholar's RAC report is satisfactory (Attached RAC report for details).	Dr. Rekha Sethi Prof. Satyaketu Sankrit Prof. Goplaji Pradhan

The SCR took note and recorded the six monthly progress reports of the PhD Scholars of School of Letters whose names are tabled above at 8.3(1).

2. To consider and note Viva voce completion of the following MPhil Hindi Scholar.

1. Mr Ankit Kumar (S184LHI01) on 27-01-2022

The SCR noted the Viva voce completion of Mr Ankit Kumar (S184LHI01) on 27-01-2022.

3. To Consider and note Pre submission presentation and submission of thesis of the following PhD Hindi Scholar.

1. Aakansha Bhatt (S165DHI02) pre submission meeting held on 06-01-2022 and submission of thesis on 07-01-2022.

The SCR noted the conduct of pre- submission presentation by Aakansha Bhatt (S165DHI02).

4. Reporting of new PhD Hindi admitted students.

Sl.no	Enrollment No.	Name	Course Work
1	S205DHI01	Akanksha	Registered in two 4 credit course
2	S205DHI02	Anupam Bhatt	Registered in two 4 credit course
3	S205DHI03	Bharti	Course work exempted
4	S205DHI04	PARUL	Course work exempted
5	S205DHI05	SONIA	Registered in two 4 credit course

The SCR noted the list of students admitted in admission cycle 2020-21 as tabled above at 8.3(4) and further takes note of course work exemption mentioned against the name of Bharti (S205DHI03) and PARUL(S205DHI04) provided the said exemption is covered under clause 10.2 of ordinance 10 relating to the award of degree of

Doctor of Philosophy approved by BOM in its 31st meeting held on 25.05.2021 vide resolution no. 30.4

8.4 To consider the request of a PhD scholar for Academic Leave as Supplementary Agenda item from the School of Letters

Ms. Hatchinghthem Haokip (Enrollment No- S175LEN02) is a PhD English scholar of SOL. She is doing her PhD under the supervision of Dr. Sanju Thomas. Hatchinghthem has applied for the academic leave as she wants to take up a guest lectureship in a college under University of Delhi. The matter was discussed in the RAC meeting and RAC members approved for her leave (Minutes Attached).

The SCR endorses the recommendation of RAC and RSC for grant of academic leave without SRF fellowship to Ms. Hatchinghthem Haokip (Enrolment No-S175LEN02) to take up a guest lectureship in Swami Shraddhanand College, University of Delhi for 5 months w.e.f February 2022 as per clause 4.3 (IV) 12th Plan guidelines for JRF in Sciences, Humanities and Social Sciences issued by UGC.

School of Global Affairs

Item No 9: To consider Initiation of work towards starting of PhD Programmes and approval of the School's Research Studies Committee (RSC) of School of Global Affairs.

The School of Global Affairs would like to place the following agenda in the proposed 57th meeting of SCR.

9.1 Initiation of work towards starting of PhD Programmes and approval of the School's Research Studies Committee (RSC)

Honourable Vice Chancellor has granted in-principle approval of starting of the following PhD Programmes in the School of Global Affairs from the current admission cycle:

I. PhD - Urban Studies
II. PhD - Public Health

The School would like to place this information before SCR.

In pursuance of this approval, the SGA's Research Studies Committee (RSC) has been constituted with the following members:

1) Prof. N. Nakkeeran, Dean, School of Global Affairs (Chair)
2) Dr. Priptal Singh Randhawa, (Program Coordinator, PhD - Urban Studies) (Convenor)
3) Dr. Samik Chowdhury (Program Coordinator, PhD - Public Health) (Member)
4) Dr. Kaustav Banerjee (Faculty SGA) (Member)
5) Dr. Rachna Mehra (Faculty SGA) (Member)
6) Dr. Ramesh Chander Sharma (Faculty SGA) (Member)
7) Dr. Anushka Singh (Faculty SLGC) (Member)

The item was deferred for the next meeting of SCR on request of the Dean SGA.

School of Law, Governance and Citizenship (SLGC)

Item No. 10: To consider and note the Re- Constitution of the Research Studies Committee (RSC) for School of Law, Governance and Citizenship (SLGC)

The School of Law, Governance and Citizenship is proposing to launch a new Doctoral Programme- PhD in Legal Studies. The School has been consistently working on the programme proposal and has held several consultative meetings with internal and external experts starting from July 2019. The draft programme document along with draft courses have now been prepared. At this juncture, the School would like to request for the constitution of the Research Studies Committee (RSC) under whose direction, the draft documents can be discussed and submitted for approval before the competent authority and the SCR.

As per clause 6.6 of the revised PhD Regulations 2021, AUD, the School proposes the constitution of RSC as below

1. Prof. Lawrence Liang (Dean and Chair, RSC)
2. Dr. Pooja Satyogi (Proposed Programme Coordinator for the PhD Programme)
3. Dr. Anushka Singh (School Faculty eligible to serve as Doctoral supervisor)
4. Dr. Javed Wani (School Faculty eligible to serve as Doctoral supervisor)
5. Dr. Manish Jain (External Faculty eligible to serve as Doctoral supervisor)

The SCR deferred the consideration of agenda item no. 10 relating to SLGC as no member of the school could attend the meeting. Hence the agenda may be presented in the next SCR meeting.

School of Liberal Studies:

Item No 11: To discuss/ note the recommendation of the 23rd and 25th Research Studies Committee (RSC) of School of Liberal studies on the following:

1. Update on University Ethics Committee

The SCR resolves that the competent authority may be requested to constitute University Ethics Committee or designate any existing committee to consider specifically the requests of research scholars for issuance of "Ethical Clearance Certificate" so that the students do not suffer.

2. To note successful conduct of synopsis defense presentations of the following PhD Scholars of Economics Programme:

a. Anna Sinha (S185DEC02) Title: 'Gig Work in India: An Exploratory Study of the Labour Processes and Social Relations of Production ' approved on 24.08.2021
b. Aishwarya R. (S195DEC01) Title: 'The Political Economy of Women's Work in India: An Enquiry into the Dynamics of Time-Use and Social Location' approved on 23.08.2021.

The SCR noted the synopsis defense presentation of the PhD scholars detailed above at 11.2 (a) and 11.2 (b).

3. To note six monthly progress reports of the following PhD scholars of Economics Programme

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion /Comments and Suggestions from RAC
1	Anandita Sharma (S185DEC01)	01.08.2018	Dr. Dipa Sinha (Supervisor) Dr. Jyotirmoy Bhattacharya, Dr. Samik Chowdhury	January to July 2021	23.08.2021	The scholar's progress was deemed satisfactory.
2	Mansi Mehta (S185DEC04)	01.08.2018	Dr. Dipa Sinha (Supervisor) Dr, Arindam Banerjee, Prof. Deepita Chakravarty	January to July 2021	23.08.2021	
3	Shivani Yadav (S185DEC06)	01.08.2018	Dr, Krishna Ram, (Supervisor) Dr. Dipa Sinha, Dr. Amit Thorat	January to July 2021	23.08.2021	
4	Divya Sharma (S185DEC03)	01.08.2018	Dr. Jyotirmoy Bhattacharya (Supervisor), Dr. Arindam Banerjee, Dr.	January to July 2021	12.08.2021	

			Parag Waknis, Dr. Satyaki Roy			
5	Akanksha Yadav S195DEC02	01.08.2019	Dr. Arindam Banerjee (Supervisor), Dr. Dipa Sinha, Dr Indranil Mukhopadhyay	January to July 2021	24.08.2021	
6	Bhoomika Mann S195DEC03	01.08.2019	Dr. Parag Waknis (Supervisor) Dr. Dipa Sinha, Dr. Sona Mitra	January to July 2021	24.08.2021	
7	Mini Singh S195DEC04	02.08.2019	Dr. Parag Waknis (Supervisor) Dr. Krishna Ram, Dr. Jyotirmoy Bhattacharya, Dr. Catalina Granda-Carvajal	January to July 2021	24.08.2021	
8	Ravinder Ram S195DEC06	01.08.2019	Dr, Krishna Ram (Supervisor), Dr. Parag Waknis, Dr. Amit Thorat	January to July 2021	23.08.2021	

The SCR took note and recorded the six monthly progress report of the PhD Scholars of School of Liberal Studies whose names and duration is tabled above at 11.3

4. To consider and note the reconstitution of RSC, School of Liberal Studies with the following as members:
   a. Professor Dhirendra Datt Dangwal(Chair), Dean, SLS
   b. Dr Dhiraj Kumar Nite, Ph. D. Programme Coordinator (History)
   c. Dr Arindam Banerjee, Ph. D. Programme Coordinator (Economics)
   d. Dr Bidhan Chandra Dash, Ph. D. Programme Coordinator (Sociology)

e. Dr Pranay Goswami (Convener), Ph. D. Programme Coordinator (Mathematics)
f. Professor Ashmita Kabra (External Member), SHE

The SCR noted that the committee has not been constituted as per Regulations related to the award of degree of Doctor of Philosophy notified vide no. F.No.AUD/26-2(2)/gov./2021 dt. June 2, 2021, hence the RSC may be reconstituted as per regulations.

5. To note successful Synopsis defense of the following PhD Scholars of Mathematics programmes:

On 19th and 20th January, 2022, two PhD (Mathematics) students submitted their synopsis and the faculty approved the same.

a) Ashutosh Panday- S185DMA02 (2018 Batch) Title of the Synopsis "On prime rings having differential identities

b) Manoj Kumar- S185DMA03 (2018 Batch) Title of the Synopsis "Traffic Congestion Modeling and Prediction"c)

The SCR noted the synopsis defense presentation of the PhD scholars detailed at 11.5(a) and 11.5(b).

6. To note successful Synopsis defense of the following PhD Scholars of History programmes

a. The following PhD (History) synopsis has been passed on 28th January 2022. Tanya Burman (PhD Candidate of History Programme, **Enrollment number S195DHS02**), 'Begum Hazrat Mahal: Power, Politics and 'Self-representation' in the Revolt of 1857', Supervisor: Dr Shailaja Menon.

The SCR noted the synopsis defense presentation of the PhD scholars detailed at 11.6(a).

7. To note six monthly Progress reports of the following PhD Scholars of Economics, Mathematics and Sociology Programmes:

a) PhD Economics Programme

S.No	Name of Students /	Date of Registration	Supervisor (RAC Members)	Period for the	Date of RAC Meeting	Discussion/Comments and

	Enrolment No			month of		Suggestions from RAC
1	Anandita Sharma S185DEC01	01.08.2018	Dr. Dipa Sinha (Supervisor) Dr. Jyotirmoy Bhattacharya, Dr. Samik Chowdhury	July to Dec 2021	20.01.2022	The scholar's progress was deemed satisfactory.
2	Mansi Mehta S185DEC04	01.08.2018	Dr. Dipa Sinha (Supervisor) Dr, Arindam Banerjee, Prof. Deepita Chakravarty	July to Dec 2021	24.01.2022	
3	Shivani Yadav S185DEC06	01.08.2018	Dr, Krishna Ram, (Supervisor) Dr. Dipa Sinha, Dr. Amit Thorat	July to Dec 2021	19.01.2022	
4	Divya Sharma S185DEC03	01.08.2018	Dr. Jyotirmoy Bhattacharya (Supervisor), Dr. Arindam Banerjee, Dr. Parag Waknis, Dr. Satyaki Roy	July to Dec 2021	19.01.2022	
5	Anna Sinha S185DEC02	06.08.2018	Dr. Arindam Banerjee (Supervisor), Dr. Dipa Sinha, Dr. Satyaki Roy	July to Dec 2021	20.01.2022	
6	Akanksha Yadav S195DEC02	01.08.2019	Dr. Arindam Banerjee (Supervisor), Dr. Dipa Sinha, Dr Indranil Mukhopadhyay	July to Dec 2021	20.01.2022	

7	Aishwarya R. S195DEC01	01.08.2019	Dr. Dipa Sinha (Supervisor) Dr, Arindam Banerjee, Dr. Nandini Nayak	July to Dec 2021	21.01.2022	

The SCR took note and recorded the six monthly progress report of the PhD Scholars of School of Liberal Studies whose names and duration is tabled above at 11.7(a).

b) Ph D Mathematics Programme

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Rachana Shokhanda S185DMA04	26/07/2018	Dr Pranay Goswami (Supervisor), Dr Mukund Madhav Mishra , Dr Kranti Kumar, Dr Mradul Veer Singh	August 2021 to December 2021	20th January, 2022	The scholar's progress was deemed satisfactory.
2	Nisha S195DMA02	07/08/2019	Dr Kranti Kumar (supervisor) Dr Chandrashekhar Nishad, Dr Mradul Veer Singh,Dr Pranay Goswami	August 2021 to December 2021	20th January, 2022	
3	ARUSHI S185DMA01	25/07/2018	Professor Geetha	August 2021 to		

			Venkatraman (Supervisor) Dr Radha Mohan, Dr Balchand Prajapati, Dr Ramneek Khassa	Decembe r 2021	19th January, 2022	
4	Prasun Kumar (S195DMA01)	7/8/2019	Professor Geetha Venkatraman (Supervisor) Dr Saroj B Malik, Dr Balchand Prajapati, Dr Ramneek Khassa	August 2021 to Decembe r 2021	19th January, 2022	

The SCR took note and recorded the six monthly progress reports of the PhD Scholars of School of Liberal Studies whose names and duration is tabled above at 11.7(b).

c) PhD Sociology Programme

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Abhik Bhattacharya S185DSC01	13.08.2018	Dr. Urfat Anjem Mir (Supervisor) Prof. Farhana Ibrahim, Dr. Bidhan Chandra Dash	July to Dec 2021	20.12.2021	The scholar's progress was found satisfactory.
2	Yaminie Sharma	10.08.2018		June 2021	21.01.2022	

	S185DSC05		Dr. Preeti Sampat (Supervisor) Dr. Ngoru Nixon Dr. Bidhan Chandra Dash	to Dec 2021		

The SCR took note and recorded the six monthly progress reports of the PhD Scholars of School of Liberal Studies whose names and duration is tabled above at 11.7(c).

8. To consider and note the reconstitution of RAC of Mr Prasun Kumar. Dr Saroj B Malik who is an external member, has expressed her inability to be part of RAC due to health issues. In the place of Dr Malik, Dr Satyanaryana Reddy, Associate Professor, Department of Mathematics, Shiv Nadar University has agreed to be an RAC external member.

Name of student	Supervisor	External Member	Internal Members
Prasun Kumar (S195DMA01)	Professor Geetha Venkatraman	Dr Stayanarayan Reddy Associate Professor, Department of Mathematics, Shiv Nadar University satya.a@snu.edu.in	Dr Ramneek Khassa, Dr Balchand Prajapati

The SCR noted the re-constitution of RAC in respect of Prasun Kumar (S195DMA01).

Item No 12: To consider the proposal of 2 Credit Course on Research and Publication Ethics (RPE)made compulsory for PhD Scholars by UGC and designed by the Committee comprising of Prof Babu P Remesh, Prof Rukmini Sen, Prof Nakkeeran and Dr Monimalika Day.

On the request of Prof Nakkeran, member of the committee, the SCR deferred the discussion on agenda item no.12 for the next SCR meeting.

Item No 13: To report extension of date for completing milestone for MPhil/PhD Programmes in pursuance of the UGC public notice dt. 16.03.2021

The SCR took note of the public notice for the extension of date for completing milestone for MPhil/PhD Programmes in pursuance of the UGC public notice dt. 16.03.2021 and the issuance of notification issued by Chair SCR vide no. F.No.AUD/SCR/2021/notification/22 dt. 10.1.2022.

Item No. 14: To report the list of eligible Phd supervisors notified by the University.

The SCR took note of the list of eligible PhD supervisors notified by the University vide notification no. AUD/SCR/Misc./2021/01 dt. 1.7.2021 and no. AUD/SCR/Misc./2021/63 dt. 21.3.2022

Item No. 15: Any other item with the permission of the Chairperson, SCR.

The SCR recommends constitution of a sub-committee to:

1. *Draft Standard Operating Procedure (SOP) for PhD Scholars clearly delineating stepwise progression of the Scholars and the mandatory requirements to be met during the period of PhD registration at the University.*
2. *To study the following existing formats relating to thesis submission and suggest appropriate changes.*

   Plagiarism Verification
   Form - Sample Title Page
   Form - Student Approval
   Form - Student Statement Thesis Prep
   Form - Supervisor's Certificate
   Form - Thesis certification page
   Form - Thesis Supervisor Submission Certificate

3. *Procedure for JRF to SRF upgradation*
4. *Any other suggestion in the interest of PhD Scholars related to thesis/associated academic work.*

The committees have already been constituted.

The meeting ended with a vote of thanks.

21/04

Chair SCR

आम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

No. AUD/SCR/Misc./2021/01

1 July 2021

NOTIFICATION

In pursuance of the AUD Ordinance No.10 and Regulations Relating to the award of degree of Doctor of Philosophy, 2021 as approved by the Board of Management, the Vice Chancellor on the recommendation of the Committee constituted by Standing Committee Research (SCR) vide Notification No: F.No. AUD/SCR/2021-22/Misc/05 dated 10.03.21 has approved the list of recognized supervisor for Ph.D. Programme for the Academic Session 2020-21.

2. The list of recognized supervisor for Ph.D. Programme for the Academic Session 2020-21 is enclosed herewith as Annexure-1.

01/07/2021

(Prof. Satyaketu Sankrit)
Chairperson, SCR

Copy to:

i. Hon'ble Vice Chancellor, Dr. B.R. Ambedkar University Delhi
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Tel: +91-11-2386 2320, 2386 3740, Fax : +91-11-2386 4055
Website : www.aud.ac.in

Annexure - I

S.NO	NAME	POSITION
School of Business Public Policy & Social Entrepreneurship (KG Campus)		
1	Prof. Kartik Dave	Professor, Management
2	Dr. Kanwal Anil	Associate Professor, Management
3	Dr. Richa Awasthy	Associate Professor, Management
4	Dr. Anshu Gupta	Assistant Professor, Management
5	Dr. Nidhi Kaicker	Assistant Professor, Management
6	Dr. Kritika Mathur	Assistant Professor, Management
School of Culture & Creative Expressions (KG Campus)		
1	Dr. Rajan Krishnan	Associate Professor, Film Studies
2	Dr. Anita E. Cherian	Associate Professor, Literary Art
3	Dr. Vebhuti Duggal	Assistant Professor, Film Studies
4	Dr. Akhil Katyal	Assistant Professor, Literary Art
5	Dr Santhosh Sadanandan	Assistant Professor,Visual Arts
School of Development Studies (KG Campus)		
1	Prof. Babu P. Remesh	Professor, Development Studies
2	Prof. Sumangala Damodaran	Professor, Development Studies
3	Prof. Deepita Chakravarty	Professor, Environmental Economics
4	Dr. Anirban Sengupta	Assistant professor, Sociology
5	Dr. Ivy Dhar	Assistant Professor, Political Science
6	Dr. Nandini Nayak	Assistant professor
School of Design (KG Campus)		
1	Prof. Suchitra Balasubrahmanyan	Professor
2	Dr. Venugopal Maddipati	Assistant Professor
School of Education Studies (LR Campus)		

1	Dr. Sunita Singh	Associate Professor
2	Dr. Monimalika Day	Associate Professor , Early Childhood
3	Dr. Manish Jain	Associate Professor, Education Studies
4	Dr. Manasi Thapliyal Navani	Assistant Professor, Education Studies
5	Dr.Gunjan Sharma	Assistant Professor, Education Studies (OSD-TEU)
6	Dr. Anandini Dar	Assistant Professor, Education Studies
7	Dr. Shivani Nag	Assistant Professor, Education Studies
8	Dr. Nivedita Sarkar	Assistant Professor, Education Studies

School of Global Affairs (KP Campus)		
1	Prof. Nakkeeran Nanjappan	Professor, Public Health
2	Dr. Rohit Negi	Associate Professor, Urban Studies
3	Dr. Amit Kumar Mishra	Associate Professor, Global Studies
4	Dr. Partha Saha	Associate Professor, Public Policy
5	Dr. Kaustav Banerjee	Associate Professor, Global Studies
6	Dr. Samik Chowdhury	Associate Professor, Public Health
7	Dr. Pritpal Singh Randhawa	Assistant Professor (Urban Studies)
8	Dr. Rachna Mehra	Assistant Professor Urban Studies
9	Dr. Ramesh Chander Sharma	Associate Professor, Inst. Design

School of Human Ecology (KG Campus)		
1	Dr. Suresh Babu	Associate Professor, Ecology
2	Prof. Asmita Kabra	Professor, Economics
3	Dr. Oinam Hemlata Devi	Assistant Professor, Social Anthropology
4	Dr. Pulak Das	Assistant Professor, Ecology

School of Human Studies (KG Campus)		
1	Prof. Krishna Menon	Professor, Gender Studies
2	Prof. Honey Oberoi Vahali	Professor, Psychology

3	Prof. Rachana Johri	Professor, Psychology
4	Prof. Anita Ghai	Professor, Disability Studies, Dean
5	Dr. Rachna Chaudhary	Associate Professor, Gender Studies
6	Dr. Lovitoli Jimo	Assistant Professor, Gender Studies
7	Dr. Shubhra Nagalia	Assistant Professor, Gender Studies
9	Dr. Bindu K. Covilakam	Assistant Professor, Gender Studies
10	Dr. Shifa Haq	Assistant Professor , Psychology

School of Letters (KG Campus)		
1	Prof. Satyaketu Sankrit	Professor, Hindi
2	Prof. Radharani Chakravarty	Professor, (CLTS)
3	Dr. Diamond Oberoi Vahali	Associate Professor, English
4	Dr. Sanju Thomas	Assistant professor, English
5	Dr. Bhoomika Meiling	Assistant professor, English
6	Dr. Usha Mudiganti	Assistant professor, English
7	Dr. Vikram Singh Thakur	Assistant Professor English
8	Dr. Shad Naved	Assistant Professor ,CLTS

School of Liberal Studies (KG Campus)		
1	Prof. Dhirendra Dutt Dangwal	Professor, History
2	Prof. Geetha Venkataraman	Professor, Mathematics
3	Prof. Rukmini Sen	Professor, Sociology
4	Prof. Anup Kumar Dhar	Director, Professor, Philosophy
5	Dr. Niharika Banerjea	Associate Professor, Sociology
6	Dr. Arindam Baneerjee	Associate Professor, Economics
7	Dr. Jyotirmoy Bhattacharya	Associate Professor, Economics
8	Dr. Parag Waknis	Associate Professor, Economics
9	Dr. Yogesh Snehi	Assistant Professor, History
10	Dr. Dharitri Chakaravartty	Assistant Professor, History
11	Dr.Shailaja Menon	Assistant Professor, History
12	Dr. Urfat Anjem Mir	Assistant Professor Sociology
13	Dr. Dhiraj Kumar Nite	Assistant Professor, History
14	Dr. Ramneek Khassa	Assistant Professor, Mathematics
15	Dr. Pranay Goswami	Assistant Professor, Mathematics
16	Dr. Balchand Prajapati	Assistant Professor, Mathematics

17	Dr. Kranti Kumar	Assistant Professor, Mathematics
18	Dr. Rinju Rasaily	Assistant professor, Sociology
19	Dr. Dipa Sinha	Assistant Professor,Economics
20	Dr. Preeti Sampat	Assistant professor, Sociology
21	Dr. Mradul Veer Singh	Assistant Professor, Mathematics
22	Dr. Robin Singhal	Assistant Professor, Economics
School of Law, Governance and Citizenship (KP Campus)		
1	Dr. Pooja Satyogi	Assistant Professor
2	Dr. Anushka Singh	Assistant Professor
3	S.R Prabakaran	Assistant Professor

School of Undergraduate Studies (KG/KP Campus)		
1	Dr. Amit Singh	Assistant Professor (English Literature),
2	Dr. Anoop Kr. Koileri	Assistant Professor, Psychology
3	Dr. Krishna Ram	Assistant Professor, Economics
Centre for English Language Education (KG Campus)		
1	Dr. Monal Manik Dewle	Assistant Professor, ELT

01/07/2021

(Prof. Satyaketu Sankrit)
Chairperson, SCR

No. AUD/SCR/Misc./2021/63 21.03.2022

Notification

In continuation to the notification dt. 01.07.2021, as approved by the Board of Management, the Vice Chancellor on the recommendation of the committee constituted by the SCR vide notification issued vide no.F.NO. AUD/SCR/2021-22/Misc/05/ dt. 10.03.2021 and notification issued no. No. AUD/SCR//2021-22/Misc./10 dt. 24.08.2021 has approved the following faculties as recognized supervisors for PhD programmes.

S. No	Name of the faculty	Designation and School
1.	Prof. Lawrence Liang	Professor at School of Law, Governance and Citizenship
2.	Dr. Vatsala Saxena	Assistant Professor at School of Undergraduate Studies
3.	Prof. Gopalji Pradhan	Professor at School of Letters
4.	Dr. Budhaditya Das	Assistant Professor at School of Human Ecology
5.	Dr. Krishna Kalyan Dixit	Associate Professor at Centre for English Language Education (CELE)
6.	Dr. Javed Wani,	Assistant Professor at School of Law, Governance and Citizenship
7.	Prof. Amol Padwad	Professor at Centre for English Language Education (CELE)
8.	*Dr. Mamatha Karollil	Assistant Professor at School of Human Studies

**Subject to the submission of printed copy of the article in "Pythrukavimarsam" UGC CARE listed)*

21/03

(Prof. Satyaketu Sankrit)
Chairperson, SCR

Copy for information to:

1. Hon'ble Vice Chancellor, Dr. B.R. Ambedkar University Delhi
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Appendix-12

Agenda Item for the 27th Academic Council Meeting

1. AUD UG Curriculum Framework- 2022 (AUD UGCF-2022) for approval of Academic Council

A centralised committee was constituted on 10th January, 2022 with approval of the competent authority to deliberate on the revision of syllabus in the light of the Choice Based Credit System (CBCS) and National Education Policy (NEP 2020). The committee submitted the copy of the final AUD UGCF-2022 to the Vice-Chancellor. The AUD UGCF-2022 needs approval of the Academic Council before it can be implemented

Submitted for consideration.



Geetha Venkataraman

Chair, Centralised Syllabus Committee (NEP)

Dr. B. R. Ambedkar
University Delhi

UG Curriculum Framework-2022

(AUD UGCF 2022)

BASED ON THE NATIONAL EDUCATION POLICY 2020

Table of Contents

INTRODUCTION 2

OBSERVATIONS RELATED TO CREDITS 4

ABBREVIATIONS AND TYPES OF ACADEMIC COURSES 5

DIFFERENT TYPES OF UGCF MODELS 6

UGCF FOR A SINGLE DISCIPLINE MAJOR 7

UGCF FOR A BA SSH (SUS) 10

UGCF FOR DUAL-DISCIPLINE MAJOR OR MULTI-DISCIPLINARY MAJOR 12

UGCF FOR BUSINESS ADMINISTRATION 14

UGCF FOR VOCATIONAL STUDIES 16

REVISED BVOC STRUCTURE (3 YEARS & 4 YEARS) 18

AUD Undergraduate Curriculum Framework 2022

Introduction

In the light of the National Education Policy (NEP) 2020, the draft National Higher Education Qualification Framework (NHEQF) 2022 and the draft UGC FYUP 2022, this document AUD Undergraduate Curriculum Framework is being proposed. While these three public documents are the immediate context for the proposed transformations imagined in UG education at the Dr. B. R. Ambedkar University Delhi, it is important to note a few features that have always been a part of undergraduate education at AUD since its inception. Some of these features are:

a) Students do a combination of Foundation, Language based, Discipline specific, Electives and Special interest courses across six semesters indicating interdisciplinary focus at the core of UG education.
b) Students undertake field visits, writing research-based term papers, doing on job training and internships as part of their UG curriculum indicating a rich diversity in skill sets developed among students.
c) A combination of both discipline specific as well as interdisciplinary UG degrees offered like Mathematics, Sociology, Business Management or Hindi on the one hand and Law, Politics, Society; Global Studies, Social Sciences and Humanities or Vocational Studies on the other hand.
d) Opportunities for placement post Undergraduate degree created through the Training and Placement Cell at the university.
e) The continuous assessment system with multiple types of assessments, both formative and summative has also been a positive factor.

In preparing this document while the NEP, NHEQF and the UGC FYUP have been the reference documents, the specific pedagogy practiced at AUD has not been compromised. The NEP, the NHEQF and UGC FYUP, envisage an extremely flexible model of education with multiple entry and exit options and also provide the ability for students to customise their education. It envisages a range that seeks to provide students a holistic, interdisciplinary educational experience.

A relevant descriptor from NEP 2020 is excerpted below with key terms highlighted.

"11.8. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include **credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education**.

Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for **internships** with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability."

Below is an excerpt from the draft NHEQF that is relevant at the UG level.

Type of qualification	Qualification title/nomenclature and programme duration
Undergraduate Certificate	Undergraduate Certificate (Field of study/discipline). (Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.
Undergraduate Diploma	Undergraduate Diploma (Field of study/discipline). (Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.
Bachelor's degree	Bachelor of (Field of study/discipline) (Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce. Examples:
Bachelor's degree (Honours/Research)	Bachelor of (Field of study/discipline) (Honours/Research). Programme duration: Four years (eight semesters).

The Credit requirement for exits at various levels are provided by the draft NHEQF as given below.

NHEQF levels	Qualification title/nomenclature	Credit requirements
Level 5	Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (2 semesters) of undergraduate programme. (Programme duration: First year or 2 semesters of the undergraduate programme)	40 credits
Level 6	Undergraduate Diploma (in the field of learning/discipline) for those who exit after the first two years (4 semesters) of undergraduate programme (Programme duration: First two years or 4 semesters of the undergraduate programme)	80 credits
Level 7	Bachelor's Degree (Programme duration: Three years or 6 semesters).	120 credits
Level 7	Bachelor of Vocation (B.Voc). (Programme duration: 3 years or 6 semesters).	120 credits
Level 7	Bachelor's Degree programme in Engineering & Technology. (Programme duration: Four years or 8 semesters.	160 credits
Level 8	Bachelor' Degree (Honours/Research). (Programme duration: Four years or 8 semesters).	160 credits

Observations related to credits

1. Under the NHEQF it is envisaged that each semester shall consist of 20 credits with **each credit being defined as 15 hours of direct teaching in a semester**. At the moment within AUD the calculation is one credit equals 12 hours of direct teaching and 4 hours of assessment. This will have to be rationalised and brought to 15 hours (or an increase of 12 hours per course) of direct teaching.
2. AUD follows a 16-week semester, and teaching is usually carried out over 12 weeks. An additional 4 hours teaching per week will have to be incorporated, and this can be transacted in the form of direct contact classes, tutorials, laboratory work, workshop, field, group discussion etc.
3. Assuming 12 weeks of teaching, a 4-credit course could be transacted through 5 lectures a week amounting to 60 hours of direct teaching or it could be 4 lectures a week and 1 tutorial a week for the students amounting to 60 hours of direct teaching. Alternatively, depending on the requirement of the course there could be 4 hours of lectures a week and 2-3 hours of practical/ workshops/field visits/ discussion per week.

Abbreviations and types of academic courses

The following types of courses/academic engagements are envisaged in the AUD UGCF:

A. Discipline specific core (**DSC**): These are the compulsory discipline specific courses.
B. Elective (**EL**): DSC of a discipline other than the student's major.
C. Discipline specific elective (**DSE**): These are elective discipline specific courses.
D. Generic elective (**GE**): These are courses that are interdisciplinary or multidisciplinary in nature.
E. Ability enhancement
    a. Ability enhancement compulsory (**AEC**): These will be the compulsory ability enhancement courses. (English, Hindi and Environment)
    b. Ability enhancement optional (**AEO**): These are optional ability enhancement courses and could cover sustainable development, global citizenship, courses like Understanding India, Introduction to Social Sciences and Humanities, Nature of Science, Logic and Reasoning etc.
F. Skills enhancement (**SE**): These will be a basket of courses aimed at improving skills and fostering vocational training. These could include courses on Python Programming, Artificial Intelligence, Data Analysis amongst others that come from vocational training.
G. Value based education (**VBE**): These will be a basket of courses aimed at imparting value-based education. These could include courses on Happiness, Yoga, Health and Well-being, Desh Bhakti (Indian Constitution and Democracy) etc.
H. Community engagement and service (**CES**): This will involve courses and field-based engagements developed by the Centre for Outreach and Extension.

Different types of UGCF models

The following types of UG curriculum framework models are being proposed based on the different kinds of UG programme currently on offer:

1. UGCF for Single Discipline Major
2. UGCF for BA Social Sciences and Humanities Major
3. UGCF for Dual or Multi-Discipline Major
4. UGCF for Business Administration
5. UGCF for Vocational Studies

UGCF for a Single Discipline Major

Sem	DSC	EL/AEO/GE/DSE	AEC/SE/AEO/GE	AEC/CES	Total Credits
I	**DSC1** (4)	EL1/AEO1 (4) **AEO2** (4)	**AEC1**/**SE1** (4)	**AEC2**/ **CES1** (4)	**20**
II	**DSC2** (4) **DSC3** (4)	EL2 /AEO3 (4)	**SE1**/**AEC1** (4)	**CES1**/**AEC2** (4)	**20**
Students on exit have to complete a 6-credit **internship** (2 months) and a 4- credit **VBE**. **Award- Undergraduate Certificate (in the single discipline)**					**40**
III	**DSC4** (4) **DSC5** (4) **DSC6** (4)	EL3/GE1 (4)	**AEC3/**(SE2/AEO4**)** (4)	-	**20**
IV	**DSC7** (4) **DSC8** (4) **DSC9** (4)	EL4/GE2 (4)	(SE2/AEO4)/**AEC3** (4)	-	**20**
Students on exit have to complete a 6-credit **internship** (2 months) and a 4- credit **VBE**. **Award- Undergraduate Diploma (in the single discipline)**					**80**
V	**DSC10** (4) **DSC11** (4)	**DSE3** (4) DSE4/EL5 (4)	**GE3** (4)	-	**20**
VI	**DSC12** (4) **DSC13** (4)	**DSE5** (4) DSE6/EL6 (4)	GE4/DSE7 (4)	-	**20**
Students on exit should have completed a 6-credit **internship** (2 months) and they should have completed a 4-credit **VBE** within their period of study. **Award- Bachelor's Degree (in the single discipline)**					**120**
VII	**DSC14** (4)	**3** Courses from DSE/GE/EL (12)	Research Methodology related to Discipline Major (4)		**20**

VIII	**DSC15** (4)	3 Courses from DSE/GE/EL (12)	Research Project Report /Seminar Paper/s in the Discipline Major (6)	**22**
Award- Bachelor's Degree (Hons) (in the single discipline) or Bachelor's degree with Research (in the single discipline). For the **Bachelor's degree with Research (in the single discipline)** the student will be required to choose **6 DSE**s. The DSEs in the 4th-year could also include course/s on Development of project/research proposal, review of related literature or studies and collection of the required data, research internship. Further the student will have to do a research project and submit a research project report. For the **Bachelor's Degree (Hons) (in the single discipline)** the student would also do seminar paper/s worth 6 credits in the Discipline Major and will be required to take at least one DSE.				**162**

Notes:

1. Those students who have been diagnosed with requiring extra help in English will be compulsorily assigned the English Proficiency Course as SE1 in the AEC1/SE1 slot.
2. AEC (1/2/3) will be Hindi (at the appropriate diagnostic level), English for Academic Purposes and the compulsory course on Environment respectively.
3. In the **Three-year BA degree programme** with **single discipline major** all students will do
    a. **52 credits of compulsory courses from the discipline major** and **8 credits of elective courses from the discipline.** They will definitely do **60 credits** (**50% weightage**) of courses from their discipline major. They could additionally take a further **12** credits through optional choices within their discipline.
    b. **Three compulsory Ability Enhancement Courses:** English, Hindi and Environment, each of **4** credits totaling to **12 credits.**
    c. **One Ability Enhancement Optional Course** of **4 credits.** They could do an additional **12** credits of **AEOs** by choosing AEO options.
    d. **One Skill Enhancement Course** of **4 credits**. They could do an additional **4** credits of **SEs** by choosing SE options.
    e. **One Generic Elective Course** of **4 credits.** They could do an additional **12** credits of **GEs** by choosing GE options.
    f. The **EL 1-6** option would allow a student to earn a **minor in a discipline** if they choose DSCs worth **24 credits** from **a single discipline different from their major**. Further, **change of Major** may be facilitated in the **2nd Semester** if the concerned student does well in **EL1** of **the major** they wish to change to, based on prior application and meeting all requirements posited by the respective programme committees.
4. In the **Four-year BA degree with research in a single discipline** all students will do

a. **60 credits of compulsory courses from the discipline major, and 32 credits of elective courses from the discipline major.** They will definitely do **92 credits** of courses from their discipline major. Further, **10** credits will cover a research methodology course related to their discipline major of **4** credits and **6** credits of a Research Project Report. Thus **102 credits** (over 60% weightage) would be from their discipline major. They could additionally take a further **12** credits through optional choices within their discipline in the first three years.
b. The fact that the 4th year amounting to **42** credits is spent entirely on the discipline major compares well with the first year of a two-year Masters programme in the discipline major.
c. In the **Four-year BA (Hons) degree in a single discipline** all students will do **60 credits of compulsory courses from the discipline major, and 12 credits of elective courses from the discipline major.** Further, **10** credits will cover a research methodology course related to their discipline major of **4** credits and **6** credits for seminar paper/s in their discipline major. They will definitely do **82 credits** (**50% weightage**) of courses from their discipline major. They could additionally take a further **12** credits through optional choices within their discipline in the first three years. Those who have taken EL 1-6 in a single (minor) discipline other than their major would continue to have an opportunity to take up to 5 ELs in the same (minor) discipline in their 4th year.

The above framework maintains a strong disciplinary core while at the same time allowing the student to have a broad base through compulsory language and environment components. Community service and value-based education are also taken care of via compulsory components. The large number of choices available in Ability Enhancement Optional courses, Skill Enhancement courses, Generic Electives both via compulsory components and choices, will allow the student to build their knowledge of social sciences and humanities, the natural sciences and provide an interdisciplinary flavour. This structure, while admitting a student to a major, is also flexible to allow the student to change their major during the programme of study. It takes care of the core ideals of the NEP, NHEQF, UGC FYUP while ensuring that disciplinary major requirements are not diluted.

Another important point it takes care of is the fact that for 75% of UG students, the three-year undergraduate degree will be a terminal degree. While such students will do 50% of their courses from their major discipline, they can choose to do the other 50% from courses not related to their discipline but from other areas that may be of interest or those that improve their employment prospects.

The 4th year also maintains a good balance between disciplinary major requirement and other interests so as to allow a student to make the choice of whether they wish to pursue a higher degree within their discipline major or to move into other areas during their higher studies or find employment after their 4 -year degree.

UGCF for a BA SSH (SUS)

Sem	DSC	EL/AEO/GE/DSE	AEC/SE/AEO/GE	AEC/CES	Total Credits
I	**DSC1 A** (4)	GE1/ DSE1/ AEO1 (4) **AEO2 (4)**	**AEC1**/**SE1** (4)	**AEC2**/ **CES1** (4)	**20**
II	**DSC2 B** (4) **DSC3 C** (4)	AEO3/GE2/ DSE2 (4)	**SE1**/**AEC1** (4)	**CES1**/**AEC2** (4)	**20**
Students on exit have to complete a 6-credit **internship** (2 months) and a 4- credit **VBE**. **Award- Undergraduate Certificate (in SSH)**					**40**
III	**DSC4** (4) **DSC5** (4) **DSC6** (4) **A/B/C**	DSE3/GE3 (4)	**AEC3**/(SE2/AEO4**)** (4)	-	**20**
IV	**DSC7**(4) **DSC8** (4) **DSC9** (4) **A/B/C**	DSE4/GE4 (4)	(SE2/AEO4)/**AEC3** (4)	-	**20**
Students on exit have to complete a 6-credit **internship** (2 months) and a 4- credit **VBE**. **Award- Undergraduate Diploma (in SSH)**					**80**
V	**DSC10** (4) **DSC11** (4) **DSC12** (4) **A/B/C**	DSE5 (4)	**GE5** (4)	-	**20**
VI	**DSC13** (4) **DSC14** (4) **DSC15** (4) **A/B/C**	DSE6 (4)	DSE7/GE6 (4)	-	**20**
Students on exit should have completed a 6-credit **internship** (2 months) and they should have completed a 4-credit **VBE** within their period of study. **They should have also completed 5 DSC courses each in the three discipline/discipline areas A, B, C. (5 x 3 x 4 = 60 credits)**					**120**

Award- Bachelor's Degree (in SSH)				
VII	**DSC 16 A/B/C** (4)	3 Courses from DSE/GE (12)	Research Methodology related to any one Discipline they chose of three (4)	**20**
VIII	**DSC 17 A/B/C** (4)	3 Courses from DSE/GE (12)	Research Project Report /Seminar Paper/s in any one Discipline they chose of three (6)	**22**
Award- Bachelor's Degree (Hons) (in SSH) or Bachelor's degree with Research (in SSH). For the **Bachelor's degree with Research (in SSH)** the student will be required to choose **6 DSE from disciplines A/B/C**s. The DSEs in the 4th-year could also include course/s on Development of project/research proposal, review of related literature or studies and collection of the required data, research internship. Further the student will have to do a research project and submit a research project report in one of the disciplines of **A/B/C.** For the **Bachelor's Degree (Hons) (in SSH)** the student would also do seminar paper/s worth 6 credits in the disciplines **A/B/C** and will be required to take at least one DSE from **A/B/C**.				**162**

Notes:

1. Students will have to identify three disciplines/discipline areas A, B, C and complete 6 DSC courses each in the disciplines/discipline areas A, B, C by the end of three years. At each stage of exit in the first three years they cannot do more than 6 DSC courses in any of A, B or C.
2. Those students who have been diagnosed with requiring extra help in English will be compulsorily assigned the English Proficiency Course as SE1 in the AEC1/SE1 slot.
3. AEC (1/2/3) will be Hindi (at the appropriate diagnostic level), English for Academic Purposes and the compulsory course on Environment respectively.
4. For SSH students, DSE courses can be from any discipline. The DSC courses have to be from one of the three chosen disciplines A/B/C. Note that for a three-year Bachelor's degree in SSH the students would have completed 20 credits in each of the three disciplines. Thus 50% weightage, namely, 60 credits will be from Discipline Core Courses.
5. It should also be noted that at least 50% weightage in discipline credits is maintained in the 4-year Bachelor's Hons in SSH and in case of research discipline-based credits amount to over 60%.

UGCF for Dual-Discipline Major or Multi-Disciplinary Major

In the first 3 years the credit load is as follows.

A. Discipline specific core (DSC) = 15 courses **divided between 2 (A, B) or 3 (A, B, C) disciplines/discipline areas** x 4 credits = **60 credits**.
B. Discipline specific elective (DSE) = 5 courses **divided between fixed 2 (A, B) or 3 (A, B, C) disciplines/discipline areas** x 4 credits = **20 credits**
C. Generic elective (GE) = 6 x 4 credits = **24 credits**
D. Ability enhancement compulsory (AEC)= 3 (English 1/ Hindi/Environment) x 4 credits = **12 credits**
E. Skills enhancement (SE) = 1 (English 2) x 4 credits = **4 credits**
F. Value Based Education (VBE) (**4 credits**)

Sem	DSC	DSE/GE	AEC/DSE/GE	AEC/SE	Total Credits
I	**DSC1** (4) **DSC2** (4)	GE1 (4)	**AEC1** (4)	**AEC2** (4)	**20**
II	**DSC3** (4) **DSC4** (4)	DSE1 (4)	DSE2 (4)	SE1 (4)	**20**
Students on exit have to complete a 6-credit **internship** (2 months) and a 4- credit **VBE**. **Award- Undergraduate Certificate in X, where X is the name of the degree.**					**40**
III	**DSC5** (4) **DSC6** (4)	GE2 (4)	GE3 (4) GE4 (4)		**20**
IV	**DSC7** (4) **DSC8** (4) **DSC**9	DSE3 (4)		**AEC3** (4)	**20**
Students on exit have to complete a 6-credit **internship** (2 months) and a 4- credit **VBE**. **Award- Undergraduate Diploma in X**					**40**
V	**DSC10** (4) **DSC11** (4) **DSC12** (4)	DSE4 (4) DSE5 (4)			**20**
VI	**DSC13** (4) **DSC14** (4) **DSC15** (4)		GE5 (4) GE6 (4)		**20**

Students on exit should have completed a 6-credit **internship** (2 months) and they should have completed a 4-credit **VBE** within their period of study. **They should have also completed at least 5 DSC courses each in the 2 or 3 discipline/discipline areas of X** **Award- Bachelor's Degree in X.**				**120**
VII	**DSC16** (4) **DSC17** (4)	2 courses from DSE/GE (8)	Research Methodology related to any one Discipline they chose of 2/3 (4)	**20**
VIII	**DSC18** (4) **DSC19** (4)	2 courses from DSE/GE (8)	Research Project Report /Seminar Paper/s in any one Discipline they chose of 2/3 (6)	**22**
Award- Bachelor's Degree (Hons) in X or Bachelor's degree with Research in X. For the **Bachelor's degree with Research in X** the student will be required to choose **4 DSEs from the 2 or 3 disciplines/ discipline areas of X**. The DSEs in the 4th-year could also include course/s on Development of project/research proposal, review of related literature or studies and collection of the required data, research internship. Further the student will have to do a research project and submit a research project report in one of the disciplines of **the 2 or 3 disciplines/ discipline areas of X.** For the **Bachelor's Degree (Hons) in X** the student would also do seminar paper/s worth 6 credits in the **2 or 3** disciplines of **X** and will be required to take at least two DSEs from **the 2 or 3 disciplines/discipline areas of X.**				**162**

For example: X = Law, Politics and Citizenship; Sustainable urbanism; SSH

Notes:

1. AEC (1/2/3) will be Hindi (at the appropriate diagnostic level), English 1 and the compulsory course on Environment respectively. SE1 will be English 2.

UGCF for Business Administration

Sem	DSC	EL/AEO/GE/DSE	AEC/SE	CES	Total Credits
I	**DSC1** (4) **DSC2** (4) **DSC3** (4)	AEO1 (4)	**AEC1** (2) **AEC2** (2)		**20**
II	**DSC4** (4) **DSC5** (4) **DSC6** (4)		SE1 (4) **AEC3** (2) **AEC4** (2)		**20**
Students on **exit** have to complete a 6-credit **internship** (4 months), which would include 3-credit rural immersion/NGO **internship** (2 months) and a 3-credit corporate internship (2 months) and a 4-credit **VBE**. **Award- Undergraduate Certificate in Business Administration**					**40 (Next stage)** **50 (Exit option)**
III	**DSC7** (4) **DSC8** (4) **DSC9** (4) **DSC10** (4)	GE1 (4)	SE2 (2)	**CES1** (3)[1]	**25**
IV	**DSC11** (4) **DSC12** (4)	DSE1(4) GE2 (4)	SE3 (2) SE4 (2)	-	**20**
[1]CES1 (3) is 3 credit-rural immersion/NGO internship which students who are moving from First Year to Second Year will undertake in the Summer vacation period after First Year, credits of each would be calculated in the Third Semester (Second Year). Students on **exit** have to complete a 6-credit **internship** (4 months), which would include 3-credit rural immersion/NGO **internship** (2 months) and a 3-credit corporate internship (2 months) and a 4- credit **VBE**. **Award- Undergraduate diploma in Business Administration**					**85 (Next stage)** **95 (Exit option)**
V	**DSC13** (4) **DSC14** (4)	GE3 (4)	SE5 (2) SE6 (2) SE7 (2) SE8 (3)[2]	-	**21**
VI	**DSC15** (4) **DSC16** (2)	AEO2(4) GE4(4) DSE2(4)	SE9 (2) VBE(4)[3]	-	**24**
[2]**SE8(3)** is 3 credit-corporate internship which students who are moving from Second Year to Third Year will undertake in the summer vacation period after Second Year, credits of each would be calculated in the Fifth Semester (Third Year). [3]Students moving from Third Year to Fourth Year need to ensure they meet the minimum CGPA requirements as well as ensure that they have completed the **4- credit VBE**.					**130 (Next stage)** **130 (Exit option)**

Students on **exit** should have completed two Internships (Rural Immersion/NGO and Corporate Internship) worth **6 credits** and they should have completed a **4-credit VBE** within their period of study. **Award- Bachelor's in Business Administration**					
VII	**DSC17** (4)	DSE3 (4) DSE4 (4)	SE10 (2) SE11 (2)	-	16
VIII	**DSC18** (4)	DSE5 (4)	SE12 (2)	Research Project Report in Management domain only (8)	18
Award- Bachelor's in Business Administration with Research					**164 credits (EXIT)**

Notes:

1. AEC (1/2/3/4) will be Theatre for Personality Development, Environmental Studies, Hindi Language and Business Communication, respectively.
2. Skills enhancement (SE) courses: These will be a basket of courses aimed at improving skills and fostering vocational training. These could include courses on Data Analysis and Statistics, Foreign Language, Digital Marketing, Design Thinking and Innovation, Business Analytics, Corporate Internship, Advanced Qualitative Analysis, Advanced Quantitative Analysis and Python Programming
3. Generic Elective courses (GE): These are courses that are interdisciplinary or multidisciplinary in nature, to be chosen outside SBPPSE. A student needs to choose 4 GE courses from outside SBPPSE, from the Third till the Sixth Semester.
4. Discipline Specific Elective courses (DSE): These are elective discipline specific courses from SBPPSE.
5. Value based education (VBE): These will be a basket of courses aimed at imparting value-based education worth 4 credits. These could include courses on Happiness, Yoga, Health and Well-being, Desh Bhakti (Indian Constitution and Democracy) etc.

UGCF for Vocational Studies

The revised BVoc structure is developed based on the following recommendations of the NEP 2020:

"16.5: Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The BVoc degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor 's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses."

"16.7. Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries."

"16.8. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession."

Hence, the revised structure of the BVoc programmes to be offered by the University focuses on the following:

1. BVoc programmes should not be equated with the other liberal arts UG programmes as it has more focus on the professional training and preparing for a specified industry, therefore to be treated as professional programme.
2. The programme is to be designed to meet the immediate needs of the industry by supplying trained manpower based on the "Job-roles" specified by the relevant industry.
3. Curriculum for the programme is to be designed as per the "national occupational standard (NOS)" as defined for a particular NSQF level by the industry bodies.
4. Internships/On-the job training of students on the shop floor needs to be integrated at each of the exit levels (up to Level-7) as defined under NHEQF document.

5. About 60% credit weightage will be given for the skill training and balance 40% weightage will focus on developing 21st Century skills (as per recommendation of NEP 2020) with judicious mixture of multidisciplinary approach to education.
6. Following broad categories of courses will be offered under the BVoc Programmes
    a. Common Course (CC)
    b. Generic Course(GE)
    c. Job-Role Specific Courses (JSC)
    d. Discipline Specific Course (DSC)
    e. Discipline Specific Elective (DSE)
    f. Ability Enhancement Courses (AEC)
    g. Value Based Education(VBE)
    h. Outreach Experience (OE)
    i. Internship /On-the job training Courses(IC)
    j. Formulation of Research Proposal
    k. Research Dissertation (RD)

The following exit options will be available to students as specified under NHEQF.

Levels	**Years**	**Certification**
Level-5	1st Year	Certificate
Level-6	2nd Year	Diploma
Level-7	3rd Year	BVoc Degree
Level-8	4 Years	BVoc Degree with Research

Revised BVOC Structure (3 Years & 4 Years)

Sem	CC	Job-role Specific Course (JSC)	AEC/ DSE/GC	VBE/OE	Internship Course (IC)/OJT/ RP	Levels/ Job-roles	Total
I	CC1 (4) (EPC)	JSC1 (4) JSC2 (4) JSC3 (4)	AEC1 (4)				20
II	CC2 (4) (Hindi)	JSC4 (4) JSC5 (4)		VBE1 (2) Happiness Curriculum	Internship / OJT1 (6)	Level-5 (Job Role-1)	20
The BVoc programmes are aligned with the relevant industry specific job-roles as specified for different levels by the industry bodies under NSQF. About 50% of the courses are devoted for developing such competencies related to different job-roles. In addition to this, a minimum of 6 credits in each year is assigned to the industry specific internship as a compulsory component to the programme. All other courses are compulsory cutting across the BVoc Programmes.							
Tot. Cr.	**08**	**20**	**04**	**02**	**06**		**40**
III	CC3 (4) (Understanding India)	JSC6 (4) JSC7 (4) JSC8 (4)	GC1 (4)				20
IV	CC4 (4) (EVS)	JSC9 (4) JSC10 (4)		OE1 (2) (Working with Special Focussed Groups)	Internship / OJT2 (6)	Level-6 (Job Role-2)	20
The BVoc programmes are aligned with the relevant industry specific job-roles as specified for different levels by the industry bodies under NSQF. About 50% of the courses are devoted for developing such competencies related to different job-roles. In addition to this, a minimum of 6 credits in each year is assigned to the industry specific internship as a compulsory component to the programme. All other courses are compulsory cutting across the BVoc Programmes.							
Tot. Cr.	**08**	**20**	**04**	**02**	**06**		**40**
V	CC5 (4) (Computer Application & ICT Skills)	JSC11 (4) JSC12 (4) JSC13 (4)	AEC2 (4)				20

VI	CC6 (2) (Health, Wellness & Yoga)	JSC14 (4) JSC15 (4)	AEC-3 (2)	VBE-2 (2) (Design Thinking)	Internship / OJT3 (6)	Level-7 (Job Role-3)	20
The BVoc programmes are aligned with the relevant industry specific job-roles as specified for different levels by the industry bodies under NSQF. About 50% of the courses are devoted for developing such competencies related to different job-roles. In addition to this, a minimum of 6 credits in each year is assigned to the industry specific internship as a compulsory component to the programme. All other courses are compulsory cutting across the BVoc Programmes.							
Tot. Cr.	**06**	**20**	**06**	**02**	**06**		**40**
VII	CC7(4) (Basic Research Methodology)	DSC1 (4) DSC2 (4) DSC3 (4)	DSE1 (4)		Formulation of Research Proposal (2)		22
VIII	CC8 (4) (Data Analysis: Quantitative & Qualitative Techniques)	DSC4 (4) DSC5 (4)	DSE2 (4)	OC2 (2) (Working with Community)	Research Dissertation (4 Credits)	Level-8	22
The fourth year of the BVoc programme aims at giving students orientation to a specific disciplines for which they have acquired job specific training in that discipline during their earlier years of studies. Therefore, in the fourth year attempt will be made to develop their research skills and create a pathway of mobility for higher studies in their respective training discipline. Students passing out with four year BVoc programme will be awarded BVoc with Research Degree.							
Tot. Cr.	**08**	**20**	**12**	**02**	**06**		**44**
Gross Total Credits	**30**	**80**	AEC-10 + GC-4 DSE-08 = **22**	VBE-04 + OC-4 = **8**	IC- 18 + RP-6 **= 24**		**164**

Notes:

1. AEC 1 will be the course titled *Life Competencies of Sustainable Employability.*
2. AEC2 will be the course titled *Entrepreneurship Development.*

3. AEC3 will be the course titled *Business Communication*.
4. GC1 will be the course titled *Social Connection & Engaged Citizenship.*

End Notes

The AUD UGCF is based on NEP 2022 and has brought in the credit and framework requirements as suggested in the draft NHEQF 2022. The structure and credit distribution presented in the draft UGC FYUP has also been kept in mind while designing the AUD UGCF. The key spirit of all the three documents definitely finds place in the AUD UGCF. At the same time, the best practices and innovative curriculum that was the hallmark of AUD has also been retained.

The AUD UGCF will provide the learner inter-disciplinary training by providing a good balance between compulsory discipline driven requirements and broad-based education that any undergraduate programme needs to satisfy.

It is envisaged that this new framework will create engaged citizens who are able to think critically and adapt to the ever-changing landscape of the 21st century.

Prepared by UG Curriculum Revision Committee constituted through office order dated 10 January 2022

1. Professor Geetha Venkataraman (Chairperson)
2. Professor Bodh Prakash
3. Professor Lawrence Liang
4. Professor Rukmini Sen
5. Professor Sitanshu Sekhar Jena
6. Professor Tanuja Kothiyal

A word of thanks to Dr Kritika Mathur for providing inputs on the UGCF for Business Administration and to the AUD faculty for inputs on earlier drafts.