Minutes of the 20th Meeting of the Academic Council

Held on July 10, 2020 (Friday) at 11:30 AM
through online mode

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

Dr B.R. AMBEDKAR UNIVERSITY DELHI

Minutes of the 20th Meeting of the Academic Council held at 11:30 AM on 10.07.2020 through online mode

The 20th Meeting of the Academic Council (AC) of the Ambedkar University Delhi (AUD) was held at 11:30 AM on 10.07.2020 through online mode. The following were present:

Professor Anu Singh Lather Vice Chancellor	In the Chair
Professor K. Ramachandran Nominee of the Government of NCT of Delhi	Member
Professor Farida A. Khan Nominee of the Government of NCT of Delhi	Member
Professor Madhavan K Palat Nominee of the Government of NCT of Delhi	Member
Professor Ashis Nandy Nominee of the Government of NCT of Delhi	Member
Professor Geetha Narayanan Nominee of the Government of NCT of Delhi	Member
Professor Salil Misra, Pro Vice Chancellor and Nominee of the Vice Chancellor	Member
Professor Gopalji Pradhan, SHS Nominee of the Vice Chancellor	Member
Professor Anita Ghai Nominee of the Vice Chancellor	Member
Professor Bodh Prakash Dean, School of Undergraduate Studies& Nominee of the Vice Chancellor	Member
Professor Rukmini Sen Nominee of the Vice Chancellor	Member
Professor Satyaketu Sankrit Proctor & Dean, School of Letters	Member

Professor Krishna Menon Dean, School of Human Studies	Member
Dr Suresh Babu Dean, School of Human Ecology	Member
Professor Suchitra Balasubrahmanyan Dean, School of Design	Member
Professor Babu P. Remesh, Dean, School of Development Studies	Member
Professor Kartik Dave Dean, School of Business, Public Policy and Social Entrepreneurship	Member
Professor Dhirendra Datt Dangwal Dean, School of Liberal Studies	Member
Professor Sitansu Sekhar Jena Dean, School of Vocational Studies	Member
Shri Deepan Sivaraman Dean (Offg.), School of Culture and Creative Expressions	Member
Professor Praveen Singh Dean, Planning & Dean, School of Global Affairs	Member
Dr Sunita Singh Dean (Offg.), School of Education Studies	Member
Dr Kanwal Anil Associate Professor, School of Business, Public Policy and Social Entrepreneurship	Member
Dr Yogesh Snehi Assistant Professor, School of Liberal Studies	Member
Dr Nitin Malik, Registrar	Member & Secretary

Special Invitees:

Professor Jatin Bhatt, Pro-Vice Chancellor I
Professor M.S. Farooqi, Director, ACIIE
Dr Santosh Kumar Singh, Assistant Professor, School of Global Affairs
Dr Anushka Singh, Assistant Professor, School of Law, Governance and Citizenship
Dr Rachna Mehra, Deputy Dean, Academic Governance & Assistant Professor, SGA

Regrets:

Professor A. K. Sharma, Nominee of the University Grants Commission regretted his inability to attend the meeting.

Ms. Bindu Nair, Assistant Registrar (VCO & Governance) assisted the meeting.

At the outset, the Vice Chancellor extended a warm welcome to the Members of the AC and the Special Invitees. The Vice Chancellor formally welcomed Professor Geetha Narayanan, Director, Srishti Institute of Art, Design and Technology (Nominee of the Government of NCT of Delhi) who attended the meeting for the first time.

The Vice Chancellor apprised the members that AUD is amongst one of the University in India to finish the courses for the current semester on time through online mode during this unprecedented times. It was possible only due to the faculty members shifting to online and blended learning process. With the lockdown imposed nationwide, University proactively shifted to online classes for all the programmes from April 01 2020. The Faculty started taking online classes through Zoom, Google meet and other online platforms and completed the syllabus of the semester by May 31, 2020. The University completed the assessments and evaluation of all the students by June 07, 2020 and declared results for Undergraduate programme and Post Graduate programme by June 15, 2020.

The Vice Chancellor congratulated the Pro Vice Chancellors, Deans, faculty members and non-teaching staff of the AUD who worked tirelessly during this unprecedented time.

As per the guidelines of the UGC, the University has decided to promote every student in the first and second year in the current semester except for the final year students who have appeared in the assessment process.

All research students registered for MPhil and PhD who were supposed to finish this academic year shall be given extra time as per the UGC Guidelines.

The following **resolutions** were passed:

20.1 Confirmation of the Minutes of the 19thMeeting of the Academic Council held on 09.01.2020

The Council **resolved** to confirm the Minutes of the 19th meeting of the AC held on 09.01.2020.

20.2 Action Taken Report (ATR) on the minutes of the 19th meeting of the Academic Council held on 09.01.2020

The Council **resolved** to note the ATR on the decisions taken in its 19th meeting held on 09.01.2020, vide **(Appendix-1).**

Matters arising from the Action Taken Report (ART) on the Minutes of the 19th Meeting of the Academic Council

The committee constituted by the Vice Chancellor to review and recommend the Hindi and Foreign Languages courses to be offered by the Schools

offering undergraduate programme at Karampura Campus be directed to speed up the process and submit its report to the Vice Chancellor at the earliest. The Academic council further authorized Vice Chancellor to decide on the recommendations accordingly and the matter be placed for ratification before the Academic Council in its next meeting.

20.3 Matters arising out of the Standing Committee on Professional, Vocational and Continuing Education (SCPVCE) as emanating from its 10th, 11th, and 12th meetings held on 22.05.2020, 02.06.2020 and 03.06.2020

The AC took note of the minutes of the 10th, 11th, 12th and 13th Meeting of the Standing Committee on Professional, Vocational and Continuing Education (SCPVCE) held on 22.05.2020, 02.06.2020, 03.06.2020 and 01.07.2020 and its recommendations (**Appendix-2**).

The council resolved to approve the recommendations of SCPVCE on the following:

20.3.1 The concept note and the programme structure of the proposed new programme namely BBA to be offered by the School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

The Council considered and approved the proposal and the concept note for the BBA Programme to be offered by the School of Business, Public Policy and Social Entrepreneurship (SBPPSE) from the Academic Year 2020-21.

The AC noted that the concept note have been prepared after having series of brain storming session conducted by the University with invited expert.

The AC further noted that the programme is CBCS Compliant, Interdisciplinary and will cover domains of Management, Economics, Liberal Studies, and Humanities. The programme will focus on strong orientation on cognitive, emotional and technological skills (as recommended for workers in 2030: World Economic Forum). It will provide a confluence of analytics with Liberal Arts and Humanities in alignment with skills required for Industry 4.0.

The AC further noted that the applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognized Board (with Relaxation in minimum eligibility as being followed in other Undergraduate Programmes) to apply for the BBA Programme. For the academic session 2020-21, the selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects and will not include any vocational subjects as listed by CBSE. Moreover from next academic session 2021-22, the selection in BBA Programme can be on merit through Common entrance examination with stipulation of minimum eligibility of marks in class XII .

The AC also noted that 63 seats will be offered in the BBA programme. The reservation norms of Government of NCT of Delhi will be followed for the admissions.

After due deliberations, the AC **resolved** to approve the concept note, programme structure and the course outlines (**Appendix-3**) of the following courses to be offered in the semester 1 and Semester 2 of BBA programme at SBPPSE :

Semester – I

i. Management Process and Organisational Behaviour
ii. Fundamentals of Accounting
iii. Economic Environment of Business in India
iv. Theatre for Personality Development
v. Environmental Studies
vi. Logic and Mathematical Reasoning

Semester – II

i. Critical Thinking, Innovation and Entrepreneurship
ii. Economics for Managerial Decision Making
iii. Data Analysis and Statistics
iv. Marketing Management
v. Hindi Language (व्यवसायिक हिन्दी)
vi. Business Communication

The AC further directed that the School of Business Public Policy and Social Entrepreneurship (SBPPSE) be advised to define the minimum and maximum credits to be taken by the students.

The Council authorized the Vice Chancellor to define the minimum and maximum credits to be taken by the students in each undergraduate and postgraduate programme offered at AUD.

The AC further resolved that credits to be taken by the students be in equivalence with the UGC norms and at par with the other universities.

20.3.2 The courses to be offered to the 5th Semester students of BA Programme in Law and Politics, SLGC in the monsoon semester 2020

The Council **resolved** to approve the following three courses to be offered to the 5th semester students of BA in Law and Politics, SLGC in the monsoon semester 2020 as recommended by SCPVCE (**Appendix-4**).

i. Core concepts in law
ii. Constitutional Law-II
iii. Themes in India Politics

The AC further **resolved** that credits to be taken by the students be in equivalence with the UGC norms and at par with the other universities.

20.3.3 The programme structure and courses of the new programme namely BVoc Accounting and Finance to be offered by School of Vocational Studies

The Council took note that the programme structure and course outlines for I & II Semesters of the new programme namely BVoc Accounting and Finance to be offered by School of Vocational Studies as recommended by the SCPVCE (**Appendix-5**).

After due deliberations, the AC **resolved** to approve the course outlines of the following semester 1 and semester II course to be offered in the BVoc Accounting and Finance programme, SVS:

i. Introduction to Accounting
ii. Fundamentals of Business Laws
iii. Basics of Business Economics
iv. Internship- Accounts Assistant (I) (related to understanding & process)

Semester – II

i. Basics of Auditing and Assurance
ii. Cost and Management Accounting
iii. Business Mathematics, Logical Reasoning and Statistics
iv. Internship- Accounts Assistant (II)

The AC further resolved that the Eligibility criteria for the BVoc Accounting & Finance be the same as defined by UGC.

20.3.4 The concept note of the proposed MBA Innovation, Entrepreneurship and Venture Development (IEVD) programme to be offered by the School of Business, Public Policy and Social Entrepreneurship

The Council considered and approved the proposal and the concept note for the MBA Innovation, Entrepreneurship and Venture Development (IEVD) Programme to be offered by the School of Business, Public Policy and Social Entrepreneurship (SBPPSE) from the Academic Year 2020-21.

The Council noted that the programme has been conceptualized and designed on the lines of the All India Council for Technical Education (AICTE) guidelines and the National Innovation and Start-up Policy 2019 recommendations that the Entrepreneurship education be imparted to students at curricular/ co-curricular/ extracurricular level through elective/ short term or long-term courses on innovation, entrepreneurship and venture development. The AICTE has introduced two years' full time PGDM / MBA program in Innovation, Entrepreneurship and Venture Development (IEV) 2019, an initiative under the National Student Startup Policy at AICTE and MHRD's Innovation Cell.

The AC further noted that the applicants need to have a Bachelor's degree in any discipline with minimum 50% marks or equivalent grade from a recognized university to be eligible for applying to the programme. Preference

shall be given to candidates having an entrepreneurial aptitude that shall be assessed as part of the admission procedure prescribed by the AICTE norms.

The AC also noted that 44 seats will be offered in the MBA IEVD programme. The reservation norms of Government of NCT of Delhi will be followed for the admissions.

After due deliberations, the AC **resolved** to approve the Concept note, Programme Structure and Course outlines for following Semester I courses of the MBA Innovation, Entrepreneurship and Venture Development (IEVD) programme as recommended by the SCPVCE(**Appendix-6**):

Semester-I

i. Innovation and Business Opportunities (Core - SBP2EV060)
ii. Foundations of Entrepreneurship (Core - SBP2EV061)
iii. Startup Environment in India (Elective - SBP2EV070)
iv. Entrepreneurial Marketing (Core - SBP2EV062)
v. Entrepreneurial Finance (Core - SBP2EV063)
vi. Managerial Economics and Environment in India for Entrepreneurs (Elective SBP2EV071)
vii. Introduction to Problem Identification and Value Proposition Design - Capstone Project I
viii. Introduction to Design Innovation and Business Model Generation- Capstone Project II

The AC further directed that the School of Business Public Policy and Social Entrepreneurship (SBPPSE) be advised to ensure that the programme focuses to enhance the entrepreneurial mindset. The Indian failure case studies rather than success stories of startups with design education failure and Risk taking etc., are one of the components to also be understood as one of the teaching learning component of the programme. The gender issues in the startup and the issues related to SMES may be one of the components of the curriculum.

The AC further authorized the Vice chancellor to approve the minimum and maximum credits to be taken by the students once the same is defined by the School.

20.3.5 The concept note of the proposed Post Graduate Diploma in Social Innovation and Entrepreneurial Leadership (PGDSE) to be offered by the School of Business, Public Policy and Social Entrepreneurship

The AC directed the School of Business, Public Policy and Social Entrepreneurship to review the duration of the programme and that the programme be confined to one year.

The AC further directed that the minimum and maximum credit of the PGDSE programme be as per UGC/AICTE guidelines.

After due deliberations, the AC **resolved** to authorize the Vice Chancellor to approve the concept note of the proposed Post Graduate Diploma in Social Innovation and Entrepreneurial Leadership (PGDSE) once the credits to be offered in the programme is reviewed by SBPPSE. (**Appendix-7**).

20.4 Matters arising out of the Standing Committee Research (SCR) as emanating from its 48th and 49th meeting held on 18.02.2020, 25.02.2020 and 09.06.2020

The AC took note of the minutes of the 48thand 49th meeting of the Standing Committee Research (SCR) held on 18.02.2020, 25.02.2020 and 09.06.2020 (**Appendix-8 &9**). The AC further authorized the Vice chancellor to decide on some of the issues as deliberated and accordingly may be reported in the next meeting of the Academic Council.

20.4.1 The award of MPhil degree to the students of SHS, SoL and SLS as recommended by the SCR

Resolved to approve the recommendations of Standing Committee Research (SCR) for award of MPhil/PHD degree to the following research scholars of SHS, SoL and SLS:

Sl N.	Name / Enrolment No	Programme Name	School	Date of Viva	Date of AES approval (verification)	Date of SCR approved
1	Deepika Pandey **(S164CDP01)**	MPhil in Development Practice	SHS	04.11.2019	18.11.2019	18.02.2020
2	Mohammad Irfan **(S174LCL04)**	MPhil in CLTS	SoL	19.11.2019	11.12.2019	18.02.2020
3	Deepak **(S174LCL03)**	MPhil in CLTS	SoL	19.11.2019	11.12.2019	18.02.2020
4	Shivani Sharma **(S174DMA04)**	MPhil in Mathematics	SLS	16.10.2019	03.01.2020	18.02.2020
5	ShaliniRana **(S174DMA03)**	MPhil in Mathematics	SLS	11.11.2019	03.01.2020	18.02.2020
6	ShwetaDharamdasani **(S154CPS08)**	MPhil in Psychoanalytic Psychotherapy	SHS	13.11.2019	03.01.2020	18.02.2020
7	Monalisha Choudhury **(S154DHS02)**	MPhil in History	SLS	11.11.2019	03.01.2020	18.02.2020
8	AakankshaDcruz **(S174CWG01)**	MPhil in Women's and Gender Studies	SHS	29.11.2019	15.01.2020	18.02.2020
9	Shrutika Lakshmi **(S174CWG09)**	MPhil in Women's and Gender Studies	SHS	29.11.2019	15.01.2020	18.02.2020
10	KanikaTyagi **(S174CWG06)**	MPhil in Women's and Gender Studies	SHS	20.12.2019	17.01.2020	18.02.2020

20.4.2 The AC noted the recommendations in the case of Mr Karan Sachdeva (S135ADS01) PhD student in Development Studies, SDS and case of Ms. Rashmi Bala (S164DHS05), MPhil student I History, School of Liberal Studies and resolved to authorize Vice Chancellor to look into the cases and for decisions accordingly and the same to be informed in next meeting of Academic Council.

20.4.3 The two credit course "Research and Publication Ethics" (RPE) for PhD students

The AC **resolved** to approve the compulsory two credit course "Research and Publication Ethics" for all PhD students following the UGC guidelines vide UGC letter D.O. No. F.1-1/2018(Journal/CARE).

The AC took note that the faculty members who meet the eligibility criteria will be co-opted by the Centre for Research Methods (CRM) for teaching the course. The timing of running the course and number of students in each workshop/ semester be decided by CRM

The AC further resolved to approve that the Centre for Research Methods (CRM), AUD will offer the RPE course in a workshop mode to all PhD students, who are to yet complete their course work as recommended by the Standing Committee Research (SCR)(**Appendix-10**).

20.4.4 The exemption from course work to Ms Alprata Ahuja, Research Scholar, School of Education Studies

The AC **resolved** to approve the proposal to grant exemption for one 2-credit elective course in the second semester to Ms Alprata Ahuja, student of School of Education Studies as the scholar has completed MPhil in Education from the University of Delhi.

20.4.5 The extension to be given to the Research Scholar to complete the programme/course work/defend synopsis

i. **Second extension -** Mr. Anup Kumar Bali (S145GLA01), PhD student in Literary Art Programme to complete the programme (from 28.02.2020 to 27.08.2020).

ii. Ms. Deepanjali Baisoya, MPhil History student be given **one more semester** (i.e. Winter Semester 2020) to complete her course work.

iii. **Second extension** - Mr. Yugank Mishra (S174DHS07), MPhil student in History to complete the programme (Date of Registration - 14.08.2017) from 14.02.2020 to 13.08.2020.

iv. Ms. Bharti, MPhil Mathematics student be given **one more semester** (i.e. Winter Semester 2020) to complete her course work.

v. Ms. Charu Gupta (S175DMA02) PhD Mathematics student be given **extra semester** (after 5th semester) to defend her PhD synopsis presentation.

vi. Request of Ms. Nidhi Pandey (S195DEC05), PhD student in Economics (2019) was accepted for considering Monsoon Semester 2019 as **Zero Semester** on Medical grounds.

vii. **Second extension** - Ms. Sanjana Biswas (S174CDP15) (DoR 18.07.2017) to complete her thesis in MPhil Development Practice from 17.01.2020 to 16.07.2020.

20.4.6 The format of transcript for PhD Scholars exempted from course work

The AC noted the format of transcript for PhD Scholars exempted from course work as recommended by the SCR and authorized Vice Chancellor to decide on the format **(Appendix-11).**

20.4.7 The two new courses for MPhil/PhD Mathematics programmes

The AC **resolved** to approve the two new courses for the coursework for MPhil/PhD Mathematics programme as recommended by the SCR (**Appendix-12**).

i. Discrete Functional Analysis (SLS3MA012) – [Core Course]
ii. Approximation Theory (SLS3MA041) – [Elective Course]

20.4.8 The number of admission seats in the MPhil and PhD programme for the Academic Year 2020-21 (Monsoon Semester 2020)

The Council took note of the total PhD seats on the basis of the existing supervisory capacity of the university. It was further noted that the allocation of seats for each programme will be done on the basis of the supervisory capacity within each programme and at present, total 167 PhD scholars are enrolled in various programmes.

The council resolved and authorized Vice Chancellor to decide and approve the numbers of admission seats in the Research Programmes for the Academic Year 2020-21 (Monsoon Semester 2020) and the same may be placed before Academic Council in its next meeting for information .

20.4.9 The relaxation of requirements for conference presentation for MPhil Scholars, SHS on the verge of submission

The AC took note that UGC has recommended that MPhil students be allowed to submit their thesis, including completion of pending formalities, within six months from the date of expiry of regular prescribed period.

The SCR guidelines for completing the milestones for MPhil/PhD programmes have also given a six months extension to all scholars due for submission between 12th March and 31st December, 2020.

After due deliberation, the AC **resolved** to approve the relaxation of requirements for conference presentation for MPhil Scholars, SHS.

The Council further resolved that the MPhil scholars be encouraged to present in online conferences to complete the requirement for conference presentation. Schools may also encourage various programmes to organise online conferences which enable them to network with the academic community. Presentations in online conferences organised by state/ central universities and academic institutions, be accepted as fulfilling the requirement, if recommended by the RSC of the School.

20.5 Matter arising out of the Standing Committee on Academic Programmes (SCAP) as emanating from its 50th and 51st meeting held on 17.05.2020 and 05.06.2020, 06.06.2020

The AC took note of the minutes (**Appendix-13**) of the 50th Meeting of Standing Committee Academic Programmes (SCAP) held on 17.05.2020 and **resolved** the following:

20.5.1 The English courses being offered by the School of Undergraduate Studies

The AC **resolved** to approve the revised course outlines of the following English courses being offered by the School of Undergraduate Studies **(Appendix-14)** as recommended by Standing Committee Academic Programmes (SCAP) are:

i. The Epic
ii. Modern Movements in European Arts
iii. Greek Drama
iv. Fiction into Film

The AC further directed that the School of Undergraduate Studies be advised to define the minimum and maximum credits to be taken by the students and that the credits to be taken by the students be in equivalence with the UGC norms and at par with the other universities.

20.5.2 The proposed new courses to be offered in BA and MA Programme, School of Global Affairs

After detailed deliberations, the AC **resolved** to approve the following BA and MA new courses to be offered by School of Global Affairs (SGA) (**Appendix-15**):

1. **Core Courses of BA Sustainable Urbanism**
   i. Claims to the City
   ii. Cities and Waste
   iii. Mapping and Visualization 1

2. **Core Courses of BA Global Studies**
   i. Political Economy of Labour and Work
   ii. Political Economy of Global Institutions
   iii. The Age of the Digital Global

3. **Core Courses of BA Social Sciences and Humanities (Literary Humanities)**
   i. Myths, Rumours and Conspiracies
   ii. Ways of Seeing

4. **Elective course for BA programmes**
   i. Business in a Globalised World
   ii. Beginners Chinese 5
   iii. Beginners French 5

5. **Elective courses for MA programmes**
   i. Anthropology of Infectious Diseases
   ii. Contemporary Buddhism

The AC further directed that the School of Global Affairs be advised to define the minimum and maximum credits to be taken by the students and that the credits to be taken by the students be in equivalence with the UGC norms and at par with the other universities.

The AC took note of the minutes of the 51st Meeting of Standing Committee Academic Programmes (SCAP) held on 05.06.2020 and 06.06.2020 (**Appendix-16**).

20.6 The Admission Brochure for the Academic Year 2020-21 following the reservation norms of Govt. of NCT of Delhi

The AC **resolved** to approve the Admission Brochure for the Academic Year 2020-21 (**Appendix-17**).

The AC further **resolved** to approve the implementation of reservation norms of Govt of NCT of Delhi and the norms being followed by other Delhi Government Universities from the Academic Year 2020-2021.

The Council further authorized the Vice Chancellor to approve the implementation of GNCTD reservation norms as notified by the Government from time to time and also for any decision regarding admissions as in conformity with the rules and regulations .

20.7 The Fee Structure for the Academic Year 2020-21

The AC **resolved** to approve that In the light of the current COVID -19 pandemic, the application Fees and Tuition fees for the forthcoming academic session 2020-21 be the same as last academic year.

The AC further **noted** that:

(i) The Tuition Fees for all programmes be charged as consolidated amount per semester.

(ii) In programmes such as B.VOC, with distinct credit requirements determined by external bodies the Tuition Fees be rationalized as equivalent of similar programmes at that level i.e. BA or MA.

(iii) Exercise be carried out for Fees/Credits rationalization in consultation with all schools having similar BA, MA and MPhil programmes.

(iv) Tuition Fees for each cohort to remain unchanged during the entire duration of the programme completion.

(v) The students be allowed to take two extra courses (Maximum 4 Credits each) per semester @ Rs.6000/- for 4 credit course and Rs. 3000/- for 2 credit course.

(vi) Professional programmes Fees should be aligned closely with other similar programmes so as to maintain parity and yet offer benefits of a public university.

(vii) MBA programme to continue having Co-Curricular Activities and Course Material Fees.

(viii) Extra Mural cost of MDes programme be reduced to Rs 5000/- per semester in the light of under-utilisation of the funds collected under this head in the past years.

(ix) The School of Education Studies, School of Development Studies#, School of Human Studies and School of Human Ecology# to have Extra Mural Cost of Rs 2500/- per semester in light of internship, dissertation reimbursement and field visit expenditure incurred by the schools in the past few years.

(x) Reasonable freedom be extended to respective deans of schools to utilize Extra Mural Costs/Industry Interface Costs/Programme Enrichment Costs and such after working out requirements specifically for their programmes transaction based on school/programme specific norms to support activities unique to the programme transactions.

(xi) Funds under EMC, II, PEC etc. be planned for programme requirements based on projected activities and needs and need not be spent in exact amounts every semester.

(xii) Guidelines for Extra Mural Costs/Industry Interface Costs/Programme Enrichment Costs need to be evolved with flexibility and judicious freedom vested with Deans. Such expenses be incurred under intimation/approval from VC based on the norms formulated by each school/programme.

(xiii) Since not all programmes utilize funds under Learning Enhancement, the surplus is used for cross subsidy of other field/projects intensive programmes. While all programmes be encouraged to utilize the funds under Learning Enhancement for field engagement and real life experiences as much as possible, the system of cross subsidy be continued.

(xiv) The payment terms for allowances under "Learning Enhancement" be increased so as to account for inflation and inputs from Deans/faculty based on past experience and emerging requirements.

(xv) The Fees for the certificate programmes offered by the Centre be decided separately based on the fact that Centres need to generate revenue to meet the programme and other related expenses. All fees for Certificate Programmes should be based on revenue surplus model ensuring that overall Fees collected should be at least 60 % higher that expenditure incurred to cover all faculty, support staff, infrastructure, overheads, materials, promotion and other related costs. Such Fees be amortized over Minimum cohort size per programme.

The AC further resolved to authorize Vice Chancellor to decide for the Fees and the same can be placed before the AC in its next meeting for information.

The Fee Structure for Tuition Fees and other charges/costs for various programmes offered by the Schools of AUD for the Academic Year 2020-21 is at **Appendix-18**.

The Minutes of the Standing Committee for reviewing the Fee Structure is at **Appendix-19**.

20.8 The proposal for number of seats to be filled in each programme under Foreign Students (FS) admission quota in the Academic Year 2020-21

The AC **resolved** to approve the Foreign Student (FS) admissions 2020 the other Undergraduate and Postgraduate admissions.

The AC noted that the Academic Council vide its 17th meeting resolved that there be 15% supernumerary quota for Foreign Students in every AUD study programme and vide 18th AC meeting the application fees and tuition scheme were approved as follows:

Application Fees:

Countries category of applicant	Programme	Application Fee
SAARC Countries/Tibetans	Any two programmes	Equiv. USD 100
Non- SAARC Countries	Any two programmes	Equiv. USD 200

Annual Programme Tuition:

Countries	Programme	Annual Fee
SAARC Countries/Tibetians	BA &B.Voc	Equiv. USD 900
	MA & MPhil/PhD	Equiv. USD 1200
Non- SAARC Countries	BA &B.Voc	Equiv. USD 1500
	MA & MPhil/PhD	Equiv. USD 2000

Tuition for all Foreign Students admitted to the MBA programme (SBPPSE) shall be Equiv. USD 3000 per year.

FS basic tuition in all programmes shall be paid once per academic year, during the initial registration phase (not at the beginning of each semester)

The council noted that the Foreign Student admission rules, procedures and student fees (application fees, programme tuition) shall be the same as approved in 2019.

It further noted that the numbers of seats to be filled in each programme under FS admission quota are:

Programme	Total 'regular seats' in each stream	FS quota for the programme
BA	35	5
BA	50	7
BVoc	32	5
MA (except MDes and SCCE)	42	6

Programme	Total 'regular seats' in each stream	FS quota for the programme
MDes	24	4
MA SCCE	14	2
MA SCCE	10	2

The schedule of FS seats for research programmes (MPhil & PhD) as recommended by the Standing Committee Research of the AC is as under:

SCR recommended the number of admission seats for Foreign Students to the Research Programmes in the Academic Year 2020-21 as per the following:

The AC took note that some MPhil and PhD programmes do not admit new students every year, so there would be no 2020 FS intake in some programmes. Moreover, FS seats available in some MPhil and PhD programmes would be less than 15% of the regular quotas due to recognition of programme supervisory capacities per AUD regulations.

20.9 The list of existing faculty members supervising PhD Research

The Item was withdrawn and shall be placed before the Academic Council in its next meeting.

20.10 **Resolved** to ratify the decision taken by the Vice Chancellor in approving the guidelines for Completing Milestones for MPhil/PhD Programmes in the light of the UGC Committee's report on Examinations and Academic Calendar in view of the COVID-19 Pandemic and Subsequent Lockdown as recommended by SCR (**Appendix-20**).

20.11 The AC took **note** of the guidelines pertaining to Research Ethics (**Appendix-21**).

20.12 The AC took note of the Six-monthly work-in-progress report, synopsis approval, course work completion, changes/correction in Supervisor and formation of RAC of the scholars, as recommended by SCR and approved by the Vice Chancellor (**Appendix-22**).

20.13 The AC took **note** of the admission of Ms. W. Neetha Subhashini Senevirathna, an international student in PhD Hindi Programme on 04.01.2020.

20.14 The AC took **note** of the PhD thesis submission of Mr. M. Ojit Singh, scholar of SHE on 28/11/2019.

20.15 The AC took **note** of the re-registration of Mr Abhishek Kukreja, PhD Film Studies scholar as per the following details:

Enrolment Number	Student Name	Date of Registration	Date of Deregistration	Date of re-registration
S145ADS01	Abhishek Kukreja	29.08.2014	01.01.2019	01.06.2020

20.16 The AC took **note** of the revised composition of Research Studies Committee (RSC) of School of Education Studies (SES) is as under:

i. Dr Sunita Singh, Dean (Officiating)
ii. Dr Anandini Dar, SES
iii. Dr Gunjan Sharma, SES
iv. Dr Monimalika Day, SES
v. Dr Shivani Nag, SES
vi. Dr Manasi Thapliyal, SES
vii. Dr Yogesh Snehi, SLS
viii. Dr Shubhra Nagalia, SHS
ix. Dr Manish Jain (Convenor & PhD programme coordinator)

20.17 The AC took **note** that the license of the Turnitin software anti-plagiarism tool has been renewed for further one year i.e. upto 08.06.2021 on the recommendations of the technical committee.

20.18 The AC took **note** of the revised Academic Calendar and Guidelines for Assessment, Evaluation and Student Progression to complete the requirement for Winter Semester 2020 **Appendix-23**.

The meeting ended with a vote of thanks.

(Dr Nitin Malik)
Registrar

Appendix-1

Resol. No. 2/AC(20)/ 10.07.2020

To note the Action Taken Report (ATR) on the Minutes of the 19th Meeting of the Academic Council held on 09 January 2020

Resol. No.	Decision	Action Taken
19.1	Resolved to confirm the Minutes of the 18th Meeting of the AC held on 25.07.2019	Recorded
19.2	Resolved to note the ATR on the decisions taken in its 18th meeting held on 25.07.2019	Recorded
19.3	The AC took note that the Section 6(32) of the Dr. B.R. Ambedkar Vishwavidyalaya Act, 2007 provides for prescribing Code of Discipline for the students as under: *"Section 6 – Powers of the University* *The University shall have the powers, namely –* *(32) to prescribe a Code of Ethics for the teachers, Code of Conduct for other employees and* ***Code of Discipline for the students****"* The Council **resolved** to approve the revised Code of Discipline for the Students with the following amendment: (i) Under General Rules a point be added that the Students shall abide and uphold the Constitution and respect its ideals and institutions. (ii) Under Harassment, Caste based harassment and Mental and Physical/Disability be included. (iii) Under other Prohibited Activities, instead of authorization of Dean/Competent Authority it be after informing the Dean and Director/OSD of the Campus.	Recorded and Implemented
19.4	The AC considered the list of external experts from which the members of the Selection Committees for Director, Associate Director and Assistant Director Physical Education/ sports will be shortlisted. The AC resolved to approve the confidential list.	Recorded
19.5	Recommendations of the Standing Committee Research (SCR)	
19.5.1	The Council took note that the proposed MPhil Programme in Disability Studies is an interdisciplinary area of scholarship that analyses disability from the perspective of humanities and social sciences. Historically it has political and intellectual roots in the disability rights movements that started in the USA and UK in the mid-20thcentury. DS emerged as a growing area of academic research and professional education since the 1970s. More researches in the area are needed to help establish DS as a Discipline.	Recorded for Implementation

Resol. No.	Decision	Action Taken
	The AC further noted that the aim of the MPhil programme in DS is to create informed practitioners in the field of DS across various domains. Scholars will be able to undertake various kinds of employments as educators, curriculum developers, counsellors, NGO programme managers, professionals. As of now, institutions such as TISS, NALSAR, University of Delhi, JNU, and IGNOU have initiated academic programmes in DS. The programme shall have 36 credits spread across four semesters. The coursework will consist of the following courses: introducing DS as a discipline, research methods, fieldwork, and guided readings. After deliberation, the AC resolved to approve the MPhil programme in Disability Studies. The AC further directed that programme be reconfigured as PhD Programme as under the draft National Education Policy, MPhil programme is likely to be discontinued.	
19.6	The AC took note of the minutes of the Meeting of Standing Committee Professional, Vocational and Continuing Education Programmes (SCPVCE) held on 20.12.2019 and resolved the following:	Noted
19.6.1	After due deliberations, the AC resolved to approve the course outlines of the following new courses to be offered in the three verticals of the BVoc programme at SVS are as under: **(I) Retail Management** i. Retail Marketing (SVS1RM601) ii. People and Process Management (SVS1RM602) iii. Industrial Internship for the Job Role of Retail Store Manager-2 (minimum 30 days mandatory) (SVS1RM603) iv. Field Based Project Study (SVS1RM604) **(II) Tourism and Hospitality** i. Industrial Training & Project (SVS1TH601) **(III) Early Childhood Centre Management and Entrepreneurship** i. Management of a Childcare Centre (SVS1EC601) ii. Financial Management in a Childcare Centre (SVS1EC602) iii. Mentoring in a Childcare Centre (SVS1EC603) iv. Project (SVS1EC604) v. Internship (SVS1EC605) The AC further directed that the School of Vocational Studies be advised to prepare the graduate attributes and programme outcomes.	Recorded and Implemented
19.6.2	The AC resolved to approve the course outlines of the following new BA and revised MA Dissertation course to be offered by the School of Law, Governance and Citizenship (SLGC): **(I) BA Course** i) Constitutional Law-I	Recorded and Implemented

Resol. No.	Decision	Action Taken
	(II) MA Course i) MA Dissertation	
19.6.3	After due deliberation, the AC resolved to approve the course outlines of the following three Continuing Professional Development Education CPD/MA Education/MA Education (ECCE) (Elective) Coursesand four MA Education Elective Courses to be offered by School of Education Studies (SES): **(I) Three Continuing Professional Development Education CPD/MA Education (Elective) Courses** i) Instruction in Middle and Secondary School Algebra and Geometry ii) Science Education: Critical approaches to Curriculum and Pedagogy iii) Education, Vulnerability and Sustainable Development **(II) Four MA Education Electives Courses:** i) Perspectives in Education ii) Mapping Education Studies iii) Critical Literacy iv) Education and Social Mobility	Recorded and Implemented
19.7	The AC took note of the minutes of the 45th Meeting of Standing Committee Academic Programmes (SCAP) held on 14.05.2019 and resolved the following:	Noted
19.7.1	The AC resolved to approve the course outline of BA Psychology course titled 'Experiments in Psychology' with the following suggestion: (i) The course be titled "Experimenting Psychology" instead of Experiments in Psychology.	Recorded and Implemented
19.7.2	The AC resolved to approve the course outline of the revised version of the existing course 'Caste and Indian Modernity' with new title 'Caste and Modernity in Colonial India'.	Recorded and Implemented
19.8	The AC took note of the Minutes of the meeting of Standing Committee Academic Programmes (SCAP) held on 03.09.2019 and resolved the following:	Noted
19.8.1	The AC took note that the 17th Meeting of the Academic Council held on 16.05.2019 had approved a three month Certificate Programme in Teaching English to Speakers of Indian Languages' (CTESIL) to be offered by the Centre for English Language Education (CELE). The programme was offered on a pilot basis from the end of September till end of December 2018. On the completion of the programme an internal and external review was	Recorded

Resol. No.	Decision	Action Taken
	carried out by the Centre. Accordingly, after the review programme has been revised. The Council resolved to approve the revised course outlines of the following course to be offered as part of the Certificate programme by the Centre for English Language Education (CELE): i) Contexts of English Language Education in India ii) Teaching and Learning in Action iii) English for Teaching English iv) Practice Teaching and Project	
19.9	The AC took note of the Minutes of the meeting of Standing Committee Academic Programmes (SCAP) held on 11.12.2019, 17.12.2019 and 19.12.2019 and resolved the following:	Noted
19.9.1	The Academic Council resolved to approve the course outlines of the following BA and MA new courses to be offered by School of Global Affairs (SGA): **(I) BA Global Studies : Core Courses** i) Beginners Level – Chinese Language (Level-4) ii) French IV – French Language (Level-4) **(II) BA Sustainable Urbanism: Core Courses** i) Housing and Society ii) Knowing the City **(III) BA Programmes: Elective Courses** i) Literary & Cultural Dialogues in Latin America ii) Understanding Global Processes in Northeast India iii) Urban Rural Linkages iv) Introduction to East Asia **(IV) MA Global Studies: Elective Courses** i) After Forced Migration I: Reparations & Restitution ii) After Forced Migration II: Repatriation & Resettlement iii) Global Islam: Networks and Connectivities **(V) MA Urban Studies: Core Courses** i) MA Dissertation ii) Writing Seminar iii) Internship **(VI) MA Global Studies: Core Courses** i) MA Dissertation ii) Capstone Workshop iii) Guided Research Project	Recorded and Implemented
19.9.2	After due deliberation, the AC resolved to approve the course outlines of the following new courses to be offered in MA Development Studies, School of Development Studies (SDS): i) Reading and Understanding Ambedkar ii) Prejudice and Politics: Perception and Manifestation iii) Migration and Development in South Asia	Recorded and Implemented

Resol. No.	Decision	Action Taken
	The AC further resolved to approve the revised course outline of 'Entrepreneurship and Development' course to be offered in MA Development Studies.	
19.9.3	The Academic Council resolved to approve the course outlines of the following new courses offered by the School of Culture and Creative Expressions (SCCE) to BA students of School of Undergraduate Studies (SUS) during the 4th and 6th Semester: i) Basics of Performance Making (Elective, four credits) ii) Introduction to Dance Movement Analysis (Elective, four credits) The AC appreciated the system of offering Elective course to the BA Students by various Schools. The four courses of BA Honours (English) were presented for ex-post facto approval. The AC noted that for various reasons including the unavailability of the course coordinator, great rush, and paucity of time, these courses could not be placed before AC for approval earlier. All the courses have been discussed in the Board of Studies of the SUS and the suggestions of the Board were incorporated. After due deliberations, the AC resolved to approve ex-post facto, the course outlines of the following **BA (English) Honours** courses: i) Mahabharata and its Modern Renderings in Fiction Drama and Films (Elective, four credits) ii) Literary Translation in Contemporary India (Elective, four credits) iii) Understanding Cinema: An Introduction (Elective, four credits) iv) Literatures of the Renaissance (Elective, four credits)	Recorded and Implemented Recorded and Implemented
19.9.4	After due deliberation, the AC resolved to approve the concept note for the proposed new MA programme in Hindi to be launched from the Academic Year 2020. The Council took note that the proposed MA programme in Hindi will follow a comparative, interdisciplinary and experimental approach. It seeks to establish an academic alignment with other such programmes of the University, masters in Hindi in other universities, and the UGC's guidelines. One objective of the programme is to develop both the social and the aesthetic sensibilities among the students. It would also endeavor to promote creative imaginative capacities among students. The programme will create some openings towards other official languages of Delhi such as Urdu and Punjabi. Apart from a critical study of Hindi literature, the programme will also incorporate the literary traditions of other Indian languages and speech forms. The main focus will also be on the interrelations among teaching, research and social concerns. Apart from developing their literary knowledge, the programme also seeks to develop various skills and specialties	Recorded for Implementation

Resol. No.	Decision	Action Taken
	among students. The programme will pay special attention to processes of social change and movements and the ways in which they relate to literature. In other words, the programme will focus on the dialogical relationship between social movements and literary articulations. The programme intends to prepare and train students who would be both trained with employable skills as well as be socially sensitive. The programme will be of two years duration and will have 64 credits. It will comprise eight core courses of 32 credits. The students will earn remaining 32 credits from elective courses and a Dissertation of eight credits. The students will have the option of choosing up to eight credits from other programmes. The AC **resolved** to approve the course outlines of the following 6 Courses to be offered in the proposed new MA Programme in Hindi in the 1st Semester: i) हिंदी साहित्य का इतिहास **(4 credit- core)** ii) आदिकालीन, भक्तिकालीन व रीतिकालीन कविता **(4 credit- core)** iii) हिंदी, उर्दू और हिंदुस्तानी **(4 credit- elective)** iv) लोक साहित्य **(4 credit- elective)** v) रचनात्मक लेखन **(4 credit- elective)** vi) जनसंचार की अवधारणा और विकास **(4 credit- elective)**	
19.10	The AC took note of the Minutes of the Standing Committee for Professional, Vocational and Continuing Education (SCPVCE) held on 31.07.2019 and resolved the following:	Noted
19.10.1	Resolved to ratify the decision taken by the Vice Chancellor in approving the GEC Course titled 'Ethics in Business Practice' offered by School of Vocational Studies.	Recorded
19.11	The AC took note of the Minutes of the Standing Committee Professional, Vocational and Continuing Education Programmes (SCPVCE) held on 15.10.2019 and resolved the following:	Noted
19.11.1	Resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE) for approving the following course outlines of General Education Component (GEC) for the 6th semester of School of Vocational Studies: a) Life Competencies for Sustainable Employability (LCSE): Expert Level (SVS1FC611) b) Business Communication Skills 2 (SVS1FC601) c) Advance Computer Application (SVS1FC634) d) Design Thinking (SVS1FC633) e) Understanding Organization & its Culture (SVS1FC631)	Recorded

<table>
<tr><th>Resol. No.</th><th>Decision</th><th>Action Taken</th></tr>
<tr><td></td><td>f) Understanding Corporate Social Responsibility (CSR) (SVS1FC632)
g) Developing Soft Skills (SVS1FC635)</td><td></td></tr>
<tr><td>19.12</td><td>The AC took note of the Minutes of the Standing Committee Research (SCR) held on 04.09.2019, 24.09.2019 and 29.11.2019.</td><td>Noted</td></tr>
<tr><td>19.12.1</td><td>Resolved to ratify the decision taken by the Vice chancellor in approving the following:
i) Inclusion of 16 credits for the MPhil Mathematics approved by the Vice Chancellor on the recommendations of Standing Committee Research.
ii) A clarifying statement be issued in respect of the MPhil/PhD Mathematics programme mentioning that the Research Methodology course of MPhil/PhD course work is worth 02 credits and the other 4 core courses (2 credits each) cover research methods such as quantitative methods, computer application, research ethics and review of published research in the relevant field i.e., broadly the 4 core courses have been incorporated as part of the programme pedagogy. The 02 credits of the above course contribute further towards research methodology.</td><td>Recorded</td></tr>
<tr><td>19.12.2</td><td>Resolved to ratify the decision taken by the Vice Chancellor in approving the extension/de-registration/re-registration and de-enrolment of the following MPhil/PhD Scholars:
<table>
<tr><th>Sl. No.</th><th>Name of Student & Enrolment No.</th><th>Name of the Programme</th><th>Date of Registration</th><th>Decision</th></tr>
<tr><td>1.</td><td>Prasenjeet Kumar S174DHS01</td><td>MPhil History</td><td>22.08.2017</td><td>De-enrolment</td></tr>
<tr><td>2.</td><td>Yugank Mishra S174DHS07</td><td>MPhil History</td><td>14.08.2017</td><td>Extension 14.08.2019 to 13.02.2020</td></tr>
<tr><td>3.</td><td>Deepshikha Chatterjee S174DMA1</td><td>MPhil Mathematics</td><td>03.08.2017</td><td>Extension</td></tr>
<tr><td>4.</td><td>Suman Yadav S174DMA01</td><td>MPhil History</td><td>24.08.2017</td><td>Extension</td></tr>
<tr><td>5.</td><td>Karan Sachdeva S135ADS01</td><td>PhD Development Studies</td><td>29.08.2013</td><td>Extension 31.08.2019 to 29.02.2020</td></tr>
<tr><td>6.</td><td>Nitin Kumar Mishra S135ADS04</td><td>PhD Development Studies</td><td>30/08/2013</td><td>De-enrolment</td></tr>
<tr><td>7.</td><td>Ridhi Anupriya Tirkey S174CWG07</td><td>MPhil WGS</td><td>28/07/2017</td><td>Extension 28-07-2019 to 27-01-2020</td></tr>
<tr><td>8.</td><td>Sanjana Biswas S174CDP15</td><td>MPhil Development Practice</td><td>17/07/2017</td><td>Extension 17/07/2019 to 16-01-2020</td></tr>
<tr><td>9.</td><td>Premalatha S174CDP13</td><td>MPhil Development Practice</td><td>18/07/2017</td><td>Extension 18-07-2019 to 17-01-2020</td></tr>
</table></td><td>Recorded</td></tr>
</table>

Resol. No.	Decision	Action Taken

10.	John Bonion Nayak S154CDP08	MPhil Development Practice	1/8/2015	Re-registration	
11.	Anchal Dhiman S165BED01	PhD Human Ecology	31/8/2016	Extension for synopsis defence	
12.	Sonam Mahalwal S165BED02	PhD Human Ecology	1/9/2016	Extension for synopsis defence	
13.	Syed Shoaib Ali S165BED03	PhD Human Ecology	01/9/2016	Extension for synopsis defence	
14.	Rashmi Bala S164DHS05	MPhil History	19/8/2016	Extension 19.08.2019 to 18.02.2020	
15.	Anup Kumar Bali S145GLA01	PhD Literary Art	29/8/2014	Extension 28.08.2019 to 27.02.2020	
16.	Vikas Singh S175CWG06	PhD Psychology	07.12.2016	De-registration 20.11.2019	

19.12.3 Resolved to ratify the decision taken by the Vice Chancellor in approving the recommendation of Standing Committee Research (SCR) for extension of three months to Mr. M. Ojit Singh (S135BED02), PhD Human Ecology to facilitate completion of his PhD programme. — Recorded

19.12.4 Resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of Standing Committee Research (SCR) for award of MPhil/PhD degree to the following research scholars: — Recorded

Name	Programme Name and School	Date of Viva	Date of AES approval (verification)	Date of SCR approved
Ms. Roseline George S124CDP20	MPhil in Development Practice, SHS	18.02.19	06.06.19	04.09.19
Ms. Garima S164CWG04	MPhil in Women's and Gender Studies, SHS	30.05.19	13.06.19	04.09.19
Ms. Grace Tungoe S144CDP12	MPhil in Development Practice, SHS	29.05.19	13.06.19	04.09.19
Mr. Arpit Gaind S154CDP04	MPhil in Development Practice, SHS	04.04.19	13.06.19	04.09.19
Ms. Preeti S154DHI03	MPhil in Hindi, SLS	26.04.19	13.06.19	04.09.19
Mr. Abhishek Kumar S164CWG01	MPhil in Women's and Gender Studies, SHS	20.05.19	13.06.19	04.09.19
Ms. Raphaele Ng Tock Mine S124CDP24	MPhil in Development Practice, SHS	27.03.19	09.08.19	04.09.19

Resol. No.	Decision					Action Taken
	Mr. Himalaya Ahuja S164CDP04	MPhil in Development Practice, SHS	25.02.19	17.07.19	04.09.19	
	Mr. Sanjeev Kumar S164CDP14	MPhil in Development Practice, SHS	26.03.19	17.07.19	04.09.19	
	Ms. Latika Vashist S135CWG02	PhD in Women's and Gender Studies, SHS	09.04.19	20.08.19	04.09.19	
	Mr. Abdul Rahman K.C S135CWG01	PhD in Women's and Gender Studies, SHS	13.05.19	20.08.19	04.09.19	
	Ms. Sutanwi Chaterjee S154DHS06	MPhil in History, SLS	26.07.19	06.09.19	24.09.19	
	Ms. Shrobona Banerjee S154DHS05	MPhil in History, SLS	02.08.19	16.09.19	24.09.19	
	Ms. Harleen Kaur S164DHS01	MPhil in History, SLS	07.08.19	06.09.19	24.09.19	
	Mr. Naresh Kumar S154DHS03	MPhil in History, SLS	23.08.19	06.09.19	24.09.19	
	Mr. Achuta Nand Mishra S165DHI01	PhD in Hindi, SLS	24.07.19	24.09.19	24.09.19	
	Ms. Ambika Singh S154CPS01	MPhil in Psychoanalytic Psychotherapy, SHS	29.04.19	25.09.19	04.11.19	
	Ms. Chandrika Das S154DHS01	MPhil in History, SLS	03.09.19	07.10.19	04.11.19	
	Ms. Ragini Sankrit S135DHI01	PhD in Hindi, SoL	27.09.19	15.10.19	04.11.19	
	Mr. Bijendra Singh S124CDP04	MPhil in Development Practice, SHS	25.02.19	31.10.19	04.11.19	
	Mr. Mahendra Prajapati S145DHI02	PhD in Hindi, SoL	21.10.19	24.10.19	04.11.19	
	Mr. Anant Vijay Paliwal S145DHI03	PhD in Hindi, SoL	16.10.19	24.10.19	04.11.19	
	Ms. Nikita Jain S145DHI04	PhD in Hindi, SoL	22.10.19	30.10.19	04.11.19	
	Ms. Anasuya Sreedhar S165CWG07	PhD in Women's and Gender Studies, SHS	01.10.19	14.11.19	18.11.19	
	Ms. Anubha Sinha S154CDP01	MPhil in Development Practice, SHS	06.11.18	14.11.19	18.11.19	

Resol. No.	Decision	Action Taken
	Ms. Ashmeet Kaur Bilkhu S154CWG03 | MPhil in Women's and Gender Studies, SHS | 04.11.19 | 18.11.19 | 18.11.19 Ms. Sunita S145DHI06 | PhD in Hindi, SoL | 13.11.19 | 18.11.19 | 18.11.19	
19.13	The AC took note of the revised composition of Research Studies Committee (RSC) of the School of Liberal Studies (SLS), School of Human Studies (SHS), School of Human Ecology (SHE) and School of Letters (SoL). (a) School of Liberal Studies (SLS): Prof. Dhirendra Datt Dangwal, Dean SLS - Chairperson Prof. Krishna Menon, SHS - Member Dr. Urfat Anjem Mir, SLS - Member Dr. Shailaja Menon, SLS - Member Dr. Balchand Prajapati, SLS - Member Dr. Taposik Banerjee, SLS - Convenor (b) School of Human Studies (SHS) Prof. Krishna Menon, Dean, SHS - Chairperson Prof. Suchitra Balasubramanian, SDes - Member Dr. Seema Kazi (CWDS representative) - Member Dr. Parijat Ghosh (CDP representative) - Member Prof. Anita Ghai, SHS - Member Prof. Rachana Johri, SHS - Member Dr. Bindu KC, SHS - Member Prof. Anup Dhar, CDP - Member Ms. Neetu Sarin, SHS - Member Dr. Lovitoli Jimo, SHS - Convenor (c) School of Human Ecology(SHE) Dr. Suresh Babu, Dean (SHE) - Chairperson Prof. Asmita Kabra, SHE - Member Dr. Pulak Das, SHE - Member Prof. Suchitra Balasubrahmanyan, SDes - Member Dr. Budhaditya Das, SHE - Member Dr. Oinam Hemlata Devi, SHE - Convenor (d) School of Letters (SoL) Prof. Radha Chakravarty, Dean SoL - Chairperson Prof. Bodh Prakash, SoL - Member Prof. Satyaketu Sankrit, SoL - Member Prof. Denys P. Leighton, SLS - Member Dr. Rachna Chaudhari, SHS - Member Dr. Shad Naved, SoL - Convenor	Noted
19.14	The AC took note of the change and creation of Research Advisory Committee (RAC), Title of synopsis and Completion of course work of the MPhil/PhD Scholars as recommended by the Standing Committee Research (SCR)	Noted

<table>
<tr><th>Resol. No.</th><th>Decision</th><th>Action Taken</th></tr>
<tr><td></td><td>
i) PhD Development Studies, School of Development Studies Approval of PhD Synopsis:
<table>
<tr><td>Name/ Enrolment No.</td><td>Date of Registration</td><td>Topic</td><td>Date of synopsis approval</td></tr>
<tr><td>Tasha Aggarwal S175ADS02</td><td>17.08.2017</td><td>Marriage Migration: A Study of Female Emigrants form India</td><td>19.08.19</td></tr>
<tr><td>Joshodhara Borthakur S175ADS03</td><td>17.08.2017</td><td>Indigenous Narratives on Land, Autonomy and Development with Karbi Anglongasa Case Study</td><td>19.08.19</td></tr>
</table>
ii) PhD Women's & Gender Studies, School of Human Studies
<table>
<tr><td>Name/ Enrolment No.</td><td>Date of Registration</td><td>Topic</td><td>Date of synopsis approval</td></tr>
<tr><td>Vikas Singh S175CWG06</td><td>07.12.2016</td><td>Gendered Aspirations: An Ethnographic Study of an Ancillary Film Training Institute in Noida, UP</td><td>–</td></tr>
</table>
iii) MPhil Women's & Gender Studies, School of Human Studies
<table>
<tr><th>Name/ Enrolment No.</th><th>SCR accepted Title</th><th>Request for Change of Title</th><th>Reasons</th></tr>
<tr><td>Sreejitha P.V. S154CWG10</td><td>Subjecthood in Kamala Surayya</td><td>Travelling Consciousness and Emerging Subjectivities: A Psychoanalytic Feminist Reading of Kamala Surayya</td><td>Changes in ideas from the time of submission of synopsis.</td></tr>
<tr><td>Aakanksha D'cruz S174CWG01</td><td>Girlhood, Convent Education and Disciplinary Mechanisms: A Case Study of Convent of Jesus and Mary School, New Delhi</td><td>Girlhood & Discipline in Schools: Case Study of a Convent School in Delhi</td><td>Did not want the name of the school to be visible in title</td></tr>
</table>
</td><td></td></tr>
<tr><td>19.15</td><td>
The AC took note of the change of PhD Supervisor and reconstitution of RAC for Research Scholars

School of Culture and Creative Expression (SCCE)
<table>
<tr><th>Name & Enrolment No.</th><th>New Supervisor</th><th>New RAC</th></tr>
<tr><td>Anup Kumar Bali S145GLA01</td><td>Prof. Gopalji Pradhan</td><td>Prof. Gopalji Pradhan; Dr. Akhil Katyal</td></tr>
</table>
</td><td>Noted</td></tr>
</table>

Resol. No.	Decision	Action Taken

i) **MPhil CLTS, School of Letters (SoL)**

Name & Enrolment No.	Date of Enrolment	RAC (Supervisor first)
Gaurav Kumar S184LCL01	09.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Tanuja Kothiyal (SLS)
Minu Mathew S184LCL02	20.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Krishna Menon (SHS)
Shayantani Das S184LCL03	09.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Rukmini Sen (SLS)
Sunhaiblzhar S184LCL04	09.08.2018	Dr. Shad Naved Prof. Radha Chakravarty, Prof. Salil Misra (SLS)

ii) **PhD English, School of Letters (SoL) – 2018 Batch**

PhD Scholar (2018 Batch)	Supervisor	RAC members
Sangeeta Jawla (S185LEN08)	Dr. Amit Singh	Dr. Diamond Oberoi Vahali, Dr. Lovitoli Jimo
Shivani Bhatt (S185LEN09)	Dr. Diamond Oberoi Vahali	Dr. Amit Singh, Dr. Oninam Hemlata
Dimpy Lochav (S185LEN03)	Dr. Sanju Thomas	Prof Radha Chakravarty, Dr. Mrityunjay Tripathi
RuchitaMachal (S185LEN07)	Dr. Vikram Thakur	To be decided
Archa Bhatnagar (S185LEN01)	Dr. UshaMudiganti	Prof. Honey Oberoi Vahali and Dr. Diamond Oberoi Vahali
Mr. Hemchandra Nameirakpam S175LEN03	Dr. Amit Singh	Dr. Kopal Ahlawat, Dr. Santosh Singh, SGA
Ms. Ruchita Machal S185LEN07	Dr. Vikram Thakur	Dr. Sanju Thomas, Dr. Shad Naved, SoL

iii) **MPhil Hindi, School of Letters (SoL)**

Scholars Name Enrollment No	Supervisor	RAC members
Urwashi Kumari (S184LHI08)	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit (Member) Dr. Vaibhav (SUS AUD Member)
Tej Pratap Yadav (S184LHI07)	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit (Member) Dr. Awadhesh Tripathi (SUS AUD Member)
Salman (S184LHI06)	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit (Member) Dr. Bajrang Bihari Tiwari (Member, Deshbandu College DU)
Nikki Kumari (S184LHI04)	Prof. Satyaketu Sankrit	Prof. Gopalji Pradhan (Member) Dr. Darshan Pandey (Member, Shivaji College, DU)
Babita Yadav (S184LHI02)	Prof. Satyaketu Sankrit	Prof. Gopalji Pradhan(Member) Dr. Mala Misra (Member, Aditi Mahavidyalaya, DU)

Resol. No.	Decision	Action Taken

Ankit Dubey (S184LHI01)	Prof. Satyaketu Sankrit	Prof. Gopalji Pradhan (Member) Dr. Vikas Kumar (Member, SJK College Kalanaur, MD University Rohtak)

iv) PhD Development Studies, School of Development Studies (SDS)

Name/ Enrolment No.	Date of Enrolment	Supervisor	RAC Member 1	RAC Member 2	RAC Member 3
Aakansha Gautam S185ADS01	02.08.18	Dr Moggallan Bharti	Dr Nandini Nayak, SDS	Dr Teena Anil, SGA	NA
Anurani S185ADS02	02.08.18	Dr Nandini Nayak	Prof Babu P Remesh, SDS	Prof Sumangala Damodara, SDS	Prof Deepita Chakravart, SDS
Bhubaneshwari Subramanian S185ADS03	03.08.18	Dr Anirban Sengupta, SDS	Dr Manish Jain, SES	Dr Nandini Nayak	NA
Rahul Yaduka S185ADS05	02.08.18	Dr Ivy Dhar, SDS	Dr Moggallan Bharti , SDS	Dr Abhay Kumar, NCERT	NA

v) PhD Management, School of Business Public Policy and Social Entrepreneurship (SBPPSE)

Name	Date of enrolment	Supervisor	RAC Member 1	RAC Member 2
Diwakar Singh S185F0001	13.08.18	Dr. Richa Awasthy SBPPSE	Dr. Nidhi Kaicker	Prof Rajen Gupta (Retired Prof. MDI Gurgaon)
Richa Kathuria S185F0005	10.08.18	Dr. Richa Awasthy SBPPSE	Dr. Nidhi Kaicker	Prof Tanuja Sharma (MDI Gurgaon)
Neha Malhotra S185F0002	10.08.18	Prof Kartik Dave, SBPPSE ,	Dr. Kritika Mathur	Dr.Priyasha Kaul, SLS
Shilpy Malhotra S185F0006	09.08.18	Dr.Kanwal Anil, SBPPSE	Dr. Valentina Kancharla, SBPPSE	Prof Babu P. Remesh, SDS
Varun Sharma S185F0007	10.08.18	Dr.Kanwal Anil, SBPPSE ,	Prof Sharique Farooqui (Co-supervisor)	Dr. Saibal Paul, Associate Director, Sadhan
Preeti Dabar S185F0003	13.08.18	Dr. Valentina Kancharla, SBPPSE	Dr. Kanwal Anil, SBPPSE	Dr. Dipa Sinha , SLS

Resol. No.	Decision	Action Taken

vi) **MPhil/ PhD Students, School of Liberal Studies (SLS)**

Name/ Enrolment/ Programme	Date of Enrolment	Supervisor	RAC Member 1	RAC Member 2	RAC Member 3
Abhik Bhattacharya (S185DSC01) PhD Sociology	13.08.18	Dr Urfat Anjem Mir, SLS	Dr Frahana Ibrahim, School of Humanities, IIT Delhi	Dr Bidhan Chandra Dash, SLS	NA
Manas Raturi (S185DSC02) PhD Sociology	13.08.18	Dr Rinju Rasaily SLS	Prof. Harish Narian Das, Centre for Study of Social Systems, JNU	Dr Urfat Anjem Mir, SLS	NA
Priya Darshini (S185DSC03) PhD Sociology	14.08.18	Dr Niharika Banerjea,	Dr. Anandini Dar SES, AUD	Dr Urfat Anjem Mir, SLS	NA
Ratna Bharati Bhamidipati (S185DSC04) PhD Sociology	13.08.18	Dr Priyasha Kaul, SLS	Dr Santosh Kumar Singh, Associate Professor, SGA	Dr Yogesh Snehi , SLS	NA
Yaminie Sharma (S185DSC05) PhD Sociology	10.08.18	Dr Preeti Sampat	Dr Ngoru Nixon, SLGC, AUD	Dr Bidhan Chandra Dash, SLS	NA
Anandita Sharma (S185DEC01) PhD Economics	01.08.18	Dr Dipa Sinha	Dr Samik Chowdhury SGA	Dr Jyotirmoy Bhattacharya	NA
Mansi Mehta (S185DEC04) PhD Economics	01.08.18	Dr Dipa Sinha	Dr Deepita Chakravarty, SDS	Dr Arindam Banerjee, SLS	NA
Shivani Yadav (S185DEC06) PhD Economics	01.08.18	Dr Krishna Ram	Dr Anirban Biswas	Dr Dipa Sinha, SLS	NA

Resol. No.	Decision						Action Taken
	Divya Sharma (S185DEC03) PhD Economics	01.08.18	Dr Jyotirmoy Bhattacharya	Dr. Parag Waknis, SLS	Dr Arindam Banerjee, SLS	NA	
	Kavita Samant (S184DMA03) MPhil Mathematics	25.07.18	Prof. Geetha Venkataraman	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa, SLS	Dr. Taposik Banerjee, SLS	
	Shreshtha Chaturvedi (S184DMA04) MPhil Mathematics	24.07.18	Prof. Geetha Venkataraman, SLS	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa, SLS	Dr. Jyotirmoy Bhattacharya, SLS	
	Bharti (S184DMA02) MPhil Mathematics	24.07.18	Dr. Kranti Kumar, SLS	Dr. Pranay Goswami, SLS	Dr. Mradul Veer Singh, SLS	Dr. Anirban Biswas, SLS	
	Arushi (S185DMA01) PhD Mathematics	25.07.18	Prof. Geetha Venkataraman, SLS	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa	Dr. Radha Mohan, St. Stephen's College, DU	
	Ashutosh Pandey (S185DMA02) PhD Mathematics	26.07.18	Dr. Balchand Prajapati, SLS	Prof. Geetha Venkatraman, SLS	Dr. Ramneek Khassa, SLS	Dr. Anuj Bishnoi, Deptt. of Mathematics, DU	
	Manoj Kumar (S185DMA03) PhD Mathematics	30.07.18	Dr. Kranti Kumar	Dr. Durvesh Kumar Verma, Miranda House, DU	Dr. Mradul Veer Singh, SLS	Dr. Pranay Goswami, SLS	
	Rachna Shokhanda (S185DMA04) PhD Mathematics	26.07.18	Dr. Pranay Goswami, SLS	Dr. Mukund Madhav Mishra, Hansraj College (DU)	Dr. Kranti Kumar, SLS	Dr. Mradul Veer Singh, SLS	

vii) MPhil Women's & Gender Studies, SHS

Enrolment No	Name	Date of Registration	Supervisor
S184CWG02	Mansa	01.08.2018	Dr. Rachana Johri RAC Members: Prof. Krishna Menon (Co-Supervisor) Prof. Jatin Bhat
S184CWG03	Megha Rani	01.08.2018	Dr. Vandana, CWDS and Dr. Seema Kazi (CWDS)

Resol. No.	Decision	Action Taken

viii) **MPhil Psychoanalytic Psychotherapy, SHS**

Student Name/ Enrolment No.	Supervisor	Co-supervisor	RAC member 1	RAC member 2
Aanchal Bhatnagar S174CPS01	Prof Anita Ghai (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Dr Shivani Nag (SES)
Anjali Verma S174CPS02	Prof Rachana Johri (SHS)	N.A	Prof Anup Dhar (SLS)	Ms Anshumita Pandey (SHS)
Anuradha S. Panchmatia S174CPS03	Prof Rachana Johri (SHS)	N.A	Prof Honey Oberoi (SHS)	Ms Anshumita Pandey (SHS)
Ayushi Madan S174CPS04	Dr Shifa Haq (SHS)	N.A	Dr Usha Mudiganti (SLS)	Dr Ashis Roy (SHS)
Durgesh Ojha S174CPS06	Dr Shifa Haq (SHS)	N.A	Dr Mamatha Karolil (SHS)	Prof Ashok Nagpal (SHS)
Epshita Sandhu S174CPS07	Prof Honey Oberoi (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)
Gagandeep K Alluwalia S174CPS08	Dr Mamatha Karollil (SHS)	N.A	Dr Shifa Haq (SHS)	Ms Anshumita Pandey (SHS)
Haj Bincee S174CPS09	Prof Anup Dhar (SLS)	N.A	Ms Deepti Sachdev (SHS)	Dr Taw Azu (D.N Govt. College (Arunachal Pradesh)
Indu Chauhan S174CPS10	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Honey Oberoi (SHS)	Dr Shifa Haq (SHS)
Jayati Singh S174CPS11	Prof Honey Oberoi (SHS)	N.A	Prof Krishna Menon (SHS)	Prof Rachana Johri (SHS)
JyotiSagar S174CPS12	Dr Mamatha Karollil (SHS)	N.A	Dr Bindu KC (SHS)	Ms Deepti Sachdev (SHS)
Rohan Prashar S174CPS13	Dr VatsalaSaxena	Ms NupurDhingra (SHS)	Dr Shelley Pandey (SHS)	Ms Nupur Dhingra (SHS)

Resol. No.	Decision	Action Taken

Savi Khanna S174CPS14	Prof AnupDhar (SHS/SLS)	N.A	Prof Rachana Johri (SHS)	Ms Deepti Sachdev (SHS)
Tarun Vohra S174CPS15	Prof Anita Ghai (SHS)	Ms Nupur Dhingra (SHS)	Prof Ashok Nagpal	Dr Shifa Haq (SHS)
Ujjwala Singh S174CPS16	Prof RachanaJohri (SHS)	N.A	Ms NeetuSarin (SHS)	Prof Anita Ghai (SHS)
Vasundhara Singh S174CPS17	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)	Ms Neetu Sarin (SHS)
Verakholu Veyie S174CPS18	Prof Anita Ghai (SHS)	N.A	Ms Neetu Sarin (SHS)	Ms Shefali Singh (SHS)
Zenab Ansari S174CPS19	Prof Honey Oberoi (SHS)	N.A	Dr Urfat Anjem Mir (SLS)	Dr Shifa Haq (SHS)

ix) MPhil Development Practice, SHS

Name/ Enrolment No.	Date of Registration	Dissertation Title	Supervisor	RAC Members
Ankita Sanyal S184CDP01	17-07-18	Transforming *Padhashuna*: Praxis of Learning and Education in Santhali village	Dr. Manish Jain, School of Education Studies	Dr. Byasdeb Dasgupta & Prof. Anup Dhar
Arzoo Antal S184CDP02	19-07-18	Breaking the Silence: Bringing Solidarity between Women in Dungariya	Prof. Deepita Chakravarty, School of Development Studies	Prof. Anup Dhar & Krishna Tiwari
Purty S184CDP03	24-07-18	Re-imagining the Diverse Economic Possibilities: Alternatives to Migration	Dr. Partha Saha School of Global Affair	Prof. Anup Dhar & Shuvojit Chakravarty
Carol Wilson S184CDP04	24-07-18	Kamzori Among Young Girls in Harratola, Madhya Pradesh: Reclaiming Gendered Bodies	Dr. Mamtha Karollil	Dr. Shubhra Nagalia & Rashmi Bhoi
Chinmayi P Ramaiah S184CDP05	19-07-18	Between JaduTona and Health: Working through Jalan and	Prof. Anup Dhar	Prof. Honey Vahali Oberoi & Mr. Sachin Pathania

Resol. No.	Decision					Action Taken
			Perspectives to Healing in Gond-Baiga life worlds			
	Dhanpal Singh S184CDP06	24-07-18	Politics in Practice: Claiming Citizenship at TolaHaransingh a, Block Chakai of district Jamuai in South Bihar	Prof. Anup Dhar, CDP	Dr. Ngoru Nixon (School of law and Governance and Citizenship) Shuvojit Chakravarty	
	Ekta NiranjanS184 CDP07	24-07-18	Engaging with Development Communication in Baepliguda (Emaliguda), Odisha.	Prof. Krishna Menon (Dean SHS)	Prof. Anup Dhar (CDP) & Ashutosh Kumar	
	Kuldeep Singh S184CDP08	19-07-18	Practice of Collectivization	Dr. Partha Saha, School of Global affairs	Prof. Anup Dhar & Bibhubanta Barad	
	M Memeenao S184CDP09	19-07-18	Change, Vulnerability and Sustainability of Food Practices in Konkel, Jharkhand.	Dr. Rohit Negi (SGA)	Dr. Pritpal Randhawa (SGA) & Mr .Debanjan Ghatak	
	Manju Verma S184CDP10	19-07-18	Claim-making in Baiga Women: Exploring the experience of 'Darr' in everyday interaction in Kutelidadar, Madhya Pradesh.	Prof. Anup Dhar (CDP)	Dr. Partha Saha & Shiv Sankalp	
	Prachi Das S184CDP12	19-07-18	Exploring and Working Together With *Transversalities*: Subjective Journeys of Kuwi/KondhaAdi vasi Women Experiencing Singleness in *Mahaguda*	Dr. Sunalini Kumar (SGA)	Prof. Anup Dhar (CDP) & Ashutosh Kumar	
	Rahul Tiwari S184CDP13	27-08-18	Indigenous Knowledge and Ethnomedicine: A Study among the Gonds of Kanker district, Chhattisgarh with special reference to herbal medicine and healing practices.	Dr. Oinam Hemlata Devi, School of Human Ecology	Mr. Surajit Sarkar & Mr. Preetam Gupta (Field supervisor)	

Resol. No.	Decision					Action Taken
	Ravi Kumar S184CDP14	24-07-18	Gendering Technology: Analyzing the role of ICT among the women of Bankpora	Dr. Rachna Mehra (SAG)	Dr. Teena Anil (SGA) & Salbi Kumari	
	Sampurna Goswami S184CDP15	19-07-18	The Making and Unmaking of Labour: From Commodification to Ways of Being in a Santhali Life world.	Prof. Anup Dhar	Mr.Vinod R & Mr. Aniruddha Mukherjee	
	ShivamSagar S184CDP16	19-07-18	Unfolding of the Problem: From Corruption to Contradiction in Desire	Prof. Anup Dhar	Dr. Partha Saha & Mr. James Tigga	
	Swati Tirkey S184CDP17	19-07-18	Reinterpreting Illness and Cure in a Santal *Dishom*: Resistance and Conformity in a multiverse of healing practices	Dr. Rinju Rasaily, School of Liberal Studies	Prof. Anup Dhar & Ms. Vineeta Chetri	

x) MPhil CLTS, School of Letters (SoL)

Name of PhD Scholar / Enrolment	Date of registration	Supervisor	RAC Member 1	RAC Member 2
Mr Gaurav Kumar S184LCL01	09.08.18	Prof. Radha Chakravarty	Prof. Tanuja Kothiyal (SLS)	Dr Shad Naved
Ms Shayantani Das S184LCL03	09.08.18	Prof. Radha Chakravarty	Prof. Rukmini Sen (SLS)	Dr Shad Naved
Mr Sunhaiblzhar S184LCL04	09.08.18	Dr Shad Naved	Prof. Salil Misra (SLS)	Prof. Radha Chakravarty
Ms Arenpongla Jamir S174LCL02	04.09.17	Prof. Radha Chakravarty	Dr. Shad Naved	Dr. Lovitoli Jimo

xi) PhD CLTS, School of Letters (SoL)

Name of PhD Scholar/ Enrolment	Date of registration	Supervisor	RAC Member 1	RAC Member 2
Mr Aniruddha Nagaraj S185LCL02	21.08.18	Prof. Radha Chakravarty	Dr Bindu KC (SHS)	Dr Shad Naved
Mr Rachit Verma S185LCL04	21.08.18	Dr Shad Naved	Dr YogeshSnehi (SLS)	Prof. Radha Chakravarty
Ms. Imchanola Tzudir S175LCL01	10.08.17	Dr Shad Naved	Dr Mrityunjay Tripathi (SUS)	Prof. Radha Chakravarty

Resol. No.	Decision	Action Taken

Ms. Nilza Angmo S175LCL02	10.08.17	Prof. Radha Chakravarty	Prof. Honey Oberoi Vahali (SHS)	Dr Shad Naved
Ms Pooja Mann S175LCL03	10.08.17	Prof. Radha Chakravarty	Dr Diamond OberoiVaheli	Dr Shad Naved

xii) PhD English, School of Letters (SoL) – 2017 Batch

Name of PhD Scholar/ Enrolment	Date of registration	Supervisor	RAC Member 1	RAC Member 2
Ms. Veeksha Vagmita S175LEN08	August 2017	Dr Usha Mudiganti	Prof. Rachana Johri	Dr Diamond Oberoi Vahali
Mokshda Manchanda S175LEN05	August 2017	Dr.Vikram Singh Thakur	Dr Anita Cherian (SCCE)	Prof. Bodh Prakash
Neha Rana S175LEN06	August 2017	Dr Diamond OberoiVahali, Prof. Bodh Prakash (co supervisor)	Dr Shifa Haq (SHS)	Dr Usha Mudiganti
Hatchingthem Haokip S175LEN02	August 2017	Dr Sanju Thomas, Dr UshaMudiganti (co-supervisor)	Dr Oinam Hemlata	Dr Diamond Oberoi Vahali
Sruti M. D S175LEN07	August 2017	Prof, Bodh Prakash,	Dr. Vikram Singh Thakur	Dr Anita Cherian
J.ImlikalaAo S175LEN04	August 2017	Dr Bhoomika	Dr. B. R. Alamelu	Dr. Amit Singh
Ashutosh Kant Prabhakar S175LEN01	August 2017	Dr. Amit Singh	Dr.Yogesh Snehi	Dr Diamond Oberoi Vahali
Hemchandra Nameirakpam S175LEN03	August 2017	Dr Amit Singh	Prof. Smita Tewari Jassal	Dr. Kopal Ahlawat

xiii) MPhil Hindi, School of Letters (SoL)

Name of Scholar/ Enrolment	Date of registration	RAC members (supervisor first)	RAC Member 1	RAC Member 2
Tej PratapYadav S184LHI07	August 2018	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit	Dr. Awadhesh Kumar Tripathi
Urwashi Kumari S184LHI08	August 2018	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit	Dr. Vaibhav
Nikki Kumari S184LHI04	August 2018	Prof. Satyaketu Sankrit	Dr. Darshan Pandey	Prof. Gopalji Pradhan
Babita Yadav S184LHI02	August 2018	Prof. Satyaketu Sankrit	Dr. Mala Mishra	Prof. Gopalji Pradhan
Salman S184LHI06	August 2018			

xiv)PhD Hindi, School of Letters (SoL)

Name of PhD Scholar/ Enrolment	Date of registration	Supervisor	RAC Member 1	RAC Member 2
Shipra Shukla S175DHI03	August 2017	Prof. Gopalji Pradhan	Prof. Rekha Sethi	Prof. Satyaketu Sankrit

Resol. No.	Decision	Action Taken
19.16	The AC took note of the change in the title of PhD Thesis of Ms. Sunita, PhD Hindi Scholar **'हिंदी साहित्य में अभिव्यक्तपानी: एकसर्वेक्षण'**.	Noted
19.17	The AC took note of the deferral of admission (to WS 2020) of Ms. W. Neetha Subhashini Senevirathna (from Sri Lanka) admitted under the International Students category to the PhD Hindi Programme in MS 2019 The AC further noted that Ms. Wagapedige Neetha Subhashini Senevirathna (a citizen of Sri Lanka: passport no. N7425211), had been duly admitted to the PhD Hindi programme in 2019 and she has obtained Researcher visa (S-1) no. VL3800769 (validity 20/12/2019– 19/12/2022). Ms. W. Neetha Subhashini Senevirathna had obtained leave from her employer (a university in Sri Lanka) at time of admission to AUD but had not yet been awarded a scholarship by the Sri Lankan government.	Noted
19.18	The AC took note of the report on the Eight Annual Convocation held on the 9th of December, 2019 The Eight Annual Convocation of Dr. B.R. Ambedkar University Delhi for conferment of degrees/ diplomas to the students who had successfully completed all the assessment requirements of courses in the year 2018 and 2019 was held on the 9th of December, 2019 at the Kashmere Gate Campus of the University. The Chief Guest, Prof. Dhirendra Pal Singh, Chairman, UGC, New Delhi delivered the Convocation Address. The Hon'ble Lt Governor of Delhi, Shri Anil Baijal, in his capacity as the Chancellor of the University presided over the Convocation ceremony. Shri Manish Sisodia, Deputy Chief Minister and Education Minister, Delhi was the Guest of Honour. A total of 824 students who completed the prescribed requirements during the academic year 2019-20 were awarded PhD, MPhil, MBA, MA, BA (Hons) Degrees in various fields of studies. Post Graduate Diplomas in Early Childhood Care & Education and Gender Studies were also awarded. The breakup of the students who received their degrees and diplomas is as follows: (a) BA (Hons) : 322 (b) MA : 409 (c) MBA : 43 (d) MPhil : 35 (e) PhD : 9 (f) PG Diploma : 5 (g) Ad. Diploma : 1 Out of the total number of students who were awarded degrees and diplomas, 64% were women.	Noted
19.19	The AC took note of the following Fee Structure of Continuing and Professional Development (CPD) Courses for Educators:	Noted

<table>
<tr><th>Resol. No.</th><th>Decision</th><th>Action Taken</th></tr>
<tr><td></td><td>
<table>
<tr><th>Tuition Fee per Credit Rs.</th><th>Student Welfare Fund (SWF) Rs.</th><th>Caution Deposit (Refundable) Rs.</th><th>Online Application Fee per course programme Rs.</th></tr>
<tr><td>1680</td><td>500
(To be charged only once for the candidates registering for more than one course)</td><td>5000
(To be charged only once for the candidates registering for more than one course)</td><td>510 for UR/OBC candidates
200 for SC/ST/PD candidates</td></tr>
</table>
School of Education Studies (SES) offers Six CPD courses duly approved by the Academic Council and have a per credit fee structure at par with MA programmes of AUD.

The fee for a 4 credit course as per above be going to be Rs.7220 + 5000 refundable caution deposit and for a 2 credit course the fee be going to be Rs.3860 + 5000 refundable caution deposit.
</td><td></td></tr>
<tr><td>19.20</td><td>The AC took note of the AES Calendar Winter Semester 2020.</td><td>Noted</td></tr>
<tr><td>19.21</td><td>The AC took note of the AES Calendar for Research Programmes.</td><td>Noted</td></tr>
<tr><td>19.22</td><td>The AC took note of the completion of admission process (Monsoon Semester 2019) for the following MPhil/PhD programmes:

i) PhD Development Studies, SDS

The SDS offered admissions to 02 candidates (seats were approved = 06) in the unreserved/general category which included one OBC candidate and one seat to UR candidate.

ii) MPhil Development Practice, MPhil Psychoanalytic Psychotherapy and MPhil/PhD Women's & Gender Studies, SHS
<table>
<tr><th>Programme</th><th>UR</th><th>SC</th><th>ST</th><th>OBC</th><th>International</th><th>Unfilled seats/ Remarks</th></tr>
<tr><td>MPhil Development Practice</td><td>1</td><td>4</td><td>1</td><td>4</td><td>Nil</td><td>No unfilled seat</td></tr>
<tr><td>MPhil Psychoanalytic Psychotherapy</td><td>2</td><td>5</td><td>2</td><td>5</td><td>Nil</td><td>UR=01 PWD 01 ONCT unfilled seat = 01 OBC</td></tr>
<tr><td>MPhil WGS</td><td>2</td><td>1</td><td>2</td><td>5</td><td>Nil</td><td>No unfilled seat</td></tr>
<tr><td>PhD WGS</td><td>4 (including 1 PWD)</td><td>1</td><td>1</td><td>3</td><td>Nil</td><td>UR=01 PWD 01 ONCT unfilled seat = 01 OBC</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>
iii) PhD Human Ecology, SHE

The programme was allowed to admit 10 PhD students. Only one (01) student got selected and was offered admission. No candidate was found suitable for admission against the reserved category seats.

iv) MPhil/PhD CLTS, PhD English and PhD Hindi, SoL
<table>
<tr><th>Programme</th><th>UR</th><th>SC</th><th>ST</th><th>OBC</th><th>Unfilled seats</th></tr>
<tr><td>MPhil CLTS</td><td>2</td><td>1</td><td>NA</td><td>0</td><td>OBC=1</td></tr>
<tr><td>PhD CLTS</td><td>3</td><td>0</td><td>NA</td><td>1</td><td>No unfilled seat</td></tr>
<tr><td>PhD English</td><td>4+1 PwD</td><td>1</td><td>NA</td><td>3</td><td>No unfilled seat</td></tr>
<tr><td>PhD Hindi</td><td>3</td><td>0</td><td>NA</td><td>2</td><td>SC=1</td></tr>
</table>
v) PhD Education, SES
<table>
<tr><th>Programme</th><th>UR</th><th>SC</th><th>ST</th><th>OBC</th><th>International</th><th>Unfilled seats/ Remarks</th></tr>
<tr><td>PhD Education</td><td>07</td><td>01</td><td>NA</td><td>02</td><td>Nil</td><td>No unfilled seat</td></tr>
</table>
vi) PhD programme in Management, SBPPSE
<table>
<tr><th>Programme</th><th>UR</th><th>SC</th><th>ST</th><th>OBC</th><th>International</th><th>Remarks</th></tr>
<tr><td>PhD programme in Management</td><td>4</td><td>1</td><td>0 (None found suitable)</td><td>2</td><td>Nil</td><td>As per norms, an SC candidate who was in the merit list was given admission under the UR category.</td></tr>
</table>
vii) PhD Economics, PhD Sociology, MPhil/PhD History, MPhil/PhD Mathematics
<table>
<tr><th>Programme</th><th>UR</th><th>SC</th><th>ST</th><th>OBC</th><th>International</th></tr>
<tr><td>PhD Economics</td><td>03</td><td>01</td><td>Nil</td><td>02</td><td>Nil</td></tr>
<tr><td>PhD Sociology</td><td>04</td><td>Nil</td><td>Nil</td><td>01</td><td>Nil</td></tr>
<tr><td>PhD History</td><td>01</td><td>01</td><td>Nil</td><td>Nil</td><td>Nil</td></tr>
<tr><td>MPhil History</td><td>01</td><td>02</td><td>Nil</td><td>05</td><td>Nil</td></tr>
<tr><td>PhD Mathematics</td><td>02</td><td>Nil</td><td>Nil</td><td>01</td><td>Nil</td></tr>
<tr><td>MPhil Mathematics</td><td>03</td><td>01</td><td>Nil</td><td>01</td><td>Nil</td></tr>
</table>
</td><td></td></tr>
<tr><td>19.23</td><td>The AC took note that the scheme for admission of students to AUD under the Foreign Student category (15% supernumerary quota) was approved by the Academic Council in its 16th and 17th meeting held on 16.05.2019 and 25.07.2019. The approved scheme outlined eligibility, application fees and tuition, admission procedures and requirements of registration and programme enrolment. No specific</td><td>Noted</td></tr>
</table>

<table>
<tr><th>Resol. No.</th><th>Decision</th><th>Action Taken</th></tr>
<tr><td></td><td>provisions were approved for 'late' or 'deferred' admission, and the purpose of this proposal is to allow late registration and deferred admission under certain circumstances.

The AC further noted that the system of Foreign Student (FS) admission approved earlier in 2019 assumed that FS would begin their programmes at the same time as other students or with delays of at most a few weeks due to processes of issuing visas or other key documents. However, even after due provisional admission of FS, there could be delays in obtaining visas, clearances, permissions and the like, without which FS are unable to begin their AUD programmes. These delays can occur even when FS and the university are in full compliance with requirements of visa application and documentation. Moreover, FS in employment in their home countries or having obtained official leave from employment may still need to make arrangements (financial and other) before commencing study at AUD.

After due deliberation, the AC resolved to approve the following:

(i) The late registration of foreign student be allowed till 31st August as approved by the UGC.

(ii) FS who have been duly admitted in one academic year but are unable to join within six months or who cannot be reasonably expected to complete programme requirements of a full semester within a shorter period be allowed to join their programmes in the next academic year.

The AC took note that the deferred admission and registration would require a recalculation of the number of FS seats (supernumerary) to be filled by other applicants during the year of actual admission/registration. Deferred admission under conditions outlined above could be allowed only when it is evident that the FS applicant intended to take admission and join the programme during the academic session initially applied for but was unable to meet all registration requirements due to delay in issuing of visa.</td><td></td></tr>
<tr><td>19.24</td><td>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the following list of experts for the Selection Committee for the post of Assistant Director Physical Education/Sports:

<table>
<tr><th>Name of the Expert</th><th>Department/ Organization</th><th>Designation</th></tr>
<tr><td>Prof. Jatin Soni</td><td>Swarnim Gujarat Sports University Saurashtra University</td><td>Founder Vice Chancellor Presently Director, Physical Education</td></tr>
<tr><td>Prof. A.K. Srivastava</td><td>Delhi Technology University</td><td>Director, Physical Education</td></tr>
<tr><td>Prof. Anil Kumar Kalkal</td><td>University of Delhi</td><td>Director, Physical Education and Sports, Delhi University Sports Council</td></tr>
</table>
</td><td>Recorded</td></tr>
</table>

*****

Appendix-2

Ambedkar University Delhi (AUD)

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

Minutes of the 10th Meeting held on May 22, 2020 via Google Meet

The 10th Meeting of the SCPVCE was held on May 22, 2020 via Google Meet

The following members were present:

Prof Jatin Bhatt	Chairperson
Prof. Anup Dhar	Member
Prof. Amol Padwad	Member
Prof. Rachana Johri	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Mohdammad Sharique Farooqi	Member
Prof. Rukmini Sen	Member
Prof. Suchitra Balasubrahmanyan	Member
Dr. Sunita Singh	Convenor
Prof. Sitansu Sekhar Jena	Member
Prof. Vrinda Datta	Member

Regrets: Prof. Chandan Mukherjee and Prof. Salil Misra

Special Invitees: Dr. Kritika Mathur, Dr. Nidhi Kaicker, Dr. Kanwal Anil, Dr. Richa Awasthy, Dr. Anshu Gupta and Prof. Satyaketu Sankrit

The following agenda items were discussed:

1. **To consider the recommendations of the Board of Studies of the School of Business, Public Policy & Social Entrepreneurship (SBPPSE) for the proposed Bachelor of Business Administration (BBA) Programme and semester 1 courses:**

   i. Management Process and Organisational Behaviour (4 credits)
   ii. Fundamentals of Accounting (4 credits)
   iii. Economic Environment of Business in India (4 credits)
   iv. Theatre for Personality Development (4 credits)
   v. Environmental Studies (4 credits)
   vi. Logic and Mathematical Reasoning (4 credits)

Bachelor of Business Administration (BBA) Programme:

SBPPSE proposes to launch a three year undergraduate programme in Business, Bachelor of Business Administration (BBA) with an aim to inculcate business and managerial skills and knowledge to expand its offerings at UG level to develop a grounding for a professional career. The programme has being designed to develop core business & management concepts, technical knowledge and requisite skills with sensitivity and concern about equity, access, inclusiveness and deep rooted concern about environment and sustainability. It will develop skills in leadership, communication, cognitive abilities, complex problem solving, critical thinking, creativity & innovation, emotional intelligence, compassionate judgment and sound decision making.

The programme comprises of 152 credits including Core Courses, Ability Enhancement Compulsory Courses (AECC), Skill Enhancement Courses (SEC), Discipline Specific Elective (DSE) Courses and Generic Elective (GE) Courses/Interdisciplinary Courses offered outside SBPPSE. The SEC will also include a Field Immersion component where students will engage with diverse organisations for exposure and internship.

The following were the discussions and recommendations by the SCPVCE:

- The course on 'Design Thinking and Innovation' is placed in semester five with the conceptualisation that students need develop an understanding of business concepts before taking the course. However, the suggestion was that the course could be placed earlier in the programme sequence because 'Design Thinking' is not just a course, but a lens through which other courses could be seen. Courses on Design thinking and Critical Thinking, Innovation and Entrepreneurship could be seen together. Some elements of design thinking could be introduced in the introductory module in the first year of courses.
- The programme has mandatory Hindi and a foreign language requirement. However, English language is not a requirement. The suggestion was to rethink about components of language, literature and writing integrally and not just as discrete courses. Some of the considerations were:
  - The English language capacity of 12th graduate students needs to be examined more closely especially because all content courses would be in English. Without English language courses, how and where would students get the support for the proficiency necessary for comprehending the content and working on the assignments in core and elective courses?
  - For a foreign language, especially at the basic and intermediate levels, the bridge language is generally English.
  - Students from North East may have challenges of familiarity of spoken and written language required in Hindi courses.

- Literary texts could potentially humanise the discipline of management and also situate the content in the socio-political and cultural contexts; they could enable a gendered understanding of management.
- The Hindi courses in the programme do have a literary flavor and aim to contextualize the field of business.
- The course on 'Business Communication' includes aspects of English language but, it is mostly technical vocabulary.

– The eligibility of the programme should be examined more carefully and be more specific.

After due deliberations, the SCPVCE resolved to recommend the proposal of the Board of Studies of the School of Business, Public Policy & Social Entrepreneurship (SBPPSE) for the proposed Bachelor of Business Administration (BBA) Programme to be placed at the next meeting of Academic Council for consideration, with recommendations of the SCPVCE incorporated.

SEMESTER 1 COURSES

i. Management Process and Organisational Behaviour (4 Credits)

The course focuses on the study of organisations through individual, group, organisational and contextual level theories and practices. It aims to provide insights into the historical development and key concepts of organisations.

The following were the discussions and recommendations by the SCPVCE:

– For a course that focuses on perceptions, attitudes, personality, emotions and learning at workplace, it is important to understand the contexts and human beings the course is theorising about. Introduction of concepts such as gender and organisation could be included in this course. Events such as weekly bazaar could enable students to understand local contexts as well and the socio-cultural dimensions associated with it.

After due deliberations, the SCPVCE resolved to recommend the course "Management Process and Organisational Behaviour" to be placed at the next meeting of Academic Council for consideration, with the suggestions incorporated.

ii. Fundamentals of Accounting (4 Credits)

The course introduces the fundamentals of financial and accounting concepts. It provides an understanding of how to read and interpret the 'financial insides of a business organisation' and also focuses on the fundamentals of cost accounting and how costs are arrived at in businesses. The course equips participants with accounting fundamentals which are necessary for her/him both as an external as well as internal end-user.

The following were the discussions and recommendations by the SCPVCE:

- The course content may be too dense for a semester one student. The course pedagogy may be planned in an interactive manner.
- At this state it is important for students to understand the context in which one reads accounting, the challenges of accounting and so on.

After due deliberations, the SCPVCE resolved to recommend the course "Fundamentals of Accounting" to be placed at the next meeting of Academic Council for consideration, with the suggestions incorporated.

iii. Economic Environment of Business in India (4 Credits)

The course 'Economic Environment of Business in India' enables students to assess the environment, especially the macroeconomic environment, in which businesses operate. The emphasis is on studying the impact of macroeconomic policies on business performance, the role played by institutions—government, monetary and financial, market institutions, and the macroeconomic consequences of globalisation. The students are also introduced to a brief history of Indian economic development and the current state.

The following were the discussions and recommendations by the SCPVCE:

- Conceptual aspects that are getting transacted should be clarified in the course.
- There should be some discussion on the values reflected in the course and ways by which students imbibe it. Issues of poverty, inequality and social development needs to be contextualized for the students

After due deliberations, the SCPVCE resolved to recommend the course "Economic Environment of Business in India" to be placed at the next meeting of Academic Council for consideration, with the suggestions incorporated.

iv. Theatre for Personality Development (4 credits)

The course 'Theatre for Personality Development' focuses on personality development of students by reading, discussing, and performing dramatic scenes from different plays. It integrates dramatic strategies and soft skills and enables students to demonstrate competence in gathering, analysing, synthesizing, evaluating and applying of information for the purposes of innovation, inquiry, and creative thinking.

The following were the discussions and recommendations by the SCPVCE:

- A course such as this could have a larger focus and address issues of caste, gender, class and non-formal ways in which body could be used.
- Instead of a focus on Shakespeare, readings from diverse socio-cultural Indian contexts could be used.

- The course could be transacted in a workshop mode with reduced credits. This might enable a deeper engagement with the content of the course.

After due deliberations, the SCPVCE resolved to recommend the course "Theatre for Personality Development" to be placed at the next meeting of Academic Council for consideration, with the suggestions incorporated.

v. Environmental Studies (4 Credits)

This course includes the basic concepts about environment and exposes the learners to the myriad problems faced by planet Earth. It also attempts to explain the multidisciplinary nature of Environmental Studies and requires knowledge input from various disciplines ranging from sciences to social sciences. The course emphasises that the knowledge and concern of environment and its its complexities in relation to human activities and needs are important for decision making at various levels.

The following were the discussions and recommendations by the SCPVCE:

- There should be an understanding of the place of humans in the environment. The course needs to clarify if the focus is on 'managing the environment' or 'environmental studies'
- Various examples of environmental issues emanating out of business and economic issues need to be shared and discussed to get insights of the conflicts and environmental impact.
- E-waste management could be introduced in the course.

After due deliberations, the SCPVCE resolved to recommend the course "Environmental Studies" to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

vi. Logic and Mathematical Reasoning (4 Credits)

The course focuses on exploring and applying key concepts in logical thinking to business problems. In this course students will be able to critically analyze material (information) in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions. The course introduces students to 'logical tools' and 'quantitative reasoning methods' and enables them to apply these logical strategies in business decision making.

The following were the discussions and recommendations by the SCPVCE:

- The course title could be 'Logic and Reasoning'. It is important to introduce that reasoning itself is problematic in scholarship
- It could examine legal reasoning as well since businesses have to deal with law routinely.

- Feminist critical approaches to positivist reasoning should also be included.

After due deliberations, the SCPVCE resolved to recommend the course "Logic and Mathematical Reasoning" to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

Overall Discussion

- In the course template, the first question, "Does the course connect to, build on or overlap with any other courses offered in AUD?" has been left unfilled for most courses. Related courses offered at AUD may be listed for any overlaps.
- Location of courses with reference to the semester in which they are offered needs to be included in the course table of each course.
- The content load of all the six courses (24 credits) should be reexamined for a semester one student. It courses are too content heavy, students may not be able to grasp some of the concepts which they may need for later semesters.
- Coherence between the programme document and individual courses needs to be closely examined. Courses need to be seen in baskets and mapped within and across semesters.
- Modules in each course need a brief description so as to ensure that faculty responsible for teaching any course is provided nuances of each module.

(Sunita Singh)
(Convenor)

(Jatin Bhatt)
(Chairperson)

47

Ambedkar University Delhi

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

Minutes of the 11th Meeting held on June 2, 2020, Google Meet

The 11th Meeting of the SCPVCE was held on June 2, 2020 via Google Meet

The following members were present:

Prof Jatin Bhatt	Chairperson
Prof. Anup Dhar	Member
Prof. Amol Padwad	Member
Prof. Rachana Johri	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Mohdammad Sharique Farooqi	Member
Prof. Rukmini Sen	Member
Prof. Suchitra Balasubrahmanyan	Member
Dr. Sunita Singh	Convenor
Prof. Sitansu Sekhar Jena	Member
Prof. Vrinda Datta	Member
Prof. Salil Misra	Member

Regrets: Prof. Chandan Mukherjee

Special Invitees: Dr. Kritika Mathur, Dr. Nidhi Kaicker, Dr. Kanwal Anil, Dr. Richa Awasthy, Dr. Anshu Gupta, Prof. Satyaketu Sankrit, Dr. Anushka Singh, Prof. Lawrence Liang, Dr. Pooja Satyogi and Dr. S R Prabakaran

The following agenda items were discussed:

(i) **To consider the recommendation of the Board of Studies of the School of Law, Governance and Citizenship for three courses to be offered to the 5th semester students of B.A Programme in Law and Politics in the monsoon semester 2020. The proposed courses are: Core concepts in law; (ii) Constitutional Law-II; and (iii) Themes in India Politics**

<u>Core concepts in law</u>

This course begins with the premise that a better understanding of the core concepts of law and their relationship with each other will provide students with an analytical tool kit with

which they can investigate the social and political dimensions of law and legal institutions better. The aim of the course is to do a survey which provides the students with requisite analytical skills to approach conceptual thinking in law.

The following were the discussions and recommendations by the SCPVCE:

- Brief explanations of some of the general concepts mentioned in the course would be helpful so as to ensure that intended nuances are addressed by the faculty teaching the course.
- In the current context Duty is include in the course, but the purpose is not to teach moral citizenship in the current times. It represents the relationship between private citizens.

After due deliberations, the SCPVCE resolved to recommend the course 'Core concepts in law' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

Constitutional Law-II

The course will focus on the importance of the fundamental rights, fundamental duties and the directive principles of state policy in the constitution. It will also provide an overview of the role played by the Supreme Court in interpreting these.

The following were the discussions and recommendations by the SCPVCE:

- The number of assessments in the course could be reduced.

After due deliberations, the SCPVCE resolved to recommend the course 'Constitutional Law-II' to be placed at the next meeting of Academic Council for consideration.

Themes in Indian Politics

This course examines the field of politics through prominent issues that frame the discourse about the political in India. It explores how the nature of democratic politics, often confrontational, informs ideas about the strengths or weaknesses of the Indian polity. It will discuss whether welfare, development and empowerment are indeed the identities around which the Indian state articulates itself.

The following were the discussions and recommendations by the SCPVCE:

- Given the scope of the course—the module on gender may be reduced. The part on political economy may be collapsed with issues of class. Access to religious shrines could be shifted to the section on religion.

- Some of the module descriptions need to be more elaborate so as to ensure that intended nuances are addressed by the faculty teaching the course.

After due deliberations, the SCPVCE resolved to recommend the course 'Themes in Indian Politics' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

(ii) To consider the recommendation of the Board of Studies of the School of Business, Public Policy & Social Entrepreneurship (SBPPSE) for semester 2 courses of the proposed Bachelor of Business Administration (BBA) Programme:

i. Critical Thinking, Innovation and Entrepreneurship
ii. Economics for Managerial Decision Making
iii. Data Analysis and Statistics
iv. Marketing Management
v. Hindi Language
vi. Business Communication

Critical Thinking, Innovation and Entrepreneurship

The course aims to explore and apply key concepts in critical thinking to business problems and appreciate the role of creativity, innovation and technology in the entrepreneurial process. It enables students to improve their critical thinking, scan the market for opportunities, generate interesting business ideas and develop growth oriented businesses – whether for profit or not for profit.

The following were the discussions and recommendations by the SCPVCE:

- Explanations need to be provided for the topics so as to ensure that intended nuances are addressed by the faculty teaching the course.
- In the course outcomes—'possess an entrepreneurial mindset' may be changed to 'appreciate' or 'orient'.
- The understanding of critical thinking for the course needs to be articulated.
- How will the major concepts of the course be transacted? How would it address issues of gendered difference between criticality and creativity? Criticality and creativity also occur in a larger milieu—individual and constitutive. Selected case studies, games, storytelling, biographies and simulations could be used to address these larger issues.

After due deliberations, the SCPVCE resolved to recommend the course 'Critical Thinking, Innovation and Entrepreneurship' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

Economics for Managerial Decision Making

The course sensitises the participants, to the decision making process within various organisational settings through a microeconomics lens. It will enable the students to identify major areas of management decision making for which economic analysis is a useful input. It focuses on demand estimation and forecasting, production and cost analysis under different market structures, pricing decisions, analysis of market failures, and decision making under uncertainty

The following were the discussions and recommendations by the SCPVCE:

- Social dimensions such as gender, equity could be woven across courses. This may enable students to better understand concepts such as 'public good'.

After due deliberations, the SCPVCE resolved to recommend the course 'Economics for Managerial Decision Making' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

Data Analysis and Statistics

The course is designed to introduce basics of data collection, organization, visualization, probability and, descriptive and inferential statistics in the context of data driven decision making. The course also introduces the participants to Microsoft excel including advance functions for statistical analysis.

After due deliberations, the SCPVCE resolved to recommend the course 'Data Analysis and Statistics' to be placed at the next meeting of Academic Council for consideration.

Marketing Management

This course addresses principles, planning, implementation and control of the marketing as a function in organisations. It will enable students to understand elements of marketing and sensitize them to emerging issues in marketing.

After due deliberations, the SCPVCE resolved to recommend the course 'Marketing Management' to be placed at the next meeting of Academic Council for consideration.

Hindi Language (व्यवसायिक हिन्दी)

This course will introduce students to literature in Hindi related to business, economy, industry, company, advertising, factory and so on. It will explore the relationship between markets and society, nation and nationality. It will analyse the sociological issues in these texts and locate the humanistic elements in markets. Essays on some major industrialists will also be introduced.

After due deliberations, the SCPVCE resolved to recommend the course 'Hindi Language' to be placed at the next meeting of Academic Council for consideration.

Business Communication

The objective of the course is to understand the importance of oral and written communication in business and enable participants to communicate effectively in a business setup and enhance their presentation skills. The course is designed to provide feedback on the presentation skills of students for successful communication.

The following were the discussions and recommendations by the SCPVCE:

- Modules need to be more elaborate so as to ensure that intended nuances are addressed by the faculty teaching the course.
- There is an assumption of a certain kind of embodiment for verbal and non-verbal communication and for body posture. Is it possible to have normative postures and gestures? What would be the expectations from individuals with disability? Autobiographical writings from individuals with disability could be included (writings about Nidhi Goel and others).
- Erving Goffman readings on language and social interaction could be included.
- Generally when thinking of communication, it is generally with a superior. This course could imagine communication with 'juniors' or subordinates.

After due deliberations, the SCPVCE resolved to recommend the course 'Business Communication' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

Overall Discussion

- Programme structure needs to be included when course/s are submitted for approval. The nomenclature used to describe the course should be "core" and "elective". The semester when the course is offered needs to be mentioned across all courses (Level). Module descriptions need to be a little more elaborate so as to ensure that intended nuances are addressed by the faculty teaching the course.
- Availability of translation of courses (at least in Hindi) could be explored for all courses so that students who have difficulty in English could have easier access to course content. More discussion is necessary to explore conceptual translation of materials and/or transaction of courses.

Sd/-
(Sunita Singh)
(Convenor)

(Jatin Bhatt)
(Chairperson)

Ambedkar University Delhi

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

Minutes of the 12th Meeting held on June 3, 2020 via Google Meet

The 12th Meeting of the SCPVCE was held on June 3, 2020 via Google Meet

The following members were present:

Prof Jatin Bhatt	Chairperson
Prof. Anup Dhar	Member
Prof. Amol Padwad	Member
Prof. Rachana Johri	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Mohdammad Sharique Farooqi	Member
Prof. Rukmini Sen	Member
Prof. Suchitra Balasubrahmanyan	Member
Dr. Sunita Singh	Convenor
Prof. Sitansu Sekhar Jena	Member
Prof. Vrinda Datta	Member

Regrets: Prof. Chandan Mukherjee, Prof. Salil Misra

Special Invitees: Mr. Akha Mao, Mr. Nikhil Singh Charak, Dr. Sakshi Malik, Dr. Lakshmanan Gurumurthy

The following agenda items were discussed:

1. **To consider the recommendation of the Board of Studies of the School Vocational Studies for the courses of B.Voc Accounting & Finance**

   The concept note of BVoc programme in 'Accounting and Finance' vertical was approved by the SCPVCE and the Academic Council in July, 2019. The programme falls under the Banking, Financial Service and Insurance (BSFI) sector skill council. The job roles for the different years of the programme are 'Accounts Assistant', 'Accounts Executive' and 'Accounts Manager'. The programme has 180 credits across the three years. SVS has drafted the courses for the first year of the programme for approval.

Semester 1 courses

i. Introduction to Accounting (4 Credits)
ii. Fundamentals of Business Laws (2 Credits)
iii. Basics of Business Economics (4 Credits)
iv. Internship- Accounts Assistant (I) (8 Credits)

Semester 2 courses

i. Basics of Auditing and Assurance (2 Credits)
ii. Cost and Management Accounting-I (4 Credits)
iii. Business Mathematics, Logical Reasoning and Statistics (4 Credits)
iv. Internship- Accounts Assistant (II) (8 Credits)

SEMESTER 1

i. Introduction to Accounting (4 Credits)

This course will enable students to understand the basics of accounting, accounting ratios, preparation and analysis of financial statements of not for profit organisations, sole proprietors, partnership firms and companies, and assessment of performance of firms.

The following were the discussions and recommendations by the SCPVCE:

- The course assumes that students understand profit, assets, inventory, depreciation, and so on. These concepts need to be introduced to students in a nuanced way so that they have familiarity with these terminologies while transacting the course. Clarity on these will enable students to better understand accounting. An introductory module could be added to orient the students to meanings of profit, assets, inventory, depreciation and so on.
- It may be too early to bring in taxation in the course and should be introduced in later semesters.
- How is accounting different for different types of organisations like nonprofit, partnership, private limited, public limited? What is the relationship between finance and accounting in different types of organisations?
- Software accessible to individuals with disability could be introduced.
- Local accounting practices may be of interest to students. It would provide students with a historical perspective of accounting.

After due deliberations, the SCPVCE resolved to recommend the course 'Introduction to Accounting' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

ii. Fundamentals of Business Laws (2 Credits)

This course will enable students to understand basics of business as well as corporate laws and acts that govern the organised corporate and business sector in India. It will

focus on the Indian Contract Act, 1872; The Sale of Goods Act, 1930; The Indian Partnership Act, 1932 and The Limited Liability Partnership Act, 2008; and, The Companies Act, 2013.

The following were the discussions and recommendations by the SCPVCE:

- The content may be beyond the scope of a 2 credit course. It should be reviewed to relook at the content and only include those elements that are absolutely necessary.
- How would the different Acts and Laws be transacted in the classroom? It is helpful to provide some empirical examples to understand these Acts and Laws so that students have some context to understand these. The context in BVoc is practice and it needs to be brought into this course.
- Is the purpose of the course to let students know about a large number of Acts and Laws or is the purpose for students to engage with the issues applicable in the Indian context? The pedagogy and the content could be both reexamined in the light of these questions.
- Laws that are critical for transaction could be examined in this course.

After due deliberations, the SCPVCE resolved to recommend the course 'Fundamentals of Business Laws' to re-circulated to the SCPVCE with the recommendations incorporated before it be placed at the next meeting of Academic Council for consideration.

iii. Basics of Business Economics (4 Credits)

This course will enable students to gain knowledge about the principles of business economics, theories of demand and supply, theories of production, and analyse their applications in the real-life scenarios.

The following were the discussions and recommendations by the SCPVCE:

- It would be helpful to examine how much content does an account assistant need? Some of the content may be more appropriate for a BBA course.
- The role of an Account Assistant in terms of knowledge, skills and knowhow needs to be examined in the context of this course. A perspective restructuring may enable students to understand the content better.

After due deliberations, the SCPVCE resolved to recommend the course 'Basics of Business Economics' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

iv. Internship- Accounts Assistant (I) (8 Credits)

The internship aims to familiarize students with the functioning of an Accounting or Finance department in an organisation. As part of the internship, students will go out on training for a period of 30 days in 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 following were the discussions and recommendations by the SCPVCE:

- An overview of the objective of each of the internships and what it entails needs to be documented. This would give an idea of how the internships pan out across the programme.
-

After due deliberations, the SCPVCE resolved to recommend the course 'Internship- Accounts Assistant (I)' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

SEMESTER 2

i. Basics of Auditing and Assurance (2 Credits)

This course will enable students to understand the basic concepts and terminology of auditing, auditing of financial statements and skills and techniques for auditing. The course will also address concepts of assurance and need for internal control.

The following were the discussions and recommendations by the SCPVCE:

- The course needs to be more practice oriented, especially in the delivery of the content.
- For internships, students could work with firms rather than individuals so that they could learn the structure and functioning of the audit process professionally. Professionals from the particular firms could be mentors for students.

After due deliberations, the SCPVCE resolved to recommend the course 'Basics of Auditing and Assurance' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

ii. Cost and Management Accounting-I (4 Credits)

This course will enable students to understand concepts related to cost and management accounting rules, principles and practices that are used in the corporate sector and accounting industries. It will also focus on information for cost ascertainment, planning, control and decision making.

The following were the discussions and recommendations by the SCPVCE:

- Simpler texts may be recommended. Costing exercises may be highlighted and listed.

After due deliberations, the SCPVCE resolved to recommend the course 'Cost and Management Accounting-I' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

iii. Business Mathematics, Logical Reasoning and Statistics (4 Credits)

This course will enable students to develop analytical skills, logical reasoning, and statistical techniques and methods relevant in the day-to-day business environment. The course will also focus on computer packages for data processing and statistical analysis.

The following were the discussions and recommendations by the SCPVCE:

- The software that would be used in the course needs to be specified.
- Why is a component on logical reasoning necessary in the vertical? This component could be reimagined in the specific contexts it would be used. For example, when one talks about reconciliation—logic and reasoning is necessary.
- It is also important to make sure that the students have the ability to read a contract and point to discrepancies and contradictions. They should also be able interpret related rules.

After due deliberations, the SCPVCE resolved to recommend the course 'Business Mathematics, Logical Reasoning and Statistics' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

iv. Internship- Accounts Assistant (II) (8 Credits)

The internship aims to build on to the skills acquired by students in the internship of semester 1. Some of the key areas of this internship are learning the process of reconciliation of cash/ financial accounts; providing assistance to the Accounting department in facts checking and resolution of discrepancies and understanding the process of preparing table of accounts and assigning entries to proper accounts.

The following were the discussions and recommendations by the SCPVCE:

- Industry feedback could be included at least twice so that students have an opportunity for mid-course changes if necessary and the weightage could be increased.

After due deliberations, the SCPVCE resolved to recommend the course 'Internship- Accounts Assistant (II' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

Overall Discussions

- Programme structure needs to be included when courses are submitted for approval.
- A logbook could be introduced to document the continuity of learning across semesters.
- A handbook for faculty members/tools of course transaction needs to be included/clearly articulated so that a new faculty teaching the course may be able to gauge the level of difficulty for offering the course.

- Space should be available at the Karampura campus for the launch of the programme after the BA programmes is wound up. Core faculty needs to be in place in order to launch this programme.
- Clear programme outcomes need to be articulated as reference to determine nature of all course contents distributed across the semesters. Apart from clear course and programme outcomes, it would be a helpful if outcomes are defined for each semester in terms of knowledge, competencies and skills intended through various course contents.

(Sunita Singh)
(Convenor)

(Jatin Bhatt)
(Chairperson)

Ambedkar University Delhi

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

Minutes of the 13th Meeting held on July 1, 2020 via Google Meet

The 13th Meeting of the SCPVCE was held from 10 AM to 2 PM on July 1, 2020 via Google Meet

The following members were present:

Prof Jatin Bhatt	Chairperson
Prof. Anup Dhar	Member
Prof. Amol Padwad	Member
Prof. Rachana Johri	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Mohdammad Sharique Farooqi	Member
Prof. Rukmini Sen	Member
Prof. Suchitra Balasubrahmanyan	Member
Dr. Sunita Singh	Convenor
Prof. Sitansu Sekhar Jena	Member

Regrets: Prof. Chandan Mukherjee, Prof. Vrinda Datta and Prof. Salil Misra

Special Invitees: Dr. Kritika Mathur, Dr. Nidhi Kaicker, Dr. Kanwal Anil, Dr. Richa Awasthy

The following agenda items were discussed:

I. **To consider the recommendations of the Board of Studies of the School of Business, Public Policy and Social Entrepreneurship for the new Programme *MBA Innovation, Entrepreneurship and Venture Development* to be offered in and its following courses to be offered in Semester 1:**

1. Innovation and Business Opportunities (2 Credits)
2. Foundations of Entrepreneurship (2 Credits)
3. Start-up Environment in India (2 credits) (Elective)
4. Capstone Project I - Introduction to Problem Identification and Value Proposition Design (3 Credits)
5. Entrepreneurial Marketing (2 Credits)
6. Entrepreneurial Finance (2 Credits)
7. Managerial Economics and Environment in India for Entrepreneurs (2 Credits)
8. Capstone Project II - Introduction to Design Innovation and Business Model Generation (3 Credits)

II. **Post Graduate Diploma in Social Innovation and Entrepreneurial Leadership**

DISUSSION ON THE PROGRAMMES AND COURSES

I. **MBA Innovation, Entrepreneurship and Venture Development:** The MBA – IEVD is visualized as a hands-on and practice oriented programme with interdisciplinary inputs and approach to teaching and learning. The programme is expected to address individualistic needs of students through facilitating close mentorship and emotional support by internal faculty and external experts in the field. The contents and the approach of the programme would lead to bringing out informed, confident and motivated individuals who are empowered to lead change and positively influence society, environment and economic growth. The fundamental objective of the MBA-IEVD programme is to groom competent entrepreneurs who would explore entrepreneurship as an alternative means to address a wide variety of needs, issues and challenges and thus co-contribute towards the economic development of the country. The graduates of the programme are expected to become self-reliant in identifying opportunities for themselves that will ensure meaningful career paths as well as enhance livelihood possibilities for others.

The broad curriculum structure and intended outcome of the programme is largely based on the format prescribed by the AICTE and is thus parallel to other similar programmes offered in the country that have adopted the AICTE format. At the same time, the programme draws its uniqueness from being located at AUD as it aspires to consider directions of social impact and environmental sustainability as well as self-reliance in seeking and providing livelihoods.

The proposed programme includes four semesters (76 Credits), with some semesters, further divided into modules – First Semester (Module I and Module II), Second Semester (Module III and Action Learning Segment I), Third Semester (Module IV and Module V) and Fourth Semester (Action Learning Segment II). The programme is divided across a number of tracks/phases:

1. Foundation of Management and Entrepreneurship Track and Experiential Learning Track
2. Entrepreneurship Intensity Track and Start-up Establishment Track

Out of 76 credits requirement over four semesters, participant needs to earn a total credit of 34 credits from classroom sessions which includes Core Courses (18 credits) and Elective Courses (16 credits) spread over the first three semesters.

The following were the discussions and recommendations by the SCPVCE:

- The distinctions between 'entrepreneurship' and 'social entrepreneurship' must be adequately deliberated, discussed and emphasized in the curriculum and overview of the programme. The actual difference may be that of intent. A commercial and for-profit business might be suitable to address a social or environmental challenge while on the other hand a not-for-profit enterprise may be instrumental in accumulating personal wealth depending on the core entrepreneurial intent. However, the journey for social entrepreneurship begins by placing the problem in front and exploring a business framework

as a possible medium to address the same, while a commercial enterprise is fundamentally set-up with the objective of making profits and creation of wealth.

- For a holistic understanding of the proposed programme, entire programme structure with semester wise courses planned should be incorporated as has been pointed out in all SCPVCE meetings.
- Considering that unlike the MBA programme, students need time to reflect, engage and explore the core premise of imagining, planning and formulating a realistic business venture, the number of courses seem excessive. Having a large number of courses in a semester leaves little time for students to find space or developing proactive ownership of building realistic models based on conceptual inputs.
-

After due deliberations, the SCPVCE resolved to recommend the concept note and programme structure of 'MBA Innovation, Entrepreneurship and Venture Development' to be placed at the next meeting of Academic Council for consideration.

SEMESTER 1 COURSES

1. **Innovation and Business Opportunities** (2 Credits): The course covers aspects related to identification of business opportunities, analysis of complex business problems and generation of possible solutions to the problems. It focuses on tools and techniques for fostering individual and group creativity. It also focuses on management practices that foster (or inhibit) innovation, methods for developing and evaluating ideas for new products, services, and the business models to execute these ideas, and principles and practices for leading innovation. The course will enable students to determine the feasibility of business concepts through industry, market, trend and economic analysis.

After due deliberations, the SCPVCE resolved to recommend the course 'Innovation and Business Opportunities' to be placed at the next meeting of Academic Council for consideration.

2. **Foundations of Entrepreneurship** (2 Credits): The course examines entrepreneurial behavior and characteristics associated with successful entrepreneurship. This an introductory course and covers a wide range of topics, such as, the nature and importance of entrepreneurship; forms of entrepreneurship; the entrepreneurial process; the entrepreneurial mind; creativity, ideas and innovation; screening entrepreneurial opportunities; identifying resources to support entrepreneurial activities; and feasibility planning.

The following were the discussions and recommendations by the SCPVCE:

- The ideas of entrepreneurship, entrepreneurial mindsets, and entrepreneurial values are not located in a vacuum. How are society, culture and entrepreneurial values conceptualized? There should be some discussion in the course on these aspects.
- The unit on 'Entrepreneurial mindset' could refer to culture, society along with personality, attitudes, perceptions.

After due deliberations, the SCPVCE resolved to recommend the course 'Foundations of Entrepreneurship' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

3. **Start-up Environment in India** (2 Credits, Elective): This course attempts to investigate the current state of the Indian startup ecosystem and has three goals: to provide an understanding of the growth drivers and motivations of Indian startup founders; identify challenges facing these startups; and outline the pillars in place that support them. The course would provide a comprehensive understanding of both the growth drivers as well as the challenges faced by Indian startups. Further, the course will focus on how the startup ecosystem has developed over the years and where and which kind of support is available, including technology-driven startups, non-tech, social and micro entrepreneurs that are constantly coming up with innovative ideas and solutions.

The following were the discussions and recommendations by the SCPVCE:

- Freedom to determine the assessment parameters in addition to the given parameters may be given to the course teacher and the same is stated in the course outline.
- The introductory segment of the course could include social and cultural dimensions that act as key drivers in unpacking an entrepreneurial ecosystem at a given location.
- The course is fundamental to building an attitude towards entrepreneurship. However, this is an elective course. Given the nature of contents of the course and the need for such a 'transformative approach' in the programme, the same could be considered as a core course.

After due deliberations, the SCPVCE resolved to recommend the course 'Start-up Environment in India' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

4. **Capstone Project I - Introduction to Problem Identification and Value Proposition Design** (3 Credits): The course is designed to orient the student to a research based approach to innovation especially in the context of visualizing desirable, feasible and viable Value Propositions for new business ventures. The project intends to take the student through this process in a practical and applied manner. Students would be expected to select a particular problem area of their choice to provide a concrete and real-life context for research and testing. Along with field and studio oriented work, the students would be introduced to concepts of primary and secondary research, methods of engaging and interacting with related people and groups and tools for opportunity mapping and value proposition design.

The following were the discussions and recommendations by the SCPVCE:
-As discussed earlier, the concepts of "VALUE" as referred in different contexts should be clearly articulated.
After due deliberations, the SCPVCE resolved to recommend the course 'Capstone Project I - Introduction to Problem Identification and Value Proposition Design' to be placed at the next meeting of Academic Council for consideration.

5. **Entrepreneurial Marketing** (2 Credits): This course examines the marketing process and components of a successful marketing strategy for starting and growing a successful entrepreneurial venture. Students will learn about the evolving practice of marketing and the potential for entrepreneurial thinking. The course addresses a range issues from the conventional marketing paradigms to the development of marketing strategy in the digital age. It will allow students to evaluate and critique existing marketing activities in entrepreneurial practice based on marketing theories and concepts and design/create effective entrepreneurial marketing strategies that produce sustainable competitive advantages for ventures.

The following were the discussions and recommendations by the SCPVCE:

- The number of assessments could be reduced in view of the given credits for the course.

After due deliberations, the SCPVCE resolved to recommend the course 'Entrepreneurial Marketing' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

6. **Entrepreneurial Finance** (2 Credits): The Entrepreneurial Finance course prepares participants to be competent in accounting and finance management skills necessary for an Entrepreneur. This course imparts basic financial knowledge needed in conceptualizing and operating start-ups to entrepreneurs or would-be entrepreneurs. It also aims to enable entrepreneurs and would-be-entrepreneurs to understand the "language of finance" and successfully make all the decisions related to the financial management of their businesses and start-ups planned.

After due deliberations, the SCPVCE resolved to recommend the course 'Entrepreneurial Finance' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

7. **Managerial Economics and Environment in India for Entrepreneurs** (2 Credits): This course provides an introduction to a broad range of economic concepts, theories and analytical techniques. It considers both microeconomic and macroeconomic concepts and their applications in decision making. It will focus on developing and strengthening overall analytical skills of economic decisions. The course will also examine how incentives affect and are affected by entrepreneurship in economic systems.

After due deliberations, the SCPVCE resolved to recommend the course 'Managerial Economics and Environment in India for Entrepreneurs' to be placed at the next meeting of Academic Council for consideration, with the recommendations incorporated.

8. **Capstone Project II - Introduction to Design Innovation and Business Model Generation** (3 Credits): The project would focus on preparing a tentative business model using and exploring creative processes, around the value proposition drafted during the capstone project I. Students shall be introduced to a number of techniques and tools from the world of design that can help to design a better and more innovative business model. Considering that the objective of

innovation in a business is to extend the boundaries of thought to generate new options and ultimately create value for users, the project would attempt to enable the students with tools and attitudes of the design profession, towards successful business model generation.

The following were the discussions and additional recommendations by the SCPVCE for the programme:

- How are matters of value and ethics conceptualized in the course since the subject of finance is closely linked to profit making and profiteering? Financial decision making, thus need to be viewed from the lens of larger value system and ethical standpoints so that it does not ignore social and environmental good.
- A course, input or deliberative platform need to be created to include and emphasize the practice of ethical business as an integral issue rather than an add-on, especially for a programme located at AUD.
- Issues of environment and sustainability have to be central to all ventures and future enterprises given the global and national ecological challenges. The programme should embed larger concerns of environment and ecology as integral aspects of values in all its transactions and nurturing.

After due deliberations, the SCPVCE resolved to recommend the course 'Capstone Project II - Introduction to Design Innovation and Business Model Generation' to be placed at the next meeting of Academic Council for consideration.

II. Post Graduate Diploma in Social Innovation and Entrepreneurial Leadership

The primary objective of the proposed programme is to enhance personal and professional capacity of early-stage entrepreneurs, especially those in the social sector, and make them incubation and investment ready. The programme aims to create qualified workers to act as catalyst to innovation and self-reliance for the development sector of the country. It will enhance personal and professional capacity of early-stage entrepreneurs, especially those intending to engage with the social sector, and prepare them to become self-employed and employment creators through setting-up innovative and sustainable enterprises. It will prepare qualified human resource oriented with an entrepreneurial mindset, to serve the social startup and development sector. This is an 18 months programme with three Semesters and 54 credits.

The following were the discussions and recommendations by the SCPVCE:

- Normally a PG Diploma programme is for one year. A question was raised regarding the three semester duration of the programme because with an additional semester, a student could get a Post graduate degree. However, it was noted that this programme was so conceptualized because one year was felt insufficient to orient students into a new area of social entrepreneurship and achieve the desired objective envisaged for the programme. Further, it was also noted that the programme is meant for those who are looking for relevant inputs to become independent and self-employed rather than seeking a degree or formal qualification for employment.

- The programme structure and time duration for the PG Diploma could be finalized when the courses are created for the programme.

After due deliberations, the SCPVCE resolved to recommend the concept note for 'Post Graduate Diploma in Social Innovation and Entrepreneurial Leadership' to be placed at the next meeting of Academic Council for consideration. The programme will be launched in near future.

Overall Discussions on the *MBA Innovation, Entrepreneurship and Venture Development*

- The MBA – IEVD programme has several courses in a given semester. The School must consider ways to organize the courses under some broad themes for efficiency in transaction and optimized learning.
- Several courses across the programme have emphasized 'value creation' and 'value proposition'. It is necessary to clarify what these concepts imply for business in the programme concept note.
- A robust induction programme which will allow facilitating students who already have an entrepreneurial temperament and spirit that is further refined and polished through their tenure at AUD.
- The number of readings in the in the courses could be reduced so that there is more focus on doing and learning as opposed to more on knowing contents.
- The School is planning to launch two new programmes in the next Monsoon Semester. The preparedness of the School vis-à-vis the pandemic was discussed and concerns were raised about the availability of faculty required for smooth delivery of the proposed programmes.

Since it could be the last SCPVCE that would be chaired by him, the Chair in closing comments reiterated that given the vision and practices of AUD, the purpose of such forums is to get multiple perspectives from varied disciplines and conduct meaningful discussions in order to raise overall quality of any new propositions. The Standing Committees of such nature create value for the university and act as quality control agents for the new programmes. These forums need to be valued and sustained and adequate importance must be placed in ensuring and facilitating their desired outcomes.

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

(Sunita Singh)
(Convenor)

(Jatin Bhatt)
(Chairperson)

Appendix-3

SBPPSE School of Business, Public Policy and Social Entrepreneurship

Proposal for Launch of a Programme (Appendix 4); Concept Note, Programe Structure and Course Outlines (First and Second Semester) of the BBA Programme

Appendix 4

Ambedkar University Delhi

Proposal for Launch of a Programme

(To be approved by the Academic Council)

School	SBPPSE
Programme Name	BBA
Programme Type (Professional/Liberal/Research/ etc.)	Professional
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	UG
Total Credits	134
Proposed date of launch	2020
Programme coordinator and team	SBPPSE

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):

   Eligibility for the programme is a pass at the +2 level (CBSE/ISC/NIOS/State Boards) in any stream (Humanities, Commerce or Sciences) from any recognised Board in India.

2. Entrance process (test, interview, cut-offs, etc.):

   Due to the Current ongoing Covid-19 crisis, Class 12th Examination marks cut-off based Merit List for the Admission to the First Batch. From the next year (2021-22), the selection could be based on Merit, Entrance Test and Personal Interview.

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

   35

4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):

   It is a 3 year programme with 6 semesters in all.

5. What are the intended aims of the programme?

The BBA programme aims to impart requisite knowledge and skills with social commerce such that the graduate has technical knowledge with consciousness of inclusiveness.

6. How does the programme link with the vision of AUD?

   SBPPSE has been set up in AUD to promote research and provide professional education and training in the field of Management, Public Policy and Social Entrepreneurship. SBPPSE is founded on the belief that there is a need to develop a holistic approach to business and profit within the larger context of the wider society and economy. The current MBA Programme of the School has developed professional entrepreneurs and managers with sensitivity towards larger society and environment that is required to create and manage wealth in the contemporary global context. In continuation of this endeavour, the School proposes to launch a three year undergraduate programme in Business, Bachelor of Business Administration (hereafter, BBA), with an aim to inculcate managerial skills in students from the beginning of the professional career.

7. How is the proposed programme positioned vis-à- vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?

   The BBA programme is envisioned as the programme representing the three pillars that SBPPSE is conceptualised with.

8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?

   The programme will be offered in collaboration with the School of Undergraduate Studies, School of Liberal Studies, School of Culture and Creative Expressions, School of Letters etc. The students of the programme can choose electives (suggested list of electives- Table 5) offered to students at UG Level by the above mentioned schools.

9. How is it positioned in relation to other similar programmes in the field?

   While the BBA programme offered at University of Delhi (DU), Jamia Millia Islamia (JMI), Delhi Technological University (DTU), Guru Gobind Singh Indraprastha University (GGSIPU) through its affiliated colleges in Delhi is based on students gaining exposure to Business and Management. The programme being proposed by SBPPSE, AUD has dimensions of Management, Economics, Liberal Studies, and Humanities with a strong orientation on cognitive skills, emotional skills and technological skills.

10. Is there a sufficiently defined body of knowledge and literature to support the programme?

    Yes. BBA is a well- defined and accepted programme for some time now.

11. A. What are the program specific graduate attributes?

After completion of the BBA Programme, the participant will possess

- *Discipline knowledge of the subjects studied*
- *Sense of community and professional responsibility and will be in a position to offer ethical solutions to problems*
- *Clarity of thought and will be able to express both orally and in writing not only in English, Hindi but also in a Foreign Language*
- *Critical and Problem solving skills which will enable to analyse, evaluate and solve business problems*
- *Knowledge to creatively use contemporary technologies for providing solutions*
- *Leadership and Team spirit*
- *Understanding of environmental issues sensitive which will enhance the sustainability of the organisations they join/start after the programme*

B. What are the professional trajectories that the graduates of the programme may pursue?

BBA Graduates can join organisations in a number of functional areas, join the corporate sector or choose a research profile, affiliate themselves with a NGO, join the government sector or are even encouraged to start their own venture. Additionally, the BBA Programme will help prepare students for higher studies in the domain of management or in emergent interdisciplinary fields.

12. Are there sufficient in-house faculty resources available for the programme? If not, please provide an estimate of additional faculty resources required.

Yes

13. Rationale for the nomenclature of the programme

UGC guidelines

14. **Programme Details:**

Concept (attach concept note, if needed):
See attached note

a. Objectives:
The programme is being designed with an aim to impart requisite knowledge and skills with social commerce such that the graduate has technical knowledge with consciousness of inclusiveness. It will develop skills in leadership, communications, cognitive flexibility, complex problem solving, critical thinking, creativity, emotional intelligence, judgment and decision making with a socio technical perspective.

b. Program outcomes:

- *The programme will provide the participant with a sound theoretical base in the core disciplines of management*
- *The programme will prepare them with knowledge and requisite skills for a position across different organisations – private sector, public sector, NGOs*
- *Enable the participant to start a venture of their own*

c. Overall structure (programme template with course organisation, course titles, credits, etc.):

Table 1: Proposed Credit Division

Courses	Number of Courses required	Total Credits
Core Courses (CC)	18	72
Ability Enhancement Compulsory Courses (AECC)	7	18
Skill Enhancement Courses (SEC) will also include 'Field Immersion – NGOs and Rural Connect' and 'Summer Internship Project'	7	24
Discipline Specific Elective (DSE) Courses	2	4
Generic Elective (GE) Courses/Interdisciplinary Courses offered outside SBPPSE within AUD	4	16
Total Credits		**134 credits**

Table 2: Semester wise courses

First Semester **6 Courses** **22 credits**	**3 Core Courses (CC)** **2 Ability Enhancement Compulsory Courses (AECC)** **1 Skill Enhancement Course (SEC)**	**Credits per course**
	SBP1BB011 Management Process and Organisational Behaviour	4
	SBP1BB012 Fundamentals of Accounting	4
	SBP1BB013 Economic Environment of Business in India	4
	SBP1BB014 Theatre for Personality Development	2
	SBP1BB015 Environmental Studies	4
	SBP1BB016 Logic and Mathematical Reasoning	4
Second Semester **6 Courses** **24 credits**	**4 Core Courses (CC)** **1 Ability Enhancement Compulsory Course (AECC)** **1 Skill Enhancement Course (SEC)**	**Credits per course**
	SBP1BB017 Critical Thinking, Innovation and Entrepreneurship	4
	SBP1BB018 Economics for Managerial Decision Making	4
	SBP1BB019 Data Analysis and Statistics	4

	SBP1BB020 Marketing Management	4
	SBP1BB021Hindi Language	4
	SBP1BB022 Business Communication	4
Third Semester **7 Courses** **24 credits**	**4 Core Courses (CC)** **1 Ability Enhancement Compulsory Course (AECC)** **1 Skill Enhancement Course (SEC)** ***1 Generic Elective (GE) /Interdisciplinary Course – outside SBPPSE***	**Credits per course**
	SBP1BB023 Public Policy and Social Sector Reforms	4
	SBP1BB024 Human Resource Management	4
	SBP1BB025 Financial Management	4
	SBP1BB026 Quantitative Methods in Management	4
	SBP1BB027 Foreign Language-I	2
	SBP1BB028 Field Immersion (refer to Table 3) (to include a one credit workshop based course on Rural Development & Management prior to Immersion)	2
Fourth Semester **6 Courses** **20 credits**	**2 Core Courses (CC)** **1 Ability Enhancement Compulsory Course (AECC)** **1 Skill Enhancement Course (SEC)** ***1 Discipline Specific Elective (DSE) Course (2 credits)*** ***1 Generic Elective (GE) Course/Interdisciplinary Course – outside SBPPSE (4 credits)***	**Credits per course**
	SBP1BB029 Business Research Methods	4
	SBP1BB030 Operations Management	4
	SBP1BB031 Foreign Language-II	2
	SBP1BB032 Digital Marketing	4
Fifth Semester **7 Courses** **24 credits**	**2 Core Courses (CC)** **1 Ability Enhancement Compulsory Course (AECC)** **3 Skill Enhancement Course (SEC)** ***1 Generic Elective (GE) /Interdisciplinary Course – outside SBPPSE (4 credits)***	**Credits per course**
	SBP1BB033 Legal and Ethical Environment of Business	4
	SBP1BB034 Positive Psychology	4
	SBP1BB035 Foreign Language-III	2
	SBP1BB036 Design Thinking and Innovation	4
	SBP1BB037 Business Analytics	4
	SBP1BB038 Summer Internship Project (refer to Table 3)	2
Sixth Semester **6 Courses** **20 credits**	**3 Core Courses** **1 Ability Enhancement Compulsory Course (AECC)** ***1 Discipline Specific Elective (DSE) Course (2 credits)***	**Credits per course**

	1 Generic Elective (GE) /Interdisciplinary Course – outside SBPPSE (4 credits)	
	SBP1BB039 Business for Sustainable Development	4
	SBP1BB040 Team Building and Management	4
	SBP1BB041 Strategic Management – Capstone	4
	SBP1BB042 Foreign Language-IV	2
Total Credits for BBA Programme will be 134 credits		

Table 3: Details of 'Field Immersion – NGOs and Rural Connect' and 'Summer Internship Project'*

Field Immersion/SIP	Credits per course	After successful completion of the courses, credits will be included in the following semester
Field Immersion - NGOs and Rural Connect (*in Summer Break after Second Semester*)	2	Third Semester
Summer Internship Project (SIP) (*in Summer Break after Fourth Semester*)	2	Fifth Semester

**These are Skill Enhancement Courses (SEC)*

Table 4: Discipline Specific Elective (DSE) Courses offered at SBPPSE* (2 electives to be chosen) (2 credits each)

1. Personal Finance and Investment Planning
2. Understanding Consumers
3. Doing Business in Emerging Markets
4. Big Data Analytics
5. Leadership
6. Organisational Development and Change Management
7. Behavioural Testing and Training
8. Pre-Approved and Endorsed Online Courses^

**Indicative List*

^ *This list will be updated according to available resources*

Table 5: Suggested Generic Elective (GE) Course/Interdisciplinary Courses – outside SBPPSE within AUD* (4 electives to be chosen out of 10 electives)

Generic Elective (GE) Course/Interdisciplinary Courses – outside SBPPSE (4 credits each)	Discipline (School)
1. Introduction to the Indian Economy	Economics (SLS)
2. Introduction to Econometrics	Economics (SLS)
3. Introduction to Mathematical Thinking	Mathematics (SLS)
4. Logic and Reasoning	Mathematics (SLS)
5. Counselling Psychology	Psychology (SHS)
6. Understanding Personality A and B	Psychology (SHS)
7. Introduction to Sociology	Sociology (SLS)
8. Indian Constitution and Democracy	SUS
9. Delhi in History	History (SLS)

10. Introduction to Culture and Creative Expression	SCCE
11. Gender and Society	SUS

15. **Teaching-learning:**
    a. Instructional strategies:

    The pedagogy at SBPPSE uses a blended approach to learning which is based on methods such as case study, business simulation, role plays, class room lectures and experiential learning. Field-based learning and experience sharing by practitioners on a regular basis are integral parts of our programme.

    b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

    Case repositories representative of e learning resources and hardware like laptop and projector are equipment which will be used on a regular basis.

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

    SBPPSE has strong linkages with industry, NGOs and the government sector for organising summer internship programme, campus placements and regular workshops. Practitioners are invited regularly, to transact as part of the curriculum and beyond.

Signature of Programme Coordinator(s)/Convenor(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Recommendation of the School of Studies:
Suggestions:

Signature of the Dean of the School

School of Business, Public Policy and Social Entrepreneurship (SBPPSE)
Ambedkar University Delhi (AUD)

Concept Note
Three Year (Full Time) BBA Programme

Ambedkar University Delhi (AUD) was established in 2007 by the Government of the National Capital Territory of Delhi (GNCTD) through an Act of Legislature and was notified in July 2008. The university aspires to bridge the concerns of equity and social justice with excellence in addressing both market demands and social needs brought about by the concurrent economic growth and social transformation taking place. At present there are 13 schools offering undergraduate, postgraduate and research programmes. The University has a strong focus on interdisciplinary studies and allows students to take courses across schools at all levels. AUD has carved out a niche for itself by reinventing the perception of social science education, particularly by focusing on application based content and transformative potential of integrative learning. This is reflected both in its programmes as well as their interdisciplinary engagement.

AUD envisioned the undergraduate programmes as critical to shaping the University ethos. The concept note for the UG programmes (2009) states:

"Undergraduate programmes…shape the institution. They determine the students it attracts, and the outside world judges it by the quality of the graduates it produces….Undergraduate programmes have to be designed to meet the needs, demands and aspirations of students as also to provide them challenging intellectual stimulation and help them develop analytical and logical skills."

The School of Business, Public Policy and Social Entrepreneurship (SBPPSE) was launched in 2011 to provide excellence in higher education along with equity and address issues in the three interlinked areas of business, public policy and social entrepreneurship in a holistic and integrated manner. The MBA Programme of the School has developed professional entrepreneurs and managers with sensitivity towards larger society and environment that is required to create and manage wealth in the contemporary global context. In continuation of this endeavour, the School proposes to launch a three year undergraduate programme in Business, *Bachelor of*

Business Administration (hereafter, BBA), with an aim to inculcate managerial skills in students from the beginning of the professional career.

As many as 2.5 lakh students appear for the class 12 exams each year from Delhi, of which many students apply for BBA. The BBA programme is offered by University of Delhi (DU), Jamia Millia Islamia (JMI), Delhi Technological University (DTU), Guru Gobind Singh Indraprastha University (GGSIPU) through its affiliated colleges in Delhi. Approximately 6505 seats are available for BBA across these institutions (Central/State universities). BBA has become one of the most sought after courses for pursuing graduation after completing Class 12. Given this background, there is an urgent need to introduce the Bachelor of Business Administration at Ambedkar University Delhi.

The proposed BBA Programme would be interdisciplinary and will cover domains of Management, Economics, Liberal Studies, and Humanities with a strong orientation on cognitive skills, emotional skills and technological skills (skills recommended for workers in 2030: World Economic Forum). The programme is being designed with an aim to impart requisite knowledge and skills with social commerce such that the graduate has technical knowledge with consciousness of inclusiveness. It will develop skills in leadership, communications, cognitive flexibility, complex problem solving, critical thinking, creativity, emotional intelligence, judgment and decision making with a socio technical perspective. Hence, this would provide confluence of analytics with Liberal Arts and Humanities in alignment with skills required for Industry 4.0.

The primary goal of the proposed programme is to provide in-depth information on the changes of global business environment while remaining aware of social requirements. By focussing on core disciplines in the field, the students will be enabled to develop professionally for careers across the world with a humane perspective. They will be equipped to appreciate theory and frameworks, learn a new foreign language, data analytics etc. to be able to take advantage of all opportunities that come with change, as well as get groomed to become leaders of that change. The programme will include a *Field Immersion – NGOs and Rural Connect as well as Summer Internship Project.* They will both sensitize the young managers and entrepreneurs towards the intricacies of the rural and urban areas of India and make them aware about various government initiatives and the economy in general. Additionally, the BBA Programme will help prepare students for higher studies in the domain of management or in emergent interdisciplinary fields.

Further, the students will have frequent interactions with Alumni of SBPPSE, and experts in Academia, Government, and Industry to gain wider exposure to entrepreneurial management, optimisation of operational and strategic investment,

and changing state of the economy. They will be encouraged to form clubs and societies so that, they are able to discuss and deliberate specific concurrent issues. Industry visits and Internship Fairs would be organised, which would be an important input for overall development. It is expected that the programme will offer a differentiated UG programme with affordable fees.

Eligibility and Selection Procedure

Eligibility for the programme is a pass at the +2 level (CBSE/ISC/NIOS/State Boards) in any stream (Humanities, Commerce or Sciences) from any recognised Board in India. The selection will be based on the merit list, i.e. through cut off in Academic Year 2020.

Proposed Programme Structure

The programme will be delivered through a total of 134 credits over six semesters. The programme will consist of five types of courses.

Table 1: Proposed Credit Division

Courses	Number of Courses required	Total Credits
Core Courses (CC)	18	72
Ability Enhancement Compulsory Courses (AECC)	7	18
Skill Enhancement Courses (SEC) will also include 'Field Immersion – NGOs and Rural Connect' and 'Summer Internship Project'	7	24
Discipline Specific Elective (DSE) Courses	2	4
Generic Elective (GE) Courses/Interdisciplinary Courses offered outside SBPPSE within AUD	4	16
Total Credits		**134 credits**

Of the 134 credits required to earn a BBA degree, a student would be required to obtain 114 credits from Core Courses (CC), Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC) offered at SBPPSE. 4 credits to be earned from Discipline Specific Elective (DSE) Courses offered at SBPPSE (refer to Table 4). 16 credits would be from Generic Elective (GE) Courses/Interdisciplinary Courses offered outside SBPPSE within AUD – Economics, Mathematics, Psychology, Sociology, History etc. (refer to Table 5).

Table 2: Semester wise courses

First Semester **6 Courses** **22 credits**	**3 Core Courses (CC)** **2 Ability Enhancement Compulsory Courses (AECC)** **1 Skill Enhancement Course (SEC)**	**Credits per course**
	SBP1BB011 Management Process and Organisational Behaviour	4
	SBP1BB012 Fundamentals of Accounting	4
	SBP1BB013 Economic Environment of Business in India	4
	SBP1BB014 Theatre for Personality Development	2
	SBP1BB015 Environmental Studies	4
	SBP1BB016 Logic and Mathematical Reasoning	4
Second Semester **6 Courses** **24 credits**	**4 Core Courses (CC)** **1 Ability Enhancement Compulsory Course (AECC)** **1 Skill Enhancement Course (SEC)**	**Credits per course**
	SBP1BB017 Critical Thinking, Innovation and Entrepreneurship	4
	SBP1BB018 Economics for Managerial Decision Making	4
	SBP1BB019 Data Analysis and Statistics	4
	SBP1BB020 Marketing Management	4
	SBP1BB021Hindi Language	4
	SBP1BB022 Business Communication	4
Third Semester **7 Courses** **24 credits**	**4 Core Courses (CC)** **1 Ability Enhancement Compulsory Course (AECC)** **1 Skill Enhancement Course (SEC)** ***1 Generic Elective (GE) /Interdisciplinary Course – outside SBPPSE***	**Credits per course**
	SBP1BB023 Public Policy and Social Sector Reforms	4
	SBP1BB024 Human Resource Management	4
	SBP1BB025 Financial Management	4
	SBP1BB026 Quantitative Methods in Management	4
	SBP1BB027 Foreign Language-I	2
	SBP1BB028 Field Immersion (refer to Table 3) (to include a one credit	2

	workshop based course on Rural Development & Management prior to Immersion)	
Fourth Semester **6 Courses** **20 credits**	**2 Core Courses (CC)** **1 Ability Enhancement Compulsory Course (AECC)** **1 Skill Enhancement Course (SEC)** ***1 Discipline Specific Elective (DSE) Course (2 credits)*** ***1 Generic Elective (GE) Course/Interdisciplinary Course – outside SBPPSE (4 credits)***	**Credits per course**
	SBP1BB029 Business Research Methods	4
	SBP1BB030 Operations Management	4
	SBP1BB031 Foreign Language-II	2
	SBP1BB032 Digital Marketing	4
Fifth Semester **7 Courses** **24 credits**	**2 Core Courses (CC)** **1 Ability Enhancement Compulsory Course (AECC)** **3 Skill Enhancement Course (SEC)** ***1 Generic Elective (GE) /Interdisciplinary Course – outside SBPPSE (4 credits)***	**Credits per course**
	SBP1BB033 Legal and Ethical Environment of Business	4
	SBP1BB034 Positive Psychology	4
	SBP1BB035 Foreign Language-III	2
	SBP1BB036 Design Thinking and Innovation	4
	SBP1BB037 Business Analytics	4
	SBP1BB038 Summer Internship Project (refer to Table 3)	2
Sixth Semester **6 Courses** **20 credits**	**3 Core Courses** **1 Ability Enhancement Compulsory Course (AECC)** ***1 Discipline Specific Elective (DSE) Course (2 credits)*** ***1 Generic Elective (GE) /Interdisciplinary Course – outside SBPPSE (4 credits)***	**Credits per course**
	SBP1BB039 Business for Sustainable Development	4
	SBP1BB040 Team Building and Management	4
	SBP1BB041 Strategic Management – Capstone	4

	SBP1BB042 Foreign Language-IV	2
Total Credits for BBA Programme will be 134 credits		

Table 3: Details of 'Field Immersion – NGOs and Rural Connect' and 'Summer Internship Project' (worth 2 credits each)*

Field Immersion/SIP	Credits per course	After successful completion of the courses, credits will be included in the following semester
SBP1BB028 Field Immersion - NGOs and Rural Connect (*in Summer Break after Second Semester*)	2	Third Semester
SBP1BB038 Summer Internship Project (SIP) (*in Summer Break after Fourth Semester*)	2	Fifth Semester

**These are Skill Enhancement Courses (SEC)*

Table 4: Discipline Specific Elective (DSE) Courses offered at SBPPSE* (2 electives to be chosen) (2 credits each)

1. Personal Finance and Investment Planning
2. Understanding Consumers
3. Doing Business in Emerging Markets
4. Big Data Analytics
5. Leadership
6. Organisational Development and Change Management
7. Behavioural Testing and Training
8. Pre-Approved and Endorsed Online Courses^

**Indicative List*

^ *This list will be updated according to available resources*

Table 5: Suggested Generic Elective (GE) Course/Interdisciplinary Courses – outside SBPPSE within AUD* (4 electives to be chosen out of 10 electives)

Generic Elective (GE) Course/Interdisciplinary Courses – outside SBPPSE (4 credits each)	Discipline (School)
1. Introduction to the Indian Economy	Economics (SLS)
2. Introduction to Econometrics	Economics (SLS)
3. Introduction to Mathematical Thinking	Mathematics (SLS)
4. Logic and Reasoning	Mathematics (SLS)
5. Counselling Psychology	Psychology (SHS)
6. Understanding Personality A and B	Psychology (SHS)
7. Introduction to Sociology	Sociology (SLS)
8. Indian Constitution and Democracy	SUS

9. Delhi in History	History (SLS)
10. Introduction to Culture and Creative Expression	SCCE
11. Gender and Society	SUS

*Indicative List

80

BBA Programme – Course Outlines (First and Second Semester Courses)

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Management Process and Organisational Behaviour**
Course code	SBP1BB011
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (First Semester)
Course coordinator and team	Richa Awasthy

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

   This is an introductory course on management for undergraduate students and does not overlap with any other courses offered at AUD. A similar more advanced course, targeted towards post graduate studies in management is offered as part of the MBA 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):**

   35

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

   Semester long course in the Monsoon Semester.

5. **Proposed date of launch:**

   August 2020

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**
The course aims to sensitize participants about working in an organization.

7. **Course Details:**

a. *Summary:*

The course will focus on the study of organizations through individual, group, organizational, and contextual level theories and practices.

b. *Objectives:*

In order to be successful, managers must not only understand why people behave the way they do in organizations both as individuals and in groups, they must also be able to apply their understanding in practical, complex dynamics of the workplace.

c. *Expected Learning Outcomes:*

i. To provide insights into the historical development and key concepts of the organization.
ii. Understand the role of personality, emotions and learning at workplace
iii. Gain understanding of motivation, power and conflict
iv. Discover behaviour of an individual is caused and influenced by various factors in Indian culture, society and organization
v. Understand fundamentals of group behaviour
vi. Appreciate how behaviour of manager's impacts there as well as other's performance

d. *Overall structure:*

The course, carrying 4 credits, comprise the following modules.

I. Introduction
II. Understand management and management processes
III. Understanding Self
IV. Perception and attitude
V. Motivation
VI. Leadership
VII. Groups and Teams
VIII. Organizational structure and design
IX. Culture and Change

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

The four credit course comprise 24 sessions of 2 hours classroom interaction.

I. Introduction (3 sessions)

Describe what managers do, define organizational behaviour (OB), explain the value of the systematic study of OB, Identify the contributions made by major behavioural science disciplines to OB, Understanding an organization and

organizational processes – Vision, Mission, Strategy, Structure, Systems, Processes, develop a perspective on organizations in India
Reading: *Chapter 1:* Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.
Chapter 1: Parikh, M. & Gupta, R.K. (2010). *Organizational Behaviour*. McGraw Hill.

II. Understanding management and management processes (2 sessions)
Discuss importance of management, cover major management function and roles, evolution of management, principles of management, discuss contribution of Taylor, Fayol, Weber, Elton Mayo; management processes/functions, systems approach, contingency approach
Reading: Chapter 1: Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

III. Understanding Self (2 sessions)
Understand self and personality, explain the factors that determine an individual's personality in Indian context, identify the key traits in the Big Five personality model, learning theories application in shaping behavior in organization: classical, social, operant, discuss importance of emotional intelligence.
Reading: *Chapter 8:* Parikh, M. & Gupta, R.K. (2010). *Organizational Behaviour.* McGraw Hill.
Chapter 2, 4 &8: Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

IV. Perception, Decision making and Attitude (3 sessions)
Understanding process of perception, perceptual biases, describe how shortcuts can assist in or distort our judgment of others, explain the process of social attribution, explain how perception affects the decision making process, discuss the six steps in the rational decision making model, describe the actions of the boundedly rational decision maker, explain the common decision biases or errors, explain major job attitudes: organizational commitment, employee engagement
Reading: Chapter *3&5:* Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

V. Motivation (3 sessions)
Outline the motivation process, describe Maslow's need hierarchy, differentiate motivators from hygiene factors, discuss the characteristics that high achievers prefer in a job, importance of goals to enhance performance, discuss ways self-efficacy can be increased, explain expectancy theory.
Reading: *Chapter 6:* Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

VI. Leadership (3 sessions)
Contrast leadership and management, discuss various theories and models: trait theories, behavioural theories, Fiedler's contingency model, Hersey and Blanchard's situational theory, leader-member exchange theory, path-goal theory, situation variables in the

leader-participation model, nurturant task leadership, discuss women in leadership role in Indian context: a case of Manipur Market.

Reading: *Chapter 6:* Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

Chapter on Theories of Leadership: Sinha, J.B.P. (2009). *Culture and Organizational Behaviour.* Sage Publications.

Leitanthem Umakanta Meitei (2016). *Voyages of Women in Manipur.* PRIO paper

VII. Groups and Teams (2 sessions)

Concept of Group, differentiate between formal and informal groups, compare two models of group development, Define social loafing and its effect on group performance, explain the growing popularity of teams in organizations, contrast teams with groups, discuss four types of teams, explain the characteristics of effective teams.

Reading: *Chapter 9 & 10:* Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

VIII. Organizational structure and design (2 sessions)

Discuss various types of organizations in India: organized, unorganized, public sector, private sector, multinational companies, social enterprises, NGOs., elements of organizational design, fundamentals of organizational structure in various types of organization (commercial and social sector)– functional, divisional, horizontal, matrix, hybrid, contrast mechanistic and organic structural models.

Reading: *Chapter 16:* Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

IX. Culture and Change (2 sessions)

Explain the concept of national culture and how does it impact behavior in organization, understand the meaning and significance of Organizational Culture, describe forces that act as stimulants to change, discuss sources of individual and organizational resistance to change, explain Lewin's three-step change model.

Reading: *Chapter 2 & 18:* Parikh, M. & Gupta, R.K. (2010). *Organizational Behaviour.* McGraw Hill

Chapter 17 & 19: Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

X. Stress Management (2 sessions)

Describe potential sources of stress, explain individual difference variables that moderate the stress-outcome relationship, ways to manage stress

Reading: Chapter 19: Robbins Stephen P. and Judge T.A. (2017). *Organisational Behaviour (17th edition).* Pearson.

8. Pedagogy:

a. Instructional design: Eclectic pedagogy will be adopted to transact the course.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board; Library

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field visits will be organized to familiarize participants with organizations.

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

Mid Term Assessment	30%
End Term Assessment	30%
Class participation	20%
Quizzes	20%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Fundamentals of Accounting**
Course code	SBP1BB012
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (First Semester)
Course coordinator and team	Kanwal Anil

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

   This is an introductory course on Accounting for the Bachelors of Business Administration. Given the uniqueness of the paper as it incorporates both fundamentals of financial and cost accounting it does not overlap with any undergraduate course offered and is in continuity to the advanced courses in the domain of accounting and finance offered at Master's level.

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

   There are no pre requisites for this course as it is a fundamental course.

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

   35

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

   Semester long course in the Monsoon Semester.

5. **Proposed date of launch:**

   August 2020

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

Accounting is a foundational element of business linked to providing control, stability, and accountability to a company's finances and thus is likely to be in demand always. It is a field driven by analytics and analytical interpretations, and the information derived from such functions provides a business with a record of its financial health and stability. Thus knowledge of accounting will not only promote participants to become able wealth managers but also wealth creators and hence the course connects very well to the mandate of the School and the University.

7. Course Details:

a. *Summary:*

The course is designed to impart a basic understanding of the fundamentals of both financial as well as cost accounting concepts. The first half of the course attempts to generate a basic understanding of accounting concepts and how to read and interpret the 'financial insides of a business organization. The second half of the course focuses on the fundamentals of cost accounting and how costs behave in businesses. Thus the course equips the participants with necessary accounting fundamentals which are necessary for her/him both as an external as well as internal end-user of the accounting information in any organization.

b. *Objectives:*

The course aims at preparing the participants to be able to understand, analyze and interpret financial information of a business that is relevant for decision making by external stakeholders. It also seeks to equip the participants with the necessary costing accounting techniques helpful for them as managers. The course will impart the basic understanding of the relevance, structure and contents of financial statements- profit and loss account, balance sheet, and cash flow statement and their analysis. It also aims at equipping the participants with the basic tools of cost accounting integral for sound decision making as an internal end-user of accounting information.

c. *Expected learning outcomes:*

After the completion of this course the students should be able to:

- Explain the general purposes and functions of accounting.
- Explain the differences between cost and financial accounting.
- Describe the main elements of financial accounting information – assets, liabilities, revenue and expenses.
- Identify the main financial statements and their purposes.
- Apply fundamental accounting techniques for data analysis and interpret the results to assist in business decision-making.
- Explain the concept of cost and cost behavior.
- Identify the specifics of different costing methods.
- Prepare budgets.
- Express the place and role of cost accounting in the modern economic environment.

d. *Overall structure:*

The course, carrying 4 credits, comprises of twelve units.

Unit 1: Basic Accounting Concepts
Unit 2: The Accounting mechanics
Unit 3: How to read a Balance Sheet
Unit 4: How to read an Income Statement
Unit 5: How to read a cashflow Statement
Unit 6: Analyzing financial Statements
Unit 7: Cost Accounting concepts and Cost behavior
Unit 8: Traditional Cost management systems
Unit 9: Cost Volume Profit Analysis
Unit 10: Relevant cost in decision making
Unit 11: Budgeting & Standard Costing
Unit 12: Contemporary Issues

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

The four credit course comprise 24 sessions of 2 hours classroom interaction.

Unit 1: Basic Accounting Concepts: Golden rules and the accounting equation, Accounting concepts and conventions, Cash vs. Accrual Concept, Accounting as an information system.

Core Reading: Chapter 1: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases (13th edition).* Tata McGraw Hill.

Additional reading: Chapter 1: vii. Kimmel, P., et al. (2018). *Financial Accounting: Tools for Business Decision Making* (5th edition). Wiley India.

Unit 2: The Accounting mechanics: Journalising transactions: rules of debit and credit; Posting the transactions to a ledger; Preparation of trial balance

Core Reading: Chapter 4: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 3: How to read a Balance Sheet –Understanding the various components namely Assets, liabilities and owners' equity.

Core Reading: Chapter 2: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 4: How to read an Income Statement –Understanding the various components namely Expenses and Revenues and Profit.

Core Reading: Chapter 3: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 5: How to read a cashflow Statement: it's Purpose, usefulness and preparation.
Core Reading: Chapter 11: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 6: Analyzing financial Statements: Ratio Analysis, Comparative Analysis, and Quality of earnings.
Core Reading: Chapter 13: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 7: Cost Accounting concepts and Cost behavior: how organizations create costs, Cost structures and concepts.
Core Reading: Chapter 15 and 16: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 8: Traditional Cost management systems: Kinds of cost management systems-Job & Process order costing.
Core Reading: Chapter 17 and 18: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 9: Cost Volume Profit Analysis: Understanding the cost volume and profit interaction. CVP graph.
Core Reading: Chapter 19: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 10: Relevant cost in decision making: Make or buy, outsourcing, sunk costs, joint costs etc.
Core Reading: Chapter 26: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 11: Budgeting & Standard Costing: How to prepare the Master budget. Fixed and flexible budgets, Understanding the standard costing systems.
Core Reading: Chapter 19 and 24: Anthony, Robert N., Hawkins D and Merchant, K.A. (2010). *Accounting Text and Cases* (13th edition). Tata McGraw Hill.

Unit 12: Contemporary Issues: Activity based costing, responsibility accounting and Transfer pricing, Target costing and Environmental costing.
Core Reading: Chapter 15: Ronald W. H., Ramesh G., and Jaydev. M. (2008). Managerial Accounting (7th edition). McGrawhill.

Additional references (books/articles)

i. Accounting Standards issued by Institute of Chartered Accountants of India (www.icai.org)

ii. Banerjee, A. (2009). *Financial Accounting –A Managerial Emphasis* (3rd edition). Excel Books.

iii. Bhattacharya, A.K. (2006). *Financial Accounting for Business Managers* (4th edition). Prentice Hall India.

iv. Horngren, C.T., Philbrick, D. (2011). *Introduction to Financial Accounting* (11th edition). Pearson Education.

v. Narayanaswamy, R. (2014). *Financial Accounting: A Managerial Perspective* (5th edition). Prentice Hall India.

vi. Kimmel, P., et al. (2018). *Financial Accounting: Tools for Business Decision Making* (5th edition). Wiley India.

vii. Ronald W. H., Ramesh G., and Jaydev. M. (2008). *Managerial Accounting* (7th edition). McGrawhill.

viii. Jiambalvo, J. (2012). *Managerial Accounting* (4th edition). John Wiley & Sons (Asia) Pvt. Ltd.

ix. Horngren, C. T., Foster, G., Datar, S. M., Rajan, M., and Ittner, C. (2009). *Cost Accounting: A Managerial Emphasis* (13th edition). Prentice Hall.

x. Drury, C. (2000). *Management and Cost Accounting* (5th edition). International Thomson Business Press.

xi. Garrison, R., Noreen, E. and Brewer, P. (2018). *Managerial Accounting* (16th edition). Mc Graw-Hill.

8. Pedagogy:

a. Instructional design: The course will be taught through participative learning pedagogy including case studies, lectures, group work, simulation, project work etc. Teaching materials for students (scripts, exercise collections, examples of solved exercises), teaching record, detailed course syllabus, application of e-learning, current information and all other data are available by MOODLE/Google classroom system to all students.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with a functional projector, at least two writing boards and one black board and audio and video system required.

c. Expertise in AUD faculty or outside: In-house expertise already available

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Facilitator will form linkages with external experts in the area and hold invited lectures during the course delivery.

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

Mid Term Assessment	30%
End Term Assessment	30%
Group Presentation	20%
Quizzes/Case Analysis	20%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Economic Environment of Business in India**
Course code	SBP1BB013
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (First Semester)
Course coordinator and team	Nidhi Kaicker

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

   This is an introductory course on management for undergraduate students and does not overlap with any other courses offered at AUD. A similar more advanced course, targeted towards post graduate studies in management is offered as part of the MBA 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):**

   35

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

   Semester long course in the Monsoon Semester.

5. **Proposed date of launch:**

   August 2020

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

Businesses do not exist in isolation, in fact, close interdependencies exist between business, society, the economic, political and regulatory environment, and also the natural environment. It is essential to sensitise students pursuing a programme in business studies / business administration to these interdependencies. This course is an attempt to so this so as to aid better decision making as well as creating managers and entrepreneurs who are sensitive to the needs of various stakeholders.

7. Course Details:

a. *Summary:*

The course 'Economic Environment of Business in India' enables students to assess the environment, especially the macroeconomic environment, in which businesses operate. The emphasis is on studying the impact of macroeconomic policies on business performance, the role played by institutions – governments, monetary and financial institutions, and market institutions, and the macroeconomic consequences of globalization. The students are also introduced to a brief history of Indian economic development and the current state.

b. *Objectives:*

The objectives of the course are to:

i. Demonstrate an understanding of important macroeconomic concepts and the macroeconomic system
ii. Appreciate the importance of the impact of monetary and fiscal policies on important macroeconomic indicators – GDP, Inflation, Interest Rates – and consequently on businesses
iii. Trace the history of economic development of India since Independence and analyse the current state of affairs
iv. Understand macroeconomic impact on business in the global context

c. *Expected Learning Outcomes:*

i. Understand and critically evaluate macroeconomic and financial news in the press
ii. Analyze data on key macroeconomic indicators and do a cross country and intertemporal comparison
iii. Evaluate the impact of fiscal and monetary policy on individuals, firm and the economy
iv. Develop a critical view on the state of affairs of the Indian Economy
v. Develop a global business perspective

d. *Overall structure:*

The course, carrying 4 credits, will comprise of the following modules.

I. Macroeconomic Indicators and Measurement
II. Money, Interest Rate and the Exchange Rate
III. Aggregate Expenditure, Fiscal & Monetary Policies
IV. Indian Economic Development

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

The four credit course comprise 24 sessions of 2 hours classroom interaction. The tentative number of sessions for each module are provided in parenthesis.

I. Macroeconomic Indicators and Measurement (5 sessions)

- Definitions of key Macroeconomic Indicators – GDP, GNP, Inflation, Unemployment; Sources of macroeconomic data; Comparative Intertemporal and Country-wise, State-wise analysis of macroeconomic trends
- Read macroeconomic news and make sense out of it, see the impact of the same on specific sectors and firms
- Measurement of macroeconomic variables – Gross vs National Product, Market Prices vs Factor Incomes; Approaches to measuring national output
- Understanding meanings of business cycles – recession, boom, downturns, depressions
- Discuss historical business cycles and important events that led to recessions and depressions in the last century

Readings: Mankiw, N.G. (2012). *Principles of Macroeconomics* (6th edition). Cengage.
Kennedy, P.E. (2012). *Macroeconomic Essentials: Understanding Economics in the News* (3rd edition), Prentice Hall.

II. Money and Interest Rate (3 sessions)

- Understanding salient features of goods and asset markets, time value of money and interest rates
- Discuss the factors that drive demand for money – transactionary, precautionary and speculative motives; understand the market for bonds in relation to the money market
- Concept of supply of money, and the role of monetary institutions and the financial system in money market operations

Readings: Mankiw, N.G. (2012). *Principles of Macroeconomics* (6th edition). Cengage.

III. Economic Fluctuations, Fiscal & Monetary Policies (8 sessions)

- Components of Aggregate Expenditure – consumption expenditure, investments, government expenditure, and net exports; Concept of multiplier; Impact of expansion / contraction in government expenditure and tax rates on output; Understanding crowding out
- Putting the goods and money market together in the ISLM framework to find out equilibrium output and interest rates; Bringing in prices to get the Aggregate Demand curve
- Deriving the Aggregate Supply curve; understanding relationship between Unemployment and Inflation through the Phillips curve; short run vs long run supply curves
- Tools of Fiscal & Monetary Policy and their Impact on Output, Interest Rates and Prices; Examples of these tools being used to alter the business cycle

- Open Economy Macroeconomics - International flow of goods and capital, balance of trade and balance of payments; savings and investment in open economy, exchange rate regimes, fiscal and monetary policy in different exchange rate regimes.
- International Trade Policy, WTO and Regional Economic Integration

Readings: Mankiw, N.G. (2012). *Principles of Macroeconomics* (6th edition). Cengage.
Daniels, J., Radenaugh, L., Sullivan, D., Salwan, P. (2018). *International Business* (16th edition). Pearson.
Dsouza, E. (2012). *Macroeconomics* (2nd edition). Pearson.

IV. Indian Economic Development (8 sessions)

- Understanding structure of Indian economy, growth trends, sectoral distribution of income
- Discussion of key economic reforms in India since Independence; five year plans, economic reforms of 1991, banking and financial sector reforms
- Salient features of India as an open economy – trade patterns, trade partners, foreign investment – FDI and FII trends and impact on business
- Salient features of Monetary Policy & Public Finance in India in the last two decades and the tools used

Readings: Kapila, U. (2019). *Indian Economy since Independence* (30th edition). Academic Foundation.

8. Pedagogy:

a. Instructional design: The course will be largely lecture cum discussion based. A set of readings comprising book chapters, articles will be made available to the students at the beginning of the semester is form of a compendium. Students will be expected to read the material for the session in advance. Each session will involve a lecture on the topic followed by a discussion on the readings read by the students for the same. Each session will involve an exercise on interpreting and critically evaluating 2-3 news articles from the press selected by the instructor.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board.

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

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

e. Assessment structure (modes and frequency of assessments)

Class Assignments – 2 assignments of 10% weightage each	20%
Term Paper	20%
Mid Term Exam	30%
End Term Exam	30%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Theatre for Personality Development**
Course code	SBP1BB014
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core Course (Ability Enhancement Compulsory Course)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (First Semester)
Course coordinator and team	Kritika Mathur (would be taught by SCCE Faculty)

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

   This is an introductory course on using Theatre for development of Personality for undergraduate students and does not overlap with any other course offered at AUD.

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

   None

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

   35

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

   Semester long course in the Monsoon Semester.

5. **Proposed date of launch:**

   August 2020

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

   The course sensitises the participants about the role of Theatre in developing soft skills.

7. Course Details:

a. *Summary:*

The course 'Theatre for Personality Development' will try to develop the personality of the students by reading, discussing, and performing dramatic scenes from different plays.

b. *Objectives:*

The objectives of the course are to:

i. Instill greater confidence
ii. Become more effective as a human being
iii. Appreciate strengths and weaknesses of characters across different plays
iv. Enhance team building skills of the participants

c. *Expected Learning Outcomes:*

After the course, the participant will be able to:

i. Demonstrate their ability to communicate with confidence and purpose.
ii. Demonstrate their ability to integrate dramatic strategies and soft skills
iii. Show competence in gathering, analysing, synthesizing, evaluating and applying of information for the purposes of innovation, inquiry, and creative thinking
iv. Consider different points of view to work collaboratively and effectively in pursuit of a shared purpose or goal.

d. *Overall structure:*

The entire course will be based on theatre exercises, using theatre tools. Participants will get into productions where within deadlines, they will need to create sets, devise props, costumes, characters, and make-up, and perform extraordinary characters.

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

The four credit will course comprise of 24 sessions of 2 hours classroom interaction. The tentative number of sessions for each module are provided in parenthesis.

I. Observation and Context Setting using Body Language Exercises (4 Sessions)
Reading: Furnham, A., & Petrova, E. (2010). *Body language in business: Decoding the signals*. Palgrave Macmillan.

II. Staging Shakespeare - Excerpts from The Life of King Henry V, Julius Caesar, The Tragedy of King Richard III, Coriolanus and King Lear (10 Sessions)
Reading: Shakespeare, W. (1966). *Complete Works. Ed. with a Glossary by WJ Craig.(Repr.).* Oxford University Press VIII.

III. Staging George Bernard Shaw – Excerpts from Man and Superman, Arms and the Man (4 Sessions)
Reading: Shaw, G. (1960*). Plays by George Bernard Shaw: Man and Superman, Arms and the Man, Mrs. J.Henry Warren's Profession, Candida*. New York: The New American Library of World Literature Inc.

IV. Staging – Girish Karnad – Excerpts from Tughlaq (4 sessions)
Reading: Karnad, G. R. (1994). *Three Plays: Nāga-Mandala, Hayavadana, Tughlaq*. Oxford University Press, USA.

V. Staging - Steinbeck – Excerpts from Of Mice and Men (2 Sessions)
Reading: Steinbeck, J. (1963). *Of Mice and Men*. New York: Bantam Books.

Additional references (books/articles)

i. Whitney, J. O., & Packer, T. (2002). *Power plays: Shakespeare's lessons in leadership and managemen*t. Simon and Schuster.
ii. Mockler, R. J. (2002). Using the arts to acquire and enhance management skills. *Journal of Management Education*, 26(5), 574-585.
iii. Stevenson, W. B. (1996). A Muse of Fire or a Winter of Discontent? Teaching Shakespeare in the Leadership Course. *Journal of Management Education*, 20(1), 39–47.
iv. Garaventa, E. (1998). Shakespeare's Henry V: Fifteenth Century Monarch, Twentieth Century Leader. *Journal of Leadership Studies*, 4(3), 162–171.

8. Pedagogy:

a. Instructional design: The course will be largely workshop based.

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

c. Expertise in AUD faculty or outside: Outside

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

e. Assessment structure (modes and frequency of assessments)

Reflection Assignment on Exercises	10%
First Play Analysis	10%
Second Play Analysis	15%
First Play Performance	25%
Second Play Performance	40%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Environmental Studies**
Course code	SBP1BB015
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course (Ability Enhancement Compulsory Course)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (First Semester)
Course coordinator and team	Deeksha Dave & Kartik Dave

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The proposed course is based on the larger concern shared by AUD's Vision and Mission for the sustainable development goals. In particular, the school of Business, Public Policy and Social Entrepreneurship believes in principles of responsible management education. The university and the school are committed to facilitate and support dialog and debate among educators, students, business, government, consumers, media, and civil society organisations and other interested groups and stakeholders on critical issues related to Environment and sustainability. Honorable Supreme Court has also directed to include a course of Environment in all undergraduate programmes. A similar course on Environment Studies has been offered in Undergraduate Programmes in other schools. However, this proposed course is designed to help in developing the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy. It will enable them to understand the impact of Environmental issues on business and society.
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):**

   35

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

   Semester long course in the Monsoon Semester.

5. **Proposed date of launch:**

August 2020

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

Linking to AUD's vision, the course will impart knowledge about the relevant environmental issues and will propose suitable solutions. The students will develop an understanding about the complex environmental problems that the world is facing today and will be exposed to the interlinkages between society, environment, culture and business. The course attempts to bring out the nexus between the business goals, environmental concerns and well –being of the stakeholders. The importance of resilient ecological systems and sustainable development has been explained. The practical component of the course will help the students to carry out independent study on regional environmental problems and take suitable measures to address them.

7. **Course Details:**

a. *Summary:*

Business world is no longer viewed as an isolated identity but is a vibrant self-regulating and self-contained ecosystem. In view of this, the trade-offs between environment protection and development objectives are non-existent in discussions today. The recognition of environmental systems and processes is imperative to improve the efficiency of business and management operations of the companies and organisations. Sound environmental policies and clean technologies also provide competitive edge to them as the natural capital is essential for the production of other forms of capital. Further, implementation of the principles of Responsible Management depends to a large extent on the understanding of the linkages between environment and businesses. In view of this, a shift in the traditional teaching in Business programmes is necessary to nurture the young minds to focus on the sustainable business model.

The course on Environmental Studies will provide knowledge and competencies to the young graduates to understand the environmental processes, systems and intersections to enable them to take appropriate management decisions. The course includes the basic concepts about the environment and prepares the learners to mitigate the problems faced by the planet Earth through business interventions. The course emphasizes that the knowledge of environment and its processes are important for decision making at various levels.

b. *Objectives:*

This course aims to familiarize students with the basic concepts of environment, their relevance with the business operations and the forthcoming sustainability challenges. The course will equip the students to demonstrate appropriate decision making keeping in mind the environmental consequences of their actions. The course will enable the budding business graduates to be environmentally sensitive and responsible managers of tomorrow.

c. *Expected Learning Outcomes:*

i. Explore the basic concepts of environment and explore the issues pertinent to the business and management field.

ii. Recognize the interdependence between environmental processes and socio economic dynamics.

iii. Determine the role of business decisions, policies and actions in minimizing environmental degradation.

iv. Identify the possible solutions to curb environmental problems caused due to managerial actions.

v. Provide skill to address the immediate concerns through change in business operations, policies and decisions.

d. *Overall structure:*

The course, carrying 4 credits, will comprise of six units.

I. Understanding Environment and Introduction to Environmental Studies
II. Natural Resources and Their Conservation
III. Ecosystems and Biodiversity
IV. Environmental Pollution, Solid Waste and Disasters
V. Social Issues and Environment
VI. Field Work

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

The four credit course comprise 24 sessions of 2 hours classroom interaction. The tentative number of weeks for each module are provided in parenthesis.

Unit I Understanding Environment and Introduction to Environmental Studies (2 Weeks)

Businesses these days are greatly influenced by the external forces comprising of surrounding environment. In this unit, introductory knowledge about the Environment and Environmental Studies will be discussed. The information regarding environmental processes and the human actions governing them is crucial for the business graduates' decision making. Along with this, the unit describes the various cross cutting programmes under Environment Studies and explains the need of multidisciplinary approach in addressing environmental problems.

Components of Environment, Segments of Environment, Man-Environment Relationship, Environmental movements, Concept of sustainability, Multidisciplinary nature of Environmental Studies, Programmes under Environmental Studies, Environmental Education, Need for Public Awareness.

Reading: Dave, D., & Katewa, S. S. (2012). *Text Book of Environmental Studies.* Cengage Learning India Pvt Ltd. Pg 2-14.

Unit II Natural Resources and Their Conservation (2 weeks)

Natural resources like oil, gas and minerals are the backbone of economy. The supply and demand of the vital raw materials must be balanced to ensure proper utilization of these resources. This unit introduces the meaning and classification of natural resources. It exposes the students towards the problems caused due to over utilization of natural resources and suggests measures for their careful utilization. The various natural resources like land, forests, water and energy are explained in detail in the unit. Special focus is given on the issues which can deliver efficient business models and can shape public-private partnerships in dealing with world food security issues problems, faulty agricultural practices, energy crisis and equal access to resources.

Classification of Natural Resources, Deforestation , Water Resources, Water Conservation , Mineral Resources, Impact of Mining, World Food Problems, Food Security Issues, Energy Security, Adoption of cleaner sources of energy, Land Use Changes, Desertification, Conservation and equitable use of resources, Intergenerational and Intragenerational Equity.

Reading: Dave, D., & Katewa, S. S. (2012). *Text Book of Environmental Studies.* Cengage Learning India Pvt Ltd. Pg. 18-71.

Unit III Ecosystems and Biodiversity (3 weeks)

Humanity is facing serious challenges since last decade due to biodiversity loss, growing inequality, unplanned urbanization and increasing disease burden . Our economic systems must be strengthened to deliver balanced environmental and social goals. Further, these interconnected systemic global crises cannot be tackled in isolation. In the unit, the students will be introduced to the various natural ecosystems and their diverse ecological characteristics and functions. The unit covers important topics like ecosystem resilience, homeostasis, carrying and assimilative capacity of ecosystems and discusses about the diverse biological wealth of India across bio-geographical zones and traditional ecological knowledge. The types of biodiversity, its importance, threats and conservation methods are also discussed in the unit.

Classification of ecosystems, Structure and Functions of ecosystems, Carrying Capacity of ecosystems, Kinds of biodiversity, importance of biodiversity, threats to biodiversity, in situ and ex situ conservation of biodiversity, Nature reserves, and human wildlife conflicts in Indian context, Endangered and Endemic Species, India as a Mega diverse Nation.

Reading: Dave, D., & Katewa, S. S. (2012). *Text Book of Environmental Studies.* Cengage Learning India Pvt Ltd. Pg. 77-146.

Unit IV Environmental Pollution, Solid Waste and Disasters (4 weeks)

Environmental pollution has disrupted the businesses the world over. Setting up of new projects with the adoption of cleaner technologies is the responsibility of business executives. The unit takes into account the description and underlying causes of various kinds of pollution like air, water, noise and land pollution. Special emphasis has been given on the issue of solid waste generation and adoption of suitable methods to reduce waste generation in its first place. Pertinent case studies and examples have been given at suitable places to explain the issues more clearly. The unit also details on the disasters and their management. Natural and Man-made disasters including the biological hazards have been included in the unit.

Types of Pollutants, Primary and Secondary Pollutants, Air Pollution, Global Climate Change, Ozone layer depletion, Green House Effect, Acid Rain, Air Pollution Episodes in India, Water Pollution , State of Our Rivers, Noise, Soil , Marine and Radiation Pollution, Case studies. Increase in Waste Generation, Types of Waste, Plastic and Electronic Waste Generation, Waste as a Resource, Programmes and Policies related to Waste Management. India's Disaster profile, Natural and Man-made Disasters, Disaster Management

Reading: Dave, D., & Katewa, S. S. (2012). *Text Book of Environmental Studies.* Cengage Learning India Pvt Ltd. 154-211.

Unit V Social Issues and Environment (3 Weeks)

Interactions between human society and environment are constantly changing. Businesses are no longer being valued only for financial outflows achieved for shareholders but they are also being evaluated on the basis of their contributions to stakeholders and society. In this unit, an attempt has been made to discuss how society and environment are related and complement each other. The unit discusses about resilient societies, responsible consumption, environment and human health, population concerns, resettlement and rehabilitation of environmental refugees, environmental justice and legislative and regulatory bodies governing environment. Special mention has been made of the Sustainable Development Goals and the challenges ahead.

Sustainable Development, Sustainable Development Goals, Environmental Ethics, Consumerism and Waste Products, Responsible Consumption, Resilient Societies, Extended Producer Responsibility, Circular Economy, Environmental legislation , Role of Judiciary in Environmental Protection, Water (Prevention and Control of Pollution) Act, 1974, Environment (Protection) Act, 1986, Air (Prevention & Control of Pollution) Act, 1981. Environmental Refugees, Resettlement and Rehabilitation of People:

Problems and Concerns, Environmental Justice, Ecological Economics, Human Population Growth, Demographic Profile of India.

Reading: Dave, D., & Katewa, S. S. (2012). *Text Book of Environmental Studies.* Cengage Learning India Pvt Ltd. Pg 217-287

Unit VI Field Work (2 weeks)

The field visits are essential to explore the grass root concerns of the stakeholders and prevailing environmental conditions. The unit will provide an opportunity to the students to visit the polluted site, do surveys, visit parks, ecosystems and do the resource mapping in their area. The unit encourages the students to get first-hand knowledge about the issues and come out with innovative solutions to address them.

Reading: Dave, D., & Katewa, S. S. (2012). *Text Book of Environmental Studies.* Cengage Learning India Pvt Ltd. Pg 293-306

Additional references (books/articles)

i. Bharucha, E. (2015). *Textbook of Environmental Studies.* Universities Press.
ii. Basu, M., & Xavier Savarimuthu, S. J. (2017). *Fundamentals of Environmental Studies.* Cambridge University Press.
iii. Roy, M. G. (2011). *Sustainable Development: Environment, Energy and Water Resources*. Ane Books.
iv. Asthana, D. K. (2006). *Text Book of Environmental Studies*. S. Chand Publishing.
v. Arumugam, N. and Kumaresan, V. (2014). *Environmental Science & Engineering*. Saras Publications.
vi. Chhatwal, R.J. (2011). *Environment Sciences- A Systematic Approach* (2nd edition). UDH Publishers and Distributors Pvt Ltd.
vii. Chhokar, K., Pandya, M., & Raghunathan, M. (Eds.). (2004). *Understanding environment*. Sage Publications India.
viii. Pritwani, K. (2019). *Sustainability of business in the context of environmental management.* CRC Press.
ix. Shimray, C. (2016). *Redesigning environmental courses for effective environmental protection*. Current Science. 110(4). 499-501.

8. Pedagogy:

a. Instructional design: Apart from interactive class teaching, various individual and group assignments are given. Group discussions, role plays and presentations are conducted in class to enable students to practically apply the theories learnt during the course.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board.

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): There will be a field component and will be explored from time to time.

e. Assessment structure (modes and frequency of assessments):

Mid Term Assessment	30%
End Term Assessment	30%
Project/Field Study	20%
Group Assignment, Quizzes and Presentations	20%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Logic and Mathematical Reasoning**
Course code	SBP1BB016
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course (Skill Enhancement Course)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (First Semester)
Course coordinator and team	Nidhi Kaicker

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

   No

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

   None

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

   35

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

   Semester long course in the Monsoon Semester.

5. **Proposed date of launch:**

   August 2020

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

Using Logic to distinguish between correct and incorrect reasoning is vital in making business decisions. This course in intended at improving students objectivity, analytical and quantitative reasoning.

7. Course Details:

a. *Summary:*

The course 'Logic and Mathematical Reasoning' enables students to student to apply and logical thinking skills, an understanding of numbers, to various real-world applications. They will improve their reasoning skills as required by them in fulfilling their individual and organisational goals. The course exposes the students to 'logical tools' and 'quantitative reasoning methods' and enable them to apply these logical strategies in business decision making.

b. *Objectives:*

The objectives of the course are to:

i. Explore and apply key concepts in logical thinking to business problems.
ii. Enable students to critically analyze material (information) to order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.
iii. Solve and devise solutions to a range of elementary real-world problems in mathematics

c. *Expected Learning Outcomes:*

i. Identify and re-construct arguments in articles, news, editorials, advertisements etc.
ii. Evaluate both deductive and inductive arguments, and identify fallacies in argumentative discourse
iii. Make sound arguments based on mathematical reasoning and/or careful analysis of data.
iv. Effectively communicate the substance and meaning of mathematical problems and solutions.

d. *Overall structure:*

The course, carrying 4 credits, comprise the following modules.

I. Reasoning
II. Logic
III. Understanding Numbers
IV. Working with Percentages
V. Functions

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

The four credit course comprise 24 sessions of 2 hours classroom interaction. The tentative number of sessions for each module are provided in parenthesis.

I. Reasoning (4 sessions)

This module will enable students to be familiarized with the analytical structure of reasoning, understanding language of claims / arguments, and identifying dependent premises and conclusions

Reading: i. Allen, M. (2004). *Smart Thinking: Skills for Critical Understanding and Writing* (2nd edition). Oxford University Press.

II. Logic (6 sessions)

This module will enable students to evaluate arguments, identify deductive and inductive logic and be familiar with a variety of logical fallacies. It will also introduce them to mathematical logic.

Reading: Kelley, D. (2013). *The Art of Reasoning: An Introduction to Logic and Critical Thinking*, 4th Edition. WW Norton & Co

III. Understanding Numbers (4 sessions)

This module will provide an overview of applications of basic mathematical concepts to business, which they would have covered in High School, such as Number Systems, Integers, Decimals, Rounding, Exponents and Square Roots, Sequences & Series of Numbers and Fundamentals of length, area, volume, mass, temperature

Reading: Sharma, J.K. (2019). *Business Mathematics*, 3rd Edition. Wiley.

IV. Working with Percentages (5 sessions)

This module focuses on the working with Percentages & Ratios with applications in retailing, sales, finance, and banking & Sales. Topics covered include Profit, Loss, Discounts, Compounding & discounting, Time value of money, interest rates and Investment Appraisal – annuities, loans

Reading: Sharma, J.K. (2019). *Business Mathematics*, 3rd Edition. Wiley.

V. Functions (5 session)

This module familiarizes students with useful mathematical functions – linear, quadratic, exponential and log functions – and their graphical algebraic and graphical representation. These are particularly useful in modelling of economic concepts – demand, supply, cost, revenue, profit

Reading: Sharma, J.K. (2019). *Business Mathematics*, 3rd Edition. Wiley.

8. Pedagogy:

a. Instructional design: The course will be transacted through a series of problems – real life case studies, legal material, simulations, games, interpretation of claims and arguments in publicly available material. A set of readings comprising book chapters, articles will be made available to the students, mathematical problems related to retailing, personal finance, economic decisions, at the beginning of the semester is form of a compendium. Students will be expected to read the material for the session in advance. Each session will involve a problem solving exercise or a team activity where students are expected to apply the learnings from the text they would have read for the class.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board.

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

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

e. Assessment structure (modes and frequency of assessments)

Problem Solving Exercises	40%
Self Reflection Notes on the Class Activities	20%
End Term Exam	40%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Critical Thinking, Innovation and Entrepreneurship**
Course code	SBP1BB017
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Second Semester)
Course coordinator and team	Nidhi Kaicker

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

   No

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

   None

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

   35

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

   Semester long course in the Winter Semester (Second Semester)

5. **Proposed date of launch:**

   August 2020

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

   The proposed BBA programme aims to create sensitive managers as well as encourage students to generate new business ideas and set up ventures, thereby generating employment in the

economy. This course is an attempt to take students through the entrepreneurship ecosystem, and initiate the idea generation process.

7. **Course Details:**

a. *Summary:* The course provides the students with an understanding of the characteristics, attitudes associated with, behaviour, processes for enterprise creation and the entrepreneur. It enables students to improve their critical thinking, scan the market for opportunities, generate interesting business ideas and develop growth oriented businesses – whether for profit or not for profit.

a. *Objectives:*

i. Explore and apply key concepts in critical thinking to business problems
ii. Appreciate the role of creativity, innovation and technology in the entrepreneurial process
iii. Understand the characteristics and attitudes of an entrepreneur and the process of new enterprise creation
iv. Initiate the opportunity identification and idea generation process
v. Understand how innovation can be applied within the corporation
vi. Understand how a social entrepreneur creates value

b. Overall structure:

The course carrying 4 credits, will comprise of the following modules.

I. Critical Thinking
II. Creativity, Innovation and Opportunity Identification
III. Entrepreneurship: Introduction
IV. Entrepreneurial Mind
V. Indian Entrepreneurship Ecosystem
VI. Corporate Entrepreneurship

c. Expected Learning Outcomes:

i. To orient an entrepreneurial mindset by understanding the attitudes, values, behaviour, characteristics of the same
ii. Appreciate the role of critical and creative thinking in innovation and idea generation
iii. Identify and appreciate the role of an entrepreneur in the new enterprise creation process
iv. Use creative thinking skills for idea generation
v. Analyze the business environment to identify business opportunities
vi. Undertake a basic feasibility analysis of the opportunity identified
vii. Understand why entrepreneurial thinking is important in the corporate world

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

The four credit course comprise 24 sessions of 2 hours classroom interaction. The tentative number of sessions for each module are provided in parenthesis.

I. Critical Thinking (5 Sessions)
The module introduces various Definitions, Elements and Barriers to Critical Thinking, its importance in the workplace followed by a discussion and application of popular frameworks and tools for Critical Thinking.
Reading: Basham, G., Irwin, W., Nardone, H., Wallace, J. (2011). *Critical Thinking: A students introduction* (4th edition). McGraw Hill.

II. Creativity, Innovation and Opportunity Identification (7 Sessions)
The module introduces the concepts of Creativity and Innovation and their role in the problem solving process. Students are then encouraged to make an attempt in business idea generation, and find an innovative opportunity. Once found, discussion on doing a feasibility analysis, including customer Identification, Environmental Scan and Profitability, will be done.
Reading: Drucker, P. (2006). *Innovation and Entrepreneurship: Practices and Principles.* Harper Collins.

III. Entrepreneurship: Introduction (4 Sessions)
As part of this module, students are familiarized with the entrepreneurial process, and the various forms of Entrepreneurial Organisations, integrating the discussion with Small Businesses and Family Businesses
Reading: Hisrich, R.D., Manimala, M.J., Peters, M.P., Shepherd, D.A. (2017). *Entrepreneurship* (9th edition). McGraw Hill Education.

IV. Entrepreneurial Mind (3 Sessions)
As part of this module, students are encouraged to appreciate the entrepreneurial mind, and assess the Attributes, Traits and Skills needed to be an entrepreneur. They will also gauge their personal potential as an Entrepreneur
Reading: Hisrich, R.D., Manimala, M.J., Peters, M.P., Shepherd, D.A. (2017). *Entrepreneurship* (9th edition). McGraw Hill Education.

V. Indian Entrepreneurship Ecosystem (3 Sessions)
As part of this module, students study the Indian entrepreneurship ecosystem, and the role of Government in India in Entrepreneurship Development
Reading(s): Mitra, J. (2020). *Indian Entrepreneurship and Innovation: The Current State of Affairs*. Springer.
Shukla, M. (2020). *Social Entrepreneurship in India: Quarter Idealism and a Pound of Pragmatism.* Sage Publications.

VI. Corporate Entrepreneurship (2 Sessions)
In this module, students understand the role of entrepreneurial thinking in the corporate world, and differentiating between Start up and Corporate Entrepreneurship
Reading: Timmons, J. and Spinelli, S. (2017). *New Venture Creation: Entrepreneurship for the 21st Century.* McGraw Hill Education

8. Pedagogy:

a. Instructional design: The course will be transacted through a series of case studies and discussions around them. A set of readings comprising book chapters, articles will be made available to the students at the beginning of the semester is form of a compendium. Students will be expected to read the material for the session in advance.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board. Access to case study repositories needed.

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

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

e. Assessment structure (modes and frequency of assessments)

Case Study on an Entrepreneur – Individual Assessment	30%
Opportunity Identification and Feasibility Testing – Group Project	30%
End Term Exam	40%

Signature of Course Coordinator(s)

9. Note:

i. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

ii. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Economics for Managerial Decision Making**
Course code	SBP1BB018
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Second Semester)
Course coordinator and team	Nidhi Kaicker

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

   This is an introductory course on management for undergraduate students and does not overlap with any other courses offered at AUD. A similar more advanced course, targeted towards post graduate studies in management is offered as part of the MBA 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):**

   35

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

   Semester long course in the Winter Semester.

5. **Proposed date of launch:**

   August 2020

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

The course sensitises the participants to the decision making process through a microeconomics lens.

7. Course Details:

a. *Summary:*

The course 'Economics for Managerial Decision Making' sensitises the participants to the decision making process within various organizational settings through a microeconomics lens. It will enable the students to identify major areas of management decision making for which economic analysis is a useful input. It focuses on demand estimation and forecasting, production and cost analysis under different market structures, pricing decisions, analysis of market failures, and decision making under uncertainty.

b. *Objectives:*

The objectives of the course are to:

i. Develop an understanding of the theory of consumer behaviour and theory of firm behaviour
ii. To critically evaluate whether firm and consumer behaviour is efficient from the society's perspective
iii. To sensitise students to the importance of understanding economic principles for managers
iv. Introducing students to related areas of Economics of Strategy and Behavioural Economics

c. *Expected Learning Outcomes:*

i. Understanding economic goals of a firm and optimal decision making
ii. Understanding economics to explain the firm and consumer behaviour
iii. Communicate applications of microeconomics to managerial issues and articulate solutions
iv. Analyse the complex interaction that takes place between consumers, firms and markets
v. Prepare responses to specific business problems
vi. Conducting and internal and external analysis of a firm
vii. Using case studies as study material to understand real life business problems and providing insightful solutions

d. *Overall structure:*

The course, carrying 4 credits, comprise the following modules.

I. Microeconomic Concepts
II. Theory of Consumer Choice
III. Production and Cost
IV. Market Structures
V. Market Failures and Role of the State

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

The four credit course comprise 24 sessions of 2 hours classroom interaction. The tentative number of sessions for each module are provided in parenthesis.

I. Microeconomic Concepts (2 sessions)

a. Nature and scope of managerial economics; Important microeconomic concepts; Principles of Microeconomics
b. Goals of a Firm; Economic vs Accounting concepts; Marginal Analysis
Readings: Key measures and relationships- *Managerial Economics: Concepts and Principles,* by Donald N. Stengal, Harvard Business School Press

II. Theory of Consumer Choice (6 Sessions)

a. Law of Demand; Factors Affecting Demand; Concepts - Substitute and Complementary Goods, Normal and Inferior Goods, Individual and Market Demand
b. Price and Income Elasticities of Demand; Applications of Elasticity – price floors, price ceilings, taxation and elasticity
c. Pricing Practices and Price Discrimination – first, second and third degree, dynamic pricing
d. Demand Estimation and Break Even Analysis, Demand Forecasting using Quantitative Techniques
Readings: Chapters 4, 5-8, & 21- Mankiw, N.G. (2011). *Principles of Economics, 6th edition.* South-western College Publishing.
Demand and Pricing- *Managerial Economics: Concepts and Principles,* by Donald N. Stengal, Harvard Business School Press

III. Production and Cost (6 Session)

a. Short Run & Long run Production Functions, Factors of Production, Fixed and Variable Factors of Production
b. Optimal Employment of Inputs, Returns to Factor and Returns to Scale
c. Types of Costs – accounting and economic costs, fixed and variable costs, average and marginal costs, opportunity and sunk costs; difference between short run and long run costs
d. Economies of Scale, Scope and Learning Curve
Readings: Chapters 13 & 18- Mankiw, N.G. (2011). *Principles of Economics, 6th edition.* South-western College Publishing.
What matters and what doesn't: relevant revenues and costs, *Economic Decision Making Using Cost Data: A Manager's Guide,* by Daniel Marburger and Ryan Peterson, Harvard Business School Press

IV. Market Structures and Economics of Strategy (6 sessions)

a. Salient features of and Equilibrium determination in different market structures - Perfect Competition, Monopolies and Monopolistic Competition, Oligopolies

b. Understanding basic concepts in Game Theory – prisonners dilemma, dominant strategy, Nash equilibrium – in context of oligopolies
c. Industry Analysis using Michael Porters 5 forces and Hambricks Diamond Framework

Readings: Chapters 14-17- Mankiw, N.G. (2011). *Principles of Economics, 6th edition.* South-western College Publishing.
Market Equilibrium and the perfect competition model, *Managerial Economics: Concepts and Principles,* by Donald N. Stengal, Harvard Business School Press
Firm Competition and Market Structures, *Managerial Economics: Concepts and Principles,* by Donald N. Stengal, Harvard Business School Press

V. Market Failures and Role of the State (4 sessions)

a. Externalities – consumption and production externalities, positive and negative externalities, impact of externalities on firm output; Public Goods – criterion of rivalry and excludability, common property resources
b. Economics of Information – Asymmetric information and impact on firm output

Readings: Chapters 10-11, 22- Mankiw, N.G. (2011). *Principles of Economics, 6th edition.* South-western College Publishing.
Asymmetric Information – Market Failure, Market Distortions and Market Solutions, *Harvard Business School Publishing,* by Kenneth S. Corts

Additional references (books/articles)

i. Salvatore, D. (2016). *Managerial Economics in a Global Economy* (7th edition). Oxford University Press: USA.
ii. Peterson, C.H., Lewis, W.C., Jain, S. K. (2008). *Managerial Economics* (5th edition). Pearson Education.
iii. Besanko, D., Dranove, D., Shanley, M., Schaefer, S. (2013). *Economics of Strategy* (6th edition). Wiley.
iv. Thomas, C.R., Maurice, S.C. (2017). *Managerial Economics: Foundations of Business Analysis and Strategy* (10th edition). McGraw Hill Education.

8. Pedagogy:

a. Instructional design: The course will be largely lecture cum case-discussion based. A set of readings comprising book chapters, articles will be made available to the students at the beginning of the semester is form of a compendium. Students will be expected to read the material for the session in advance. Each session will involve a lecture on the topic followed by a discussion on the readings / cases read by the students for the same. An attempt will be made to solve quantitative problems in class where the topics require such treatment. Students will be encouraged to attempt end of chapter questions for the prescribed textbook.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board. Access to case repositories such as Harvard Business School Publishing required.

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

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

e. Assessment structure (modes and frequency of assessments)

Class Assignments – 2 assignments of 10% weightage each	20%
Case Studies – 2 assignments of 10% weightage each	20%
Mid Term Exam	30%
End Term Exam	30%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Data Analysis and Statistics**
Course code	SBP1BB019
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Second Semester)
Course coordinator and team	Anshu Gupta

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

   This is an introductory course on statistics for business administration undergraduate students. Given the focus of the paper on business statistics it doesn't overlap with any undergraduate course and connects to advanced courses in the domain of quantitative methods and similar courses offered at Master's level.

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):**

   35

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

   Semester long course in the Winter Semester (Second Semester).

5. **Proposed date of launch:**

   August 2020

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

Business manager can make informed decisions using statistical methods and applying statistical thinking for data visualization and analysis. Be it simple tools like tables, graphs, for presentation, descriptive and inferential techniques or complex techniques like multi-variate analysis, big data analytics and structural equation modelling, statistical techniques have made their way into board rooms. This indicates the indispensability of statistics for managerial decisions. From the academic perspective the knowledge of statistical methods is foundation for appreciating courses in other functional areas of management, pursing higher education and research.

7. Course Details:

a. *Summary:*

This is a foundation course for undergraduate students of business administration developed with a focus on how statistics can be used to make better business decisions. The course is designed to introduce basics of data collection, organization, visualization, probability and, descriptive and inferential statistics in the context of data driven decision making. The course also introduces the participants to Microsoft excel including advance functions for statistical analysis.

b. *Objectives:*

The objective of this course is to familiarize the students with statistical methods for business data analysis. The course aims to equip participants with the statistical thinking, data driven problem solving skills and data analysis using Microsoft excel.

c. *Expected learning outcomes:*

After the completion of this course the students should be able to:

1. Apply fundamental statistical techniques for data analysis and interpret the results to assist in business decision-making
2. Visualize, and summarize data using tools of visualization and descriptive statistics
3. Analyze association between two variables using correlation and regression analysis
4. Discuss and apply concepts of probability, discrete and continuous probability distributions to business problems.
5. Conduct statistical analysis using Microsoft Excel
6. Draw conclusion about single population using testing of hypothesis

d. *Overall structure:*

The four credit course will be transacted in 24 sessions of 2 hours, with 4 hours of classroom interaction in a week. The course is designed in 6 units. The course starts with introduction to statistics for business applications. The later units focus on methods for data preparation, organisation and visualisation followed by introductory descriptive and inferential statistical methods.

S. No.	Module	Duration (Weeks)
Unit 1	Introduction	1
Unit 2	Data Preparation, Organisation and Visualisation	2
Unit 3	Descriptive Statistics	2
Unit 4	Probability and Probability Distributions	3
Unit 5	Correlation and Regression Analysis	2
Unit 6	Inferential Statistics	2

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

The four credit course comprise 24 sessions of 2 hours classroom interaction.

Unit 1: Introduction (1 Week)

This unit will introduce the participant to data driven decision making and applications of statistics in business and management; discuss data types and sources – quantitative and qualitative data; cross-sectional, time series and panel data, primary and secondary data; role of IT in business data collection; errors and ethical issues in data collection and analysis; primary scales of measurement - nominal, ordinal, interval and ratio; the unit will conclude with introducing participants to Microsoft excel sheets

Core Readings:

- Chapter 1 from core text Anderson et al. (2020)
- Chapter 1 from core text Levine et al. (2017)

Additional Readings:

- Makrymichalos, M., Antony, J., Antony, F. and Kumar, M. (2005), Statistical thinking and its role for industrial engineers and managers in the 21st century, Managerial Auditing Journal, 20(4), 354-363. https://doi.org/10.1108/02686900510592043

Unit 2: Data Preparation, Organisation and Visualisation (2 Weeks)

This unit deals with data tabulation, cleaning and missing values; summarizing qualitative and quantitative data with frequency distributions; cross tabulations; visualization with bar charts, pie chart, histograms, ogive, and scatter plots; tabulation and visualization of data using simple chart tools and advanced features of pivot tables in Microsoft excel

Core Readings:

- Chapter 2 from core text Anderson et al. (2020)
- Chapter 2 from core text Levine et al. (2017)

Additional Readings:

- EndRun Financial Services web case study from Chapter 2 in core text Levine et al. (2017)
- Data sets available on the web resources such as https://www.kaggle.com/datasets and data files that accompany core text books to practice the concepts learned in the module

Unit 3: Descriptive Statistics (2 Weeks)

The unit will focus on introducing the participants with the methods of descriptive statistics used to describe the basic features of the data including measures of central tendency - mean, median and mode; quartiles; measures of dispersion - range, quartile deviation, standard deviation, coefficient of variation; five number summary and, box and whisker plot; shape of the distribution - skewness and kurtosis; z-score, empirical rule and Chebychev theorem, outlier analysis; and statistical functions in excel for descriptive statistics

Core Readings:

- Chapter 3 from core text Anderson et al. (2020)
- Chapter 3 from core text Levine et al. (2017)

Additional readings:

- EndRun Financial Services web case study from Chapter 2 in core text Levine et al. (2017)
- Data sets available on the web resources such as https://www.kaggle.com/datasets and data files that accompany core text books to practice the concepts learned in the module

Unit 4: Probability and Probability Distributions (3 Weeks)

This unit introduces students to important concepts probability along with discrete and continuous probability distributions used in business applications. The concept of probability and probability distributions is important as a base for future learning in this area quantitative methods. Topics under this unit will include understanding uncertainty in business decisions; the axioms of probability, counting rules, theorems of addition and multiplication; joint and conditional probability, Bayes' theorem; random variable and Distribution functions; Binomial, Poisson, exponential and Normal probability distributions; central limit theorem; excel functions for probability distributions

Core Readings:

- Chapter 4-6 from core text Anderson et al. (2020)
- Chapter 4-6 from core text Levine et al. (2017)

Additional Readings:

- Hickey, W. (2012). 5 Statistics Problems that Will Change the Way You See the World. Available at https://www.theatlantic.com/business/archive/2012/11/5-statistics-problems-that-will-change-the-way-you-see-the-world/265147/

Unit 5: Correlation and Regression Analysis (2 Weeks)

Correlation analysis is used to identify the strength and direction of a linear relationship between two variables and on the other hand regression is used to predict how much a dependent variable changes based on adjustments to an independent variable. Concepts to be covered in this unit include Correlation Analysis - meaning and significance, scatter plots for correlational analysis, Karl Pearson's and Spearman's rank coefficient of correlations, understanding data modeling using regression analysis; regression vs. correlation, simple regression model- model development, assumptions, tests for the significance of correlation coefficients; correlational and regression analysis using data analysis tool pack for advance statistical analysis in excel

Core Readings:

- Chapter 12 from core text Anderson et al. (2020)
- Chapter 10 from core text Levine et al. (2017)

Additional Readings:

- Sunflowers Apparel web case study from Chapter 10 in core text Levine et al. (2017)
- Data sets available on the web resources such as https://www.kaggle.com/datasets and data files that accompany core text books to practice the concepts learned in the module

Unit 6: Inferential Statistics (2 Weeks)

Inferential statistics is used in statistical analysis to draw conclusions from a sample and generalize them to the population. This unit will introduce the participants to the concept of hypothesis testing, single and two tailed tests; hypothesis testing process; single sample test of significance mean for small and large samples; and type I and type II error

Core Readings:

- Chapter 9 from core text Anderson et al. (2020)
- Chapter 9 from core text Levine et al. (2017)

Additional readings:

- Consumers Concerned about Cereal Cheaters (CCACC) web case study from Chapter 9 in core text Levine et al. (2017)

f. *Suggested readings (Additional references (books/articles) shall be added according to need).*

Core Text:

i. Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2020). *Essentials of modern business statistics with Microsoft Excel* (8th edition). Cengage Learning.

ii. Levine, D. M., Stephan, D. F., & Szabat, K. A. (2017). *Statistics for Managers Using Microsoft Excel* (8th edition). Pearson Education.

Additional Readings:

i. Bajpai, N. (2013). *Business Statistics* (2nd edition). Pearson Education.

ii. Stine, R., & Foster, D. (2017). *Statistics for Business: Decision Making and Analysis* (3rd edition). Person Education.

iii. Bowerman, B. L., O'Connell, R. T. and Murphree, E. (2018). *Business statistics in practice* (9th edition). McGraw-Hill Education.

iv. Black, K. (2012). *Applied business statistics: Making better business decisions* (7th edition). Wiley.

8. Pedagogy:

a. Instructional design: The course will be facilitated through lectures with emphasis on basic concepts, the elements of statistical thinking and illustration of business applications. The course will foster active learning by the participants through case studies, individual and group problem solving in and out of the class, applications to everyday situations, presentations and hands-on experience using Microsoft excel.

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 writing board, computer lab with Microsoft office installed on systems for all students

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

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

e. Assessment structure (modes and frequency of assessments):
Assessment 1: Quiz (25%) (After completion of unit 4)
Assessment 2: Take home assessment - Case study analysis (15%) (to be assigned during the 3rd week of the course transaction and submission after completion of unit 5)

Assessment 3: Excel based assessment (After completion of unit 5) (20%)
Assessment 4: End term assessment (40%)

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Marketing Management**
Course code	SBP1BB020
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Second Semester)
Course coordinator and team	Kartik Dave

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

   An advanced Marketing Management core course has been a part of MBA program offered by the school. However, the content and approach this UG course will be totally different and will focus on basic concepts at introductory level.

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):**

   35

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

   Semester long course in the Monsoon Semester.

5. **Proposed date of launch:**

   August 2020

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

Linking to AUD's vision, this course will build the basic marketing concepts and imparts knowledge that how the marketing as a function is important to business as well as to the society. It will provide an in-depth understanding to various elements of marketing mix for effective functioning of an organization. Students will learn some of the tools and techniques of marketing with focus on global and Indian experiences, approaches and cases.

7. Course Details:

a. *Summary:*

This course covers the principles, planning, implementation and control of the marketing function in all kinds of organisations. Marketing is the art and science of creating customer value and market place exchanges that benefit the organization and its stakeholders.

b. *Objectives:*

This course aims to familiarize students with the marketing function in organizations. It will equip the students with understanding of the Marketing Mix elements and sensitize them to certain emerging issues in Marketing. The course is intended to bring in key principles and activities crucial for the role that marketing has in an organisation.

The course aims to:

1. Develop understanding about marketing management concepts and frameworks, and apply these to a new or existing business
2. Develop skills to analyse and synthesise information and derive insights related to marketing management, from several perspectives

It also explores best practices in managing marketing activities within an organisation and how to measure and impact on demand and attempt to forecast and influence its future levels, magnitude and timing.

c. *Expected Learning Outcomes:*

i. Understand fundamental marketing concepts, theories and principles; the role of marketing in the organization context.
ii. Recognize various elements marketing mix for effective functioning of an organization
iii. Critically analyse an organisation's marketing strategies
iv. Learn appropriate tools and techniques of marketing with focus on Indian experiences, approaches and cases
v. Evaluate marketing implementation strategies and formulate and assess strategic, operational and tactical marketing decisions

d. *Overall structure:*

The course, carrying 4 credits, comprises of six units.

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

The four credit course comprise 24 sessions of 2 hours classroom interaction. The tentative numbers of weeks for each module are provided in parenthesis.

Unit I (4 Weeks)

This unit bring in the basic premise that every organisation must understand and practise marketing effectively in order to realize its mission and purpose. It proposes this conception because marketing is the role within the organisation that focuses on exchanging value with customers and target audiences. The unit also covers, how the critical external environments (customers, competitors, collaborators and context) impact upon marketing strategy and practice and create opportunities or threats.

Introduction: Nature, Scope and Importance of Marketing, Evolution of Marketing; Core marketing concepts; Company orientation - Production concept, Product concept, Selling concept, Marketing concept, Holistic marketing concept; Marketing Environment: Demographic, Economic, Political, Legal, Socio cultural, Technological environment (Indian context); Market and competition analysis.

Readings: Chapter 1: Kotler P., Keller K., et al. (2017). *Marketing Management* (15th edition). Pearson Education (Singapore) Pvt. Ltd

Chapter 1, 3 and 5: Capon N. and Singh S.S. (2014). *Managing Marketing: An Applied Approach*. Wiley India.

Unit II (3 Weeks)

Segmentation, targeting and positioning are very crucial to marketing strategy. Market segmentation is essential because few (if any) markets have only one form of customer need, want or behaviour, and organisations must recognize and appreciate the diversity among the potential buyers in the market. This unit also covers consumer behaviour, which is a critical aspect of marketing management. In this Unit, key customers/markets are detailed. There are three key types of customers that organisations attempt to serve: business-to-business markets (B2B), business-to consumer markets (B2C) and business to government markets (B2G). This Unit will explore the buying decision processes for consumers, business and government customers, as well as categorize what factors influence this process.

Segmentation, Targeting and Positioning: Concept; Levels of Market Segmentation, Basis for Segmenting Consumer Markets; Consumer Behaviour

Readings: Chapter 2, 6, 7 and 9: Kotler P., Keller K., et al. (2017). *Marketing Management* (15th edition). Pearson Education (Singapore) Pvt. Ltd

Chapter 4 and 8: Capon N. and Singh S.S. (2014). *Managing Marketing: An Applied Approach.* Wiley India.

Unit III (3 Weeks)

After covering background principles that steer and inform strategic marketing management in earlier units, this unit introduces tactical marketing issues. Tactical marketing issues are those actions a firm takes to implement its marketing strategy. Marketing tactics include the marketing mix. In this Unit, the focus is on the first P of the Marketing Mix i.e. Product.

Product decisions: Concept of Product Life Cycle (PLC), PLC marketing strategies, Product Classification, Product Line Decision, Product Mix Decision, Branding Decisions, Packaging & Labelling. Portfolio approach – Boston Consulting Group (BCG) matrix

Readings: Chapter 10, 11 and 13: Kotler P., Keller K., et al. (2017). *Marketing Management* (15th edition). Pearson Education (Singapore) Pvt. Ltd

Chapter 10, 11 and 12: Capon N. and Singh S.S. (2014). *Managing Marketing: An Applied Approach.* Wiley India.

Unit IV (3 Weeks)

In this Unit, Price, Place and Promotion which are crucial Ps of the marketing mix are discussed. First, Pricing (money, time and effort) and related issues are covered. Place covers distribution tactics – where will the value propositions be made available to optimise the balance between coverage, economics and strategic control. The unit also discusses marketing communication, by examine several forms of communication, as well as accentuate the significance of integrating all messages across the organisation, so that customers receive reliable and consistent communications about an organisation's product in terms of a value.

Pricing Decisions: Determinants of Price, Pricing Methods (Non-mathematical treatment), and Adapting Price. Promotion Decisions: Factors determining promotion mix, Promotional Tools –Fundamentals of advertisement, Sales Promotion, Public Relations & Publicity and Personal Selling. Marketing Channel Decision: Channel functions, Channel Levels, Types of Intermediaries: Wholesalers and Retailers.

Readings: Chapter 16, 17, 18, 19, 21 and 22: Kotler P., Keller K., et al. (2017). *Marketing Management* (15th edition). Pearson Education (Singapore) Pvt. Ltd

Chapter 15 to 20: Capon N. and Singh S.S. (2014). *Managing Marketing: An Applied Approach*. Wiley India.

Unit V (3 Weeks)

The objectives of this topic are to explain what services are and why there is a need for special services marketing concepts and practices; to outline the basic differences between goods and services and the resulting challenges to services marketing arising out of these differences; to explain the distinctions between different services; to explain the important role of internal and interactive marketing in services marketing and consequently the need for expanded services marketing mix; and to emphasize the importance of a relationship approach in developing successful services marketing strategies.

Marketing of Services: unique characteristics of services, marketing strategies for service firms – 7Ps

Readings: Chapter 14: Kotler P., Keller K., et al. (2017). *Marketing Management* (15th edition). Pearson Education (Singapore) Pvt. Ltd

Wirtz J., Lovelock C.H. and Chatterjee J. (2018). *Services Marketing* (8th edition) Pearson

Chapter 13: Capon N. and Singh S.S. (2014). *Managing Marketing: An Applied Approach.* Wiley India.

Unit VI (3 Weeks)

This unit introduces various modern marketing issues which have emerged due to rapid adoption and widespread diffusion of the technology including internet and also due to growing concerns for conscientious business related to Societal Marketing, Green Marketing, Ethics and Social responsibility. Digitalization has led to transformation in marketing practices from the use of data analytics to interpret the streams of 'big data' that the devices and digital channels provide, to the specifics of how value is created, communicated, delivered, sustained and captured using digital channels.

Contemporary issues in Marketing, Digital Marketing, Ethics and social responsibility in Marketing, Integrated Marketing, Online Payments, Rural Marketing, Social Marketing, Green Marketing (Introductory aspects only).

Readings:

Chapter 20 and 23: Kotler P., Keller K., et al. (2017). *Marketing Management* (15th edition). Pearson Education (Singapore) Pvt. Ltd

Chapter 16 and 24: Capon N. and Singh S.S. (2014). *Managing Marketing: An Applied Approach.* Wiley India.

Additional references (books/articles)

i. Aaker, D. A. and Mcloughlin, D. (2014). *Strategic Market Management: Global Perspectives*. John Wiley & Sons.

ii. Sheth, J. N., & Sisodia, R. S. (Eds). (2015). *Does Marketing Need Reform?: Fresh Perspectives on the Future*. Routledge.

iii. Percy, L. (2014). *Strategic Integrated Marketing Communications*. Routledge.

iv. Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital Marketing* (7th edition). Pearson Higher Education.

v. Kotler, P., Armstrong, G., and Agnihotri, P. Y. (2018). *Principles of Marketing* (17th edition). Pearson Education.

vi. Ramaswamy, V.S. & Namakumari, S. (2018). *Marketing Management: Indian Context Global Perspective* (6th edition). Sage Publications India Pvt. Ltd.

vii. Biswas A. K. (2017). *Strategic Market Management: Managing Markets for profit and growth* Notion Press.

viii. Keller, K.L., Parameswaran, A.M.G., and Jacob, I. (2015). *Strategic Brand Management* (4th edition). Pearson Education

ix. Schmitt, B. (2000). *Experiential marketing*. Bilbao: Deusto.

x. Kumar, N. (2004). *Marketing as Strategy: Understanding the CEO's Agenda for driving Growth and Innovation*. Harvard Business Review Press.

xi. Treacy, M., and Wiersema, F. (2007). *The discipline of market leaders: Choose your customers, narrow your focus, dominate your market*. Basic Books.

xii. Treacy, M. (2005). *Double-digit Growth: How Great Companies Achieve It--No Matter what*. Penguin.

xiii. Capon, N. (2007). *The marketing mavens*. Crown Business.

xiv. Dadwal, S. S., Jamal, A., Harris, T., Brown, G., & Raudhah, S. (2020). Technology and Sharing Economy-Based Business Models for Marketing to Connected Consumers. In *Handbook of Research on Innovations in Technology and Marketing for the Connected Consumer* (pp. 62-93), IGI Global.

8. Pedagogy:

a. Instructional design: Apart from interactive class teaching, various individual and group assignments are given. Group discussions, role plays and presentations are conducted in class to enable students to practically apply the theories learnt during the course.

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

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): There will be a field component and will be explored from time to time.

e. Assessment structure (modes and frequency of assessments):

Mid Term Assessment	20%
End Term Assessment	30%
Project/Field Study	20%
Group Assignment/Quiz/Presentations	30%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**व्यवसायिक हिंदी**
Course code	SBP1BB021
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Ability Enhancement Compulsary Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Second Semester)
Course coordinator and team	Hindi Faculty of AUD

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

हिंदी में स्नातक स्तर पर अध्यापन के लिए सभी विषयों के लिए फाउंडेशन कोर्स के तौर पर व्यवहारिक हिंदी, माध्यमिक हिंदी व आरंभिक हिंदी के कोर्सेज चलाए जा रहे हैं। पर यह कोर्स मुख्य रूप में अपनी विषयगत व उद्देश्यगत भिन्नता का निर्वाह करेगा तथा अपनी संरचना में भिन्नताओं के साथ मौलिक होगा।

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

None

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

35

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

Semester long course in the Winter Semester.

Proposed date of launch:

August 2020

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

अंबेडकर वश्व वद्यालय दिल्ली अपनी वश्व वद्यालयीन संकल्पना में अध्यापन की अंतरानुशासनिक पद्धति को प्रोत्साहित करना है। वह सामाजिक न्याय, बराबरी व सहिष्णुता के मूल्यों के प्रसार को महत्त्व प्रदान करता है। हिंदी में अर्थजगत व वा णज्य से संबं धत साहित्य, भाषा संबंधी व्यवहार तथा हिंदी से जुड़े बिजनेस कम्युनिकेशन से परि चत कराते हुए इस वजन को पुष्ट कया जाएगा। यह वद्या र्थयों को उनके मुख्य वषय में सहायता प्रदान करेगा। बीबीए के पाठ्यक्रम में प्रबंधन, अर्थशास्त्र, लबरल स्टडीज तथा मान वकी से संबं धत ज्ञान प्रदान करने के साथ-साथ संज्ञानात्मक (Cognitive), भावनात्मक (Emotional) तकनीकी (Technological) ज्ञान प्रदान करने पर बल है। यह हिंदी कोर्स अपनी साहित्यिक, वैचारिक तथा प्रयोजनमूलक अंतर्वस्तु के माध्यम से बीबीए के इस प्रोग्राम तथा उसकी मूल संकल्पना का पूरक साबित होगा।

Course Details:

a. *Summary:*

व्यवसायिक हिंदी का कोर्स 4 क्रे डट के कोर्स के रूप में स्नातक स्तर पर दूसरे सेमेस्टर के वद्या र्थयों को पढ़ाया जाएगा। इसमें व्यवसाय-अर्थशास्त्र, उद्योग, कंपनी, फैक्ट्री आदि से जुड़े साहित्य का अध्यापन कया जाएगा। मुख्यतः कहानी, क वता, नाटक तथा हिंदी के प्रमुख निबंधों को इसमें सम्मि लत कया जाएगा। इसके माध्यम से हिंदी साहित्य के उद्योग-बाजार आदि से जुड़े लेखन का समाजशास्त्रीय वश्लेषण कर वद्या र्थयों के बाजार-उपभोक्तावाद आदि से मानवीय पक्षों के बारे में संवेदनात्मक ज्ञान से समृद्ध कया जा सकेगा। उन्हें बाजार-उपभोक्तावाद के मानवीय जीवन व संस्कृति पर पड़ने वाले प्रभावों के बारे में वशेष ढंग से जागरूक बनाया जा सकेगा। इसके अतिरिक्त वे इस व शष्ट कोटि के साहित्य के जरिए मानव के भावनात्मक जीवन पर पड़ने वाले असर को भी समझ सकेंगे। इस कोर्स में व भन्न व्यवसायों खासतौर पर वज्ञापन-जनसंचार में हिंदी के प्रयोगों के बारे में भी वस्तार से परिचय प्रदान कया जाएगा। वज्ञापन-जनसंचार वर्तमान युग में बाजार संस्कृति के फलने फूलने में मुख्य भू मका निभाते हैं। हिंदी का अगर ठोस व्याकर णक तथा मानक रूप है तो वह एक लचीली, सर्वस्वीकार्य भाषा के रूप में भी वकासमान रही है। वज्ञापन-जनसंचार में हिंदी भाषा की दक्षता ने नए प्रतिमान गढ़ लए हैं। हिंदी के रचनात्मक-प्रभावशाली रूपों के बारे में सजगता बढ़ी है तथा बाजार व उत्पादन की समूची संस्कृति को वस्तार प्रदान करने में हिंदी का व वध रूपों में प्रयोग हो रहा है। व्यवसायिक हिंदी के इस प्रस्ता वत कोर्स में वज्ञापन जगत में मुहावरेदार, जीवंत, स्मरणीय, व्याकर णक नियमों से मुक्त हिंदी के बारे में भी अध्ययन एवं अध्यापन कया जाएगा। हिंदी भाषा में बिजनेस पत्रकारिता तथा व्यवसायिक संपर्क की व्यापक दुनिया है तथा इस कोर्स में आ र्थक पत्रकारिता के व भन्न आयामों को सम्मि लत कया जाएगा।

b. *Objectives*

यह कोर्स स्नातक स्तर के विद्यार्थियों को मानवीय दृष्टिकोण परिवर्तनशील कार्य संस्कृति, विविध किस्म की वैध-अवैध अपेक्षाओं, भूमंडलीकरण के प्रभावों के आदि के बारे में साहित्य व भाषा के माध्यम से अवगत कराएगा। इसके अंतर्गत व्यापार-उद्योग के प्रचार-प्रसार से मानव समुदायों में नए किस्म के व्यवहारों के उदय, कठिन लक्ष्यों तथा उसकी नई चुनौतियों के प्रति संवेदनशील बनाया जा सकेगा ताकि बीबीए का विद्यार्थी विश्वविद्यालय के विजन के अनुरूप अधिक समावेशी व उदार दृष्टि से अपने समाज से जुड़ सके।

a. *Overall structure:*

चार माड्यूल में विभाजित। प्रत्येक माड्यूल अलग अलग विषयों पर आधारित होगा।

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

माड्यूल-1

यह माड्यूल वद्या र्थयों को मनुष्य, उद्योग व व्यापार के सहसंबंधों पर र चत रचनात्मक लेखन से परि चत कराने का काम करेगा। बीसवीं सदी में हिंदी साहित्य में ऐसी कई रचनाएं लखी गईं जिनमें व्यापारिक तथा उत्पादन की संस्कृति में आते परिवर्तनों से मानव के सामाजिक व मनोवैज्ञानिक जीवन पर पड़े प्रभावों को आधार बनाया गया है। ये रचनाएं एक ओर संक्रमणशील समाज में मनुष्य की दु वधाओं की बेबाक गवाही हैं तो दूसरी ओर नए बदलावों के बीच स्वयं को खपाने की जद्दोजहद से पाठकों को बाखबर रखने का काम करती रही हैं। इनमें व्यापार-उत्पादन की आ र्थक प्र क्रयाओं के बीच इंसान की घटती है सयत, उसके अस्तित्व संबंधी संघर्षों, आंतरिक जीवन में उथलपुथल, नवीन मानवीय वृत्तियों के उदय आदि के बहुत सारे चत्र मौजूद हैं। एक आ र्थक प्राणी के रूप में मनुष्य की हदबंदी के बीच, सारी मजबूरियों के बावजूद, उसके मानवीय-भावनात्मक पक्ष भी लगातार उभरते रहते हैं।

1 . यह मेरी मातृभू म है (प्रेमचंद)
2 . बदबू (शेखर जोशी)
3 . खाना (योगेंद्र आहूजा)
4 . श्रम की महिमा (भवानी प्रसाद मश्र)
5 . शहरे आशोब (नजीर अकबराबादी)
6 . अंधेर नगरी (भारतेंदु हरिशचंद)

संदर्भ पुस्तक

1. प्रेमचंद- मानसरोवर भाग 6, सु मत्र प्रकाशन, दिल्ली 2005
2. शेखर जोशी- संक लत कहानियां, नेशनल बुक ट्रस्ट, 2008
3. योगेंद्र आहूजा- पांच मनट तथा अन्य कहानियां, आधार प्रकाशन, पंचकूला, 2017
4. नजीर ग्रंथावली (संपा- नजीर मुहम्मद)- उत्तरप्रदेश हिंदी संस्थान, 2001
5. भारतेंदु हरिशचंद- अंधेर नगरी, राजकमल पेपरबैक्स, दिल्ली, 2007

माड्यूल-2

यह माड्यूल विद्यार्थियों को एक औद्योगिक समाज तथा व्यापार प्रधान समाज बनने के परिणामस्वरूप हिंदी में भाषा, संस्कृति, सामाजिक जीवन, संस्कृति पर घटित होने

वाले परिवर्तनों के प्रति संवेदनशील बनाने का कम करेगा। हिंदी में उपलब्ध ऐसे कुछ निबंधों व बहसों से परिचित कराएगा जिन्होंने भारत में निर्माणशील शहरी जीवन व उपभोग के पैटर्न को आलोचनात्मक ढंग से समझने का प्रयास किया है। संसार की विभिन्न भाषाओं खासतौर पर यूरोप में, जहां पर नवीन औद्योगिक-व्यापारिक संस्कृति का असीमित विस्तार हो रहा था, वहां की भाषाओं में इस संस्कृति के साथ एक प्रखर आलोचनात्मक रिश्ता भी स्थापित हुआ। भारत में हिंदी में लिखे निबंधों व लेखों में भी इस दिशा में व्यापक प्रयास हुए और यह माड्यूल समाजशास्त्र, अर्थशास्त्र व मानविकी आदि के औजारों का हिंदी निबंध लेखन में प्रयोग किए जाने के यथार्थ से परिचित कराने में अपनी भूमिका का निर्वाह करेगा।

1.गांधी व जमनालाल बजाज के मध्य पत्रव्यवहार (चयनित अंश)
2.जातिभेद का उच्छेद – चैप्टरः 4, 7, 10, 12, 13 (अंबेडकर)
3.महाजनी सभ्यता (प्रेमचंद)
4.उपभोक्तावाद की संस्कृति (श्यामाचरण दुबे)
5.संपत्तिशास्त्र (महावीर प्रसाद द्विवेदी), चयनित अंश

संदर्भ पुस्तकें

1. पांचवे पुत्र को बापू का आशीर्वाद, महात्मा गांधी का जमनालाल बजाज व उनके परिवार के अन्य लोगों के साथ हुआ पत्र व्यवहार (संपा काका कालेलकर)- सस्ता साहित्य मंडल, नई दिल्ली, 1953
2.भीमराव अंबेडकर - जातिभेद का उच्छेद, गौतम बुक सेंटर, दिल्ली, 2010
3.प्रेमचंद रचना संचयन- निर्मल वर्मा, कमल किशोर गोयनका, साहित्य अकादमी, नई दिल्ली, 2004
4. महावीर प्रसाद द्विवेदी- संपत्तिशास्त्र, नेशनल बुक ट्रस्ट, नई दिल्ली, 2014
5. श्यामाचरण दुबे- मानव और संस्कृति, राजकमल प्रकाशन, दिल्ली, 2001

माड्यूल-3

किसी भी देश में व्यापार, उद्योग, उपभोग की संरचनाएं विज्ञापन संस्कृति को बढ़ावा देती हैं तथा उसपर निर्भर भी रहती हैं। विज्ञापनों का संबंध किसी समाज के भाषिक व्यवहारों से होता है जिसके अंतर्गत विभिन्न किस्म के शब्द, मुहावरे, लोकोक्ति, तुकबंदी, अलंकार, गीत आदि की भाषिक शक्तियों का प्रयोग कर विज्ञापनों को विभिन्न माध्यमों के लिए तैयार किया जाता है। इस माड्यूल में विज्ञापन व हिंदी भाषा

के संबंधों, विज्ञापनों की भाषा, विज्ञापन के प्रकारों तथा विज्ञापन के प्रभावों के बारे में अध्यापन किया जाएगा। इसके अंतर्गत हिंदी में संप्रेषण व अभिव्यक्ति के पहलू को भी शामिल किया जाएगा ताकि विद्यार्थियों को व्यापार जगत में हिंदी की शक्ति व महत्त्व के बारे में अवगत होने का अवसर प्राप्त हो सके।

1 . विज्ञापन का इतिहास और महत्त्व
2 . विज्ञापन और हिंदी
3 . विज्ञापन लेखन के प्रमुख गुण
4 . विज्ञापन की समस्याएं

संदर्भ पुस्तकें

1. रेखा सेठी- विज्ञापनः भाषा और संरचना, वाणी प्रकाशन, दिल्ली, 2018
2. आशुतोष पार्थेश्वर- हिंदी विज्ञापनों का पहला दौर, अनन्य प्रकाशन, दिल्ली, 2017
3.संजय गुप्ता- विक्रय और विज्ञापन, साहित्य भवन, 2019
4. रवींद्रनाथ श्रीवास्तव (संपादक)- प्रयोजनमूलक हिंदी, केंद्रीय हिंदी संस्थान, आगरा
5. विनोद गोदरे- प्रयोजनमूलक हिंदी, वाणी प्रकाशन नई दिल्ली

माड्यूल-4

यह माड्यूल हिंदी भाषा के तीन अन्य प्रमुख विस्तारों सोशल मीडिया व ब्लाग लेखन, आर्थिक पत्रकारिता (बिजनेस जर्नलिज्म) तथा वेबसाइट पर हिंदी भाषा के विभिन्न प्रारूपों-प्रयोगों के अध्यापन पर आधारित होगा। यह बताने की जरूरत नहीं है कि ब्लाग-वेबसाइट वर्तमान में व्यापार-उद्योग जगत की कार्यप्रणाली के अनिवार्य अंग के रूप में विकसित हो रहे हैं। कंपनी की प्रोफाइल, उत्पादन, नवीन प्राडक्ट, आर्थिक स्थिति, भविष्य की योजना आदि के बारे में इन्हीं माध्यमों से परिचय प्रदान किया जाता है। इस प्रकार यह माड्यूल आर्थिक पत्रकारिता तथा ब्लाग-वेबसाइट लेखन में हिंदी के सूचनात्मक-रचनात्मक प्रयोगों तथा हिंदी भाषा की दक्षता से परिचित कराने का काम करेगा। इसमें हिंदी के कुछ महत्त्वपूर्ण ब्लागों जिनमें आर्थिक समाचार, फीचर सामग्री, साहित्य को प्रस्तुत किया जाता है, ऐसे ब्लागों में प्रयुक्त हिंदी का विवेचनात्मक अध्ययन होगा।

1. प्रमुख आर्थिक समाचार पत्र तथा हिंदी
2. हिंदी में व्यवसायिक ब्लाग लेखन
3. आर्थिक समाचारों की वेबसाइट
4. सोशल मीडिया पर हिंदी

संदर्भ पुस्तकें

1. शंभूनाथ- हिंदी पत्रकारिताः हमारी विरासत (दो खंड), वाणी प्रकाशन, नई दिल्ली 2007

2. जिम हाल- आनलाइन जर्नलिज्मः ए क्रिटिकल प्राइमर, जिम हाल प्लूटो प्रेस, लंदन 2001

3. एंड्यू ड्यूडने एंड पीटर राइड- द न्यू मीडिया हैंड बुक, राउटलेज, न्यूयार्क, 2006

4. प्रभाष जोशी- जब तोप मुकाबिल हो, राजकमल प्रकाशन, नई दिल्ली, 2008

5. क्रिस राउश- प्राफिट्स एंड लासेसः बिजनेस जर्नलिज्म एंड इट्स रोल इन सोसायटी, मारियन स्ट्रीट प्रेस, पोर्टलैंड, 2010

a. *Course Outcomes*

i. यह कोर्स 'व्यवसायिक प्रशासन में स्नातक के प्रोग्राम में दाखिला लेने वाले विद्यार्थियों को हिंदी भाषा में प्रभावशाली ढंग से अभिव्यक्ति के लिए सक्षम बनाएगा।

ii. यह हिंदी की रचनात्मक कृतियों, वैचारिक बहसों, विज्ञापन-ब्लाग आदि में हिंदी के प्रयोगों की विविध आयामों के बारे में एक विवेकसंगत नजरिया पैदा करेगा जिससे वे व्यापार-उद्योग के कार्यों में हिंदी की सर्वव्यापी उपस्थिति के प्रति न केवल जागरूक बनें बल्कि वे हिंदी में व्यक्त करने की अपनी क्षमताओं को धारदार बना सकें।

iii. यह विद्यार्थियों को हिंदी के मुहावरों-लोकोक्तियों, विलोम, पर्यायवाची जैसी भाषिक शक्तियों से परिचित कराकर उनकी मौखिक अभिव्यक्ति को मजबूत करेगा।

iv. यह विद्यार्थियों के शब्द ज्ञान व शब्द भंडार को समृद्ध करने में भूमिका अदा करेगा।

b. *Suggested readings (Additional references (books/articles) shall be added according to need).*

i. महावीर प्रसाद द्विवेदी और हिंदी नवजागरण- रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली, 2016

ii. भारतेंदु हरिशचंद और हिंदी नवजागरण की समस्याएं- रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली, 2001

iii. राष्ट्रपिता की पत्रकारिता- अर्जुन तिवारी, वाणी प्रकाशन, नई दिल्ली, 2003

iv. नजीर अकबराबादी और उनकी शायरी – प्रकाश पंडित (संपादक), राजपाल एंड संस, दिल्ली, 2009

v. भारत की समाचार पत्र क्रांति- राबिन जेफ्री, आईआईएमसी, नई दिल्ली, 2004

i. हिंदी पत्रकारिताः संवाद और विमर्श- कैलाशनाथ पांडे, राजकमल प्रकाशन, नई दिल्ली, 2017
ii. संस्कृति उद्योग- टी डब्ल्यू अडोर्नो, ग्रंथशिल्पी, नई दिल्ली 2004
iii. मैन्यूफैक्चरिंग कनसेंटः द पालिटिकल इकोनामी आफ मास मीडिया- नोआम चोमस्की (एडवर्ड हरमेन के साथ), पैंथियन बुक्स, न्यूयार्क, 1988
iv. एंकर रिपोर्टर- पुण्यप्रसून वाजपेयी, वाणी प्रकाशन, नई दिल्ली, 2007
v. मीडिया और बाजारवाद- रामशरण जोशी (संपा), राधाकृष्ण प्रकाशन, नई दिल्ली, 2015

Pedagogy:

a. Instructional design: **क्लासरूम शिक्षण, वर्कशाप, प्रजेंटेशन**
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with multimedia facility, projection and writing board.
c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None
e. Assessment structure (modes and frequency of assessments)

Home Assignment(s)	20%
Class Test	30%
Presentation	10%
End Term Exam	40%

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

142

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

Signature of the Dean of the School

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

School/Centre proposing the course	SBPPSE
Programme(s)	Bachelor of Business Administration (BBA)
Course title	**Business Communication**
Course code	SBP1BB022
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core Course (Skill Enhancement Course)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG (Second Semester)
Course coordinator and team	Richa Awasthy

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

   This is an introductory course on management for undergraduate students and does not overlap with any other courses offered at AUD at this level.

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):**

   35

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

   Semester long course in the Winter Semester.

5. **Proposed date of launch:**

   August 2020

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

   The course offers essentials of Business Communication so that students are able to start developing themselves in the beginning of their undergraduate course.

7. Course Details:

a. *Summary:*

The Course helps students to develop certain basic communication skills that are required by students of Business Administration. The course covers both written and oral means of communication that are required in the context of business. The course provides feedback on their presentation skills and assesses the gaps, to develop them for future successful communication.

b. *Objectives:*

The objective of the course is to understand the importance of oral and written communication in business and help the participants communicate effectively in a business setup, enhance their presentation skills.

c. *Expected Learning Outcomes:*

i. To understand the importance of oral and written communication in day-to-day working of the organization
ii. To develop active listening skills
iii. To understand the role of body language in effective communication
iv. Learn about communication aspects in digital world.
v. Learn to deliver an effective business presentation.
vi. To understand importance of communication with diverse people across levels in organization and demographic

d. *Overall structure:*

The course, carrying 4 credits, will comprise of the following modules.

I. Introduction
II. Verbal and non-verbal Communication
III. Fundamental of Business Writing Communication
IV. Oral Communication & Presentation skills
V. Reading Skills
VI. Business communication in digital age
VII. Employment Communication

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

The four credit course will comprise of 24 sessions of 2 hours classroom interaction.

I. Introduction (3 sessions)

This introductory module will enable students to appreciate need for communication, understand process of communication, various types of communication: voluntary/ involuntary; formal/informal; verbal/written, principles of communication, channels of communication: vertical (downward & upward) /lateral (horizontal)/ diagonal, how can communication be improved by understanding and removing barriers related to sender and receiver, explore essential of effective communication and how to break barrier; sensitivity in two-way communication with diverse people – disabled, gender, cultural differences.

13145

Readings: Chapter 1 & 2: Kaul, A. (2009). *Business communication* (2nd edition). PHI Learning Pvt. Ltd.
Could also see: Different types of communication- https://www.businessmanagementideas.com/communication/types-of-communication/different-types-of-communication-business-management/18316

II. Verbal and non-verbal Communication (6 sessions)

This module introduces role of body language, eye contact, postures and gestures in communication, explain the listening process, importance of listening and active listening, difference between listening and hearing, giving and receiving feedback, deterrents to listening process, assertiveness. 7 Cs of effective communication- credibility, courtesy, clarity, correctness, consistency, concreteness and conciseness.
Readings: Chapter 3, 5 & 6: Kaul, A. (2009). *Business communication* (2nd edition). PHI Learning Pvt. Ltd.

III. Fundamental of Business Writing Communication (4 sessions)

This module will enable students to understand how to improve written communication – write clearly; be accurate; and use formal words, understand various forms of letters - structure and format of formal letters, types of business letters, letters within the organizations, circulars and memos, guidelines for report writing – periodic/routine and special report related to single occasion, communication with all in organization and third party – seniors, juniors, peers and customers.
Readings: Chapter 2 & 4: Munter, M. (2013). *Guide to Managerial Communication* (10th edition). Pearson.

IV. Oral Communication & Presentation skills (4 sessions)

As a part of this module students are familiarized with oral business presentation, steps in making a Presentation- identify key points, prioritizing key points, focus on message, designing cue cards and understand presentation style, delivering a presentation, learn to participate in debate, interview, and group discussion
Readings: Chapter 4 & 7: Kaul, A. (2009). *Business communication* (2nd edition). PHI Learning Pvt. Ltd.
Chapter 5 & 6: Munter, M. (2013). *Guide to Managerial Communication* (10th edition). Pearson.

V. Reading Skills (2 sessions)

This module will enable students understand purpose of reading, types of reading: skimming, scanning, focused reading, techniques for effective reading, improve reading comprehension.
Readings: Chapter 15: Roberts, S. and Roach, T. (2011). *Fundamentals of business communication.* Goodheart-Willcox.

VI. Business communication in digital age (3 sessions)

In the sixth module, participants will learn about email etiquettes: planning, organizing, drafting and revising business messages, overcoming problems in e-mail communication, write effective emails

Readings: *Chapter 1:* Guffey, M.E. (2017). *Business Communication: Process & Product* (9th edition). Cengage Learning Custom Publishing.

Chapter 1 & 3: Thill, John V. (2016). *Excellence in Business Communication* (12th edition). Pearson.

VII. Employment Communication (2 sessions)

As a part of this module students learn about the process of planning resume, resume writing: contents of good resume, guidelines for writing resume, try to develop different types of resumes: chronological, functional, different types of cover letters.

Readings: Chapter 15 & 16: Thill, John V. (2016). *Excellence in Business Communication* (12th edition). Pearson.

Additional reading in the course

Chapter 5- Communication out of character. Goffman, E. (1956). The presentation of Self in everyday life. Doubleday.

https://monoskop.org/images/1/19/Goffman_Erving_The_Presentation_of_Self_in_Everyday_Life.pdf

8. Pedagogy:

a. Instructional design: : Course will be delivered mostly in workshop mode using mix of experiential exercises, lectures, role plays, presentations, group discussions and presentations. Organize guest lectures by experts to bring interdisciplinary perspective, such as Ms.Nidhi Goyal to discuss issues of communication with disabled and sociology of communication.

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

c. Expertise in AUD faculty or outside: AUD faculty expertise available for this subject area.

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

e. Assessment structure (modes and frequency of assessments)

In class assessments	30%
Individual Presentation	20%
Group assignment and presentation	20%
End Term	30%

Signature of Course Coordinator(s)

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Appendix-4

Programme Structure
BA, Law & Politics
School of Law, Governance and Citizenship
Ambedkar University Delhi

The BA programme in Law and Politics (like other AUD Karampura Campus undergraduate programmes) comprises of 96 credits over six semesters to be earned in the following manner:

Courses BA-LP	**Minimum Credits**
Foundation Courses	24
Core Courses	48
Elective courses	24

- Students will have to earn half of the total credits (48 of 96) from core courses
- 24 credits have to be earned through the Foundation Core (English Language 1 and 2, and Environment) and Foundation Electives, one each from three distinct baskets (Ways of Knowing; Justice and Democracy; and India in the World)
- Remaining 24 credits can be earned through a distinct set of elective courses

The Semester-wise course structure is as below:

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
F1	E1	F2/F6	F2/F6	E5	E6
F3/F4/F5	E2	C3: Indian Constitution and Politics	E4	C7: Constitutional Law- II	C10: Criminal Law
F3/F4/F5	F3/F4/F5	E3	C5: Western Political Thought	C8: Core concepts in Law	C11: Human Rights Law
C1: Introduction to Political Theory	C2: Indian Political Thought	C4: Introduction to Law	C6: Constitutional Law I	C9: Themes in Indian Politics	C12: Law and Politics in Contemporary India

F1-F6: Foundation Courses (6 courses; 24 credits)
C1-C12: Core Courses (12 courses; 48 credits)
E1-E6: Elective Courses (6 Courses; 24 credits)

S. No.	Basket of Courses	Level
F1 & F2	English Proficiency 1 (EPC)/English for Academic Purposes 1 (EAP1) English for Academic Purposes 2 (EAP2)	1 3
F3	India in the World	1
F4	Ways of Knowing	1
F5	Justice and Democracy	1
F6	Environment	2

Courses on offer as Foundation Electives in Each Basket:

F3. India in the World:
1. Indians in the World
2. South Asian Political Economy
3. Bhartiya Sanskrti evam Vishwa Sahitya
4. Sajhi Sanskriti

F4. Ways of Knowing:
1.Logic and Reasoning
2. Introduction to Social Science and Humanities
3. Nature of Science

F5. Justice and Democracy:
1.The Idea of Democracy
2. Reading Ambedkar
3. Introduction to the Indian Constitution

Electives

An indicative list of elective courses on offer so far:

1. Anticolonialism and Postcolonial Futures
2. The Legal Imagination
3. Rights based Political Movements in Contemporary India
4. Nationalism and the Struggle for Independence in India
5. Citizenship: Theories and Contemporary Concerns
6. Reading Gandhi
7. Sociological Imagination
8. Feminist Theory and Practice
9. Great Transformations
10. Essential of Economics
11. Electoral Systems
12. Language, Society and Culture
13. Historico-Graphic Novels

150

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

School/Centre proposing the course	School of Law, Governance and Citizenship
Programme(s)	BA (law and Politics)
Course title	**Core Concepts in Law**
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Lawrence Liang

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

Within AUD we already have courses that provide general introductions to law and legal institutions. This course builds on some of these general introductions and seeks to provides students with an analytical tool kit that allows them to move from a general to a more specific engagement with law. It does this through a critical introduction to a set of core legal concepts which are necessary for an interdisciplinary study of law.

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 AUD rules

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

Semester-long course

5. Proposed date of launch:

Monsoon 2020

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

This course is a part of the law and politics program. The program is specifically aimed at developing a deep understanding of and engagement with the social and political life of law in colonial India. While acknowledging the importance of interdisciplinary forays into law, this course is grounded on the premise that it is equally important to understand the internal logic and the intellectual integrity within any discipline. Towards that end it looks at a set of concepts which have been crucial for law's self articulation as a discipline. At the end of the course it should hopefully be clear to students that any interdisciplinary enquiry into law will also have to creatively engage with these core concepts.

7. Course Details:

A. Summary

Any critical engagement with law necessarily has to engage with a complex and intertwined universe composed of legal concepts. These concept can range from abstract ideas such as rights and obligations to extremely concrete and practical ones such as "burden of proof". Concepts form the bedrock of legal reasoning but it would be a mistake to think of these concepts either as entirely abstract entities or as the technical aspect of law. Rather this course begins with the premise that a better understanding of the core concepts of law and their relationship with each other provides us with an analytical tool kit with which we can investigate the social and political dimensions of law and legal institutions better. While it would be impossible to be comprehensive and of course of this nature and to cover every important concept, the aim will be to do a survey which provides the students with requisite analytical skills to approach conceptual thinking in law.

B. **Objectives**

The course will equip students with

1. An analytical introduction to the idea of legal concepts
2. An introduction to the different origins and uses of concepts
3. A survey of key areas of law and concepts that underlie them

C. **Expected Learning Outcomes**

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

- a critical understanding of a conceptual approach to the study of law

- an engagement with a representative sample of some of the foundational concepts, which in turn should help the student develop a methodological approach to analyzing other concepts
- Students will understand the relationship between legal cases and the evolution of concepts across time

D. **Overall structure:**

Some of the topics that we will cover in the course include:

- General concepts of law
- Applied legal concepts
- Procedural concepts
- Criminal law and evidence concepts

I. General and Applied Legal Concepts

The introductory module will initiate the students into what it means to do a conceptual study of the law by focusing on a cluster of concepts within the ambit of general and applied legal concepts.

Please note: There are not too many books or articles written in India which provide a history of a particular legal concept, and hence the majority of the readings are non Indian. An attempt has been made to balance this by ensuring that most of the case studies are from India.

Week 1: Introduction

In the first week we explore the relationship between language and concepts. We ask what it means to possess a concept, and in particular what is a legal concept consist of?

Readings

Quentin Skinner, "Language and Political Change" from Ball, Terence, Professor of Political Science Terence Ball, James Farr, Russell L. Hanson, and Russell Hanson. 1989. *Political Innovation and Conceptual Change*. Cambridge University Press.

W N Hohfeld, Introduction to "Fundamental Legal Conceptions as Applied in Judicial Reasoning And Other Legal Essays", 1930, Yale Univ. Press.

Week 2:

Rule of law
Legislation
Precedent

In the second week we explore the foundational concepts of "Rule of law", "Legislation" and "Precedent". While these are taken for granted today in any discussion of the legal system, their origins and revolution tell a story foundational to the very idea of modern law. The difference between the civil law tradition and the common law tradition can also be traced back to the differing emphasis that the two systems pay on legislation versus precedent.

Case Study
The Magna Carta & the idea of legal limits

Readings

Larry Alexander, Precedent from Patterson, Dennis, ed. 2010. *A Companion to Philosophy of Law and Legal Theory*. Wiley-Blackwell.

Bingham, Tom. 2011. Introduction & Chapter 1, *The Rule of Law*. London: Penguin.

Jeremy Waldron, Extract from *The rule of Law* from Stanford Encyclopedia of Philosophy, Available at https://plato.stanford.edu/entries/rule-of-law/

Additional Readings

Jeremy J. Waldron, Legislation from Golding, Martin P., and William A. Edmundson. 2008. *The Blackwell Guide to the Philosophy of Law and Legal Theory*. John Wiley & Sons.

Weeks 3 to 5

Rights, Duties & Obligation
Harm & Causation
Liability - Strict, Absolute, Vicarious, Corporate liability
Negligence
Remedy
Relief

Between weeks three two-week five, we focus on the core idea of legal obligation. Deploying the highly influential framework established by the legal philosopher Hohfeld, we look at the co-relation between rights and obligations and the nature of duties that private citizens owe to each other. The focus in this module will be on their evolution of tort law. Tort law principles are a way through which we can study the relationship between law and society and particularly in the legal response to modernisation and the increase of risks as a part of urban and industrial life. While initial judicial cases did not have a vocabulary to deal with newer forms of risks associated with modern life, the courts begin to rely on ethical concepts such as duty and care and read them into the new legal standards applicable to societies transformed by modernity.

Case Study
Rylands v. Fletcher: The early history of Legal Duty and obligation

Readings

W N Hohfeld, "Fundamental Jural Relations" in Fundamental Legal Conceptions as Applied in Judicial Reasoning: And Other Legal Essays

Leslie Green, Law and Obligations Coleman, Jules, and Scott Shapiro. *The Oxford Handbook of Jurisprudence and Philosophy of Law*. OUP, 2004.

George P. Fletcher, "The domain of causation", Basic Concepts of Criminal Law, 1998, OUP.

Alon Harel, "Theories of Rights" from Golding, Martin P., and William A. Edmundson. 2008. *The Blackwell Guide to the Philosophy of Law and Legal Theory*. John Wiley & Sons.

Martin P. Golding, Responsibility from Golding, Martin P., and William A. Edmundson. 2008. *The Blackwell Guide to the Philosophy of Law and Legal Theory*. John Wiley & Sons.

2. Procedural concepts

The second module moves into the domain of procedural concepts. It begins by examining the distinction between substance and procedure. Using two critical examples namely, Miranda rights and the inadmissibility of confessions made to the police, this module argues that an understanding of procedural justice is crucial to any engagement with law and politics.

Weeks 6 to 8

Substance and Procedure
Jurisdiction
Procedure/ Procedural justice

Procedures established by law/ Due process of Law/ Substantive Due process
Limitation

Readings

George P. Fletcher, "Substance v. Procedure", Basic Concepts of Criminal Law, 1998, OUP.

Giacinto della Cananea, Due Process of Law Beyond the State: Requirements of Administrative Procedure, 2016, OUP.

Shaun McVeigh, Introduction to Jurisprudence of Jurisdiction, 2007, Routledge.

Week 8 & 9: Case Studies

Miranda and the right to remain silent
Art. 22 of the constitution – Arrest and Preventive Detention
Police Confessions and admissibility of evidence

Readings

Gary R. Hartman & Roy M. Mersky & Cindy L. Tate, Landmark Supreme Court Cases: The Most Influential Decisions of the Supreme Court of the United States, 2004, Facts on File.

Meter, Larry A. Van. 2009. *Miranda V. Arizona: The Rights of the Accused.* Infobase Publishing.
D K Basu v. Union of India

J. Kania and J. Fzl Ali's Opinions in A.K. Gopalan v. State of Tamil Nadu, AIR 1950 SC 27

Extract from Maneka Gandhi v. Union of India, [1975] 1 SCR 778

Films

12 Angry Men

Reversal of fortune

3. Criminal law / Evidence concepts

The domain of criminal law is one in which one can most directly witness the impact of legal concepts upon ideas of liberty as well as culpability. Using two examples from India namely the reversal of the burden of proof in dowry cases and attempt to commit suicide, this module will explore the core ideas that underlie any criminal justice system.

Weeks 10 to 12

Harm
Punishment and Justification - Intention (actus reus and mens rea)
Evidence/ Proof / Reasonable Doubt (Admissibility, Standards of Proof, Presumptions)

Case Study:
The Dowry Debate in India and reversal of presumption and burden of proof
Attempt to commit Suicide

Readings

Leo Katz, "Criminal Law" in Patterson, Dennis, ed. 2010. *A Companion to Philosophy of Law and Legal Theory*. Wiley-Blackwell

Aileen Kavanagh & John Oberdiek, Punishment from Kavanagh, Aileen, and John Oberdiek. *Arguing About Law*. Routledge, 2013.

Alvin I. Goldman, Legal Evidence from Golding, Martin P., and William A. Edmundson. 2008. *The Blackwell Guide to the Philosophy of Law and Legal Theory*. John Wiley & Sons.

George P. Fletcher, Punishment and Responsibility, from Patterson, Dennis, ed. 2010. *A Companion to Philosophy of Law and Legal Theory*. Wiley-Blackwell.

Standards of Proof , Presumptions, from Farnsworth, Ward. *The Legal Analyst: A Toolkit for Thinking about the Law*. University of Chicago Press, 2008.

Additional Readings

John Jackson and Sean Doran , "Evidence" from Patterson, Dennis, ed. 2010. *A Companion to Philosophy of Law and Legal Theory*. Wiley-Blackwell.

Hock Lai Ho, Extracts from The Legal Concept of Evidence from Stanford Encyclopedia of Philosophy, available at https://seop.illc.uva.nl/entries/evidence-legal/

8. **Pedagogy:**
   a. Instructional design

      The course will be a transacted through lectures and case studies. Each module will look at the historical context of the emergence of a concept as well as its development and growth through judicial interpretation.

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

None

c. Expertise in AUD faculty or outside

The faculty members at SLGC with training in law are well equipped to teach the course

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

None

9. Assessment structure (modes and frequency of assessments)

Class Assignment	10
Mid term	30
Case Study (Student select a concept not covered in the course and write a paper about it)	20
End term	30
Class participation and attendance	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.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 6th meeting held on 21st May 2020 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 Law, Governance and Citizenship
Programme(s)	BA (law and politics)
Course title	**Constitutional Law-II**
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	S.R.Prabakaran

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

   This course is the third Constitution Course to students of B.A. Programme in Law and Politics, Two of the major course offered by the SLGC to B.A students in their 3rd and 4th semester titled Indian Constitution and Politics, Constitutional Law I does help build up familiarity with constitutional discourse in India, this Constitutional Law Course provides a complete legal perspective that doesn't overlap with any other 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)**

   No requirement

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

   As per AUD rules

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

   Semester-long course

5. **Proposed date of launch:**

   Monsoon 2020

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

The purpose of the course is to acquaint the students with the Basic Postulates of the Constitution and give them a picture of the Structure, Scope, Substance and Content of Fundamental Rights, Fundamental duties and the directive principles of state policy in the constitution the students should be able to articulate their independent views over contemporary crucial constitutional issues. The course will be offered to BA III year students.

7. Course Details:

a. Summary

The fundamental rights, duties and the directive principles of state policy will be discussed in this Course, Constitution of India provides a list of fundamental rights, including rights in relation to equality, liberty, and the protection of minorities, which cannot ordinarily be curtailed by the governments. The Directive Principles of State Policy are the provisions, contained in Part IV (Article 36-51) of the Constitution of India, are not enforceable by any court, but the principles laid down therein are considered fundamental in the governance of the country, Fundamental duties were added by 42nd and 86th Constitutional Amendment acts, Originally, the Constitution of India did not contain these Fundamental duties, Under this the Citizens are morally obligated by the Constitution to perform these duties, This course will provide a detailed understanding of what these rights and Duties mean, the purpose behind their presence in the constitution, and how the Supreme Court of India has interpreted them.

b. Objectives

i. To Enable the students to understand the importance of The fundamental rights, Fundamental duties and the directive principles of state policy in the constitution.

ii. To familiarize the students on the role played by the Supreme Court in interpreting Fundamental rights, Fundamental duties and the directive principles of state policy in the Indian constitution.

c. Expected Learning Outcomes

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

1. Understanding the textual provisions of Constitution of India

2. Demonstrate knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens

3. Demonstrate familiarity with key political developments that have shaped the Constitution and amended it from time to time.

4. Demonstrate familiarity on core concepts in constitution that equip the students in taking other law courses.

d. Overall structure

<u>Module 1: Fundamental Rights (General)</u>

Under this Module the discussion will be on State under Article 12 and Law under Article 13 of Indian Constitution, The rights which are given to the citizens by way of fundamental rights are a guarantee against state action so understanding the meaning of the State is very significant, article 13 states that The State cannot enact laws which is inconsistent with the Fundamental Rights of the Citizens.

Week-1
Readings:

1. Shivam Goel, 2014, Article 12: Defining the term 'State' (Part III of the Constitution of India, 1950), Lambert Academic Publishing, ISBN: 978-3-659-60665-6.

2. Ananth Padmanabhan, 2016 Rights: Breadth, Scope, and Applicability, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:

Cases:

1. State of Gujarat v. Sri Ambika Mills, AIR 1974 SC 1300 : (1974) 4 SCC 656.
2. Bashesher Nath v. CIT, AIR 1959 SC 149, 1959 SCR Supl. (1) 528
3. State of Bombay v. F.N. Balsara, AIR 1951 SC 318, 1951 SCR 682

Module 2: Right to Equality

Under this module discussion will be on Article 14 to 18 of Indian Constitution which is Right to equality that is one of the six fundamental rights in the Indian constitution. It includes equality before law, prohibition of discrimination on grounds of race, religion, gender, and caste or birth place, and equality of opportunity in matters of employment, abolition of untouchability and titles.

Week 2 and 3

Readings:

1. Elisa Holmes, March 2005 'Anti-Discrimination Rights Without Equality' volume 68; issue 2; Modem Law Review Page No.175-194.
2. Tarunabh khaitan, 2016 Equality: Legislative Review under Article 14, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:
3. Kamala Sankaran, 'Special Provisions and Access to Socio-economic Rights: Women and the Indian Constitution' 2007 Volume 23Issue (2) South African Journal of Human Rights Page No.277-290.
4. Vinay Sitapati, 2016 Reservation, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:
5. The Citizenship (Amendment) Bill, 2016 and the Aporia of Citizenship by Anupama Roy, Vol. 54, Issue No. 49, 14 Dec, 2019 in Economic and political weekly.

Cases:

1. Chiranjit Lal Chaudhary v. Union of India, AIR 1951 SC 41, 1950 SCR 869
2. State of W. B. v. Anwar Ali Sarkar, AIR 1952 SC 75,1952 SCR 284
3. Indra Sawhney v. Union of India, AIR 1993 SC 477,1992 Supp 2 SCR 454
4. Ashoka Kumar Thakur v. Union of India (2008) 6 SCC 1

Module 3: Right to Freedom

Right to freedom is the most significant fundamental rights assured by the Indian constitution, It is the prevalence of these freedoms that make democracy meaningful, Right to freedom generates freedom of speech and expression, association, practice any occupation or profession, right to life and liberty, protection against detention and arrest etc.

Week 4 and 5

Readings:

1. Lawrence Liang, 2016 Free Speech and Expression, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:
2. Srivastava, Romit, Test to Determine Reasonable Restrictions Under Article 19 of the Constitution of India (August 24, 2012). Available at SSRN: https://ssrn.com/abstract=2135681.
3. Aparna Chandra and Mrinal Satish, 2016 Criminal Law and the Constitution, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:

Cases:

1. A.K. Gopalan vs The State Of Madras.Union Of India 1950 AIR 27, 1950 SCR 88
2. Bennett Coleman & Co. v. Union of India, AIR 1973 SC 106, 1973 SCR (2) 757
3. Shreya Singhal v. Union of India (2013)12 SCC 73
4. Smt. Selvi and Ors. v. State of Karnataka, AIR 2010 SC 1974
5. Maneka Gandhi v. Union of India, AIR 1978 SC 597, 1978 SCR (2) 621

Module 4: Right against Exploitation

This module states on the following Fundamental rights which is Right against exploitation, Article 23 imposes a complete ban on traffic in human beings, and forced labour, Article 24 prohibits the employment of children below fourteen years in any factory, Some features of Interstate Migrant of workmen act 1979 and The Bonded Labour system (abolition) act 1976 will be discussed.

Week 6

Readings:

1. Rajinder Kaur Rights against Exploitation (Articles 23,24) in Advanced Constitutional Law Module available at www.epgp.inflibnet.ac.in ›
2. Biswajit Ghosh Trafficking in women and children in India: nature, dimensions and strategies for prevention Vol.13, No. 5, December 2009, 716–738 in The International Journal of Human Rights
3. Pradeep M. D. A Study On The Prospects And Problems Of Unorganised Labours In India ISBN No: 978-93-5265-653-0, Page No. 304-316 Reinventing Opportunities In Management, IT and Social Sciences.

Cases:

1. People's Union for Democratic Rights v. Union of India, AIR 1982 SC 1473.
2. Bandhua Mukti Morcha vs Union Of India & Others, AIR 802, 1984 SCR (2) 67.

Module 5: Freedom of Religion

This module discusses on an important Fundamental rights which is on Right to freedom of religion, under Article 25-28 of the Indian Constitution. India, being a secular nation gives every citizen the right to follow the religion he wishes.

Week 7,8

Readings:

1. Ronojoy Sen, 2016 Secularism and Religious Freedom, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:
2. Shefali Jha, 'Secularism in the Constituent Assembly Debates: 1946-50' (2002) 37(30) Economic and Political Weekly 3175.
3. Rajeev Bhargava, 'India's Secular Constitution' in Zoya Hasan, E Sridharan, and R Sudarshan (eds) India s Living Constitution: Idea, Practices, Controversies (Permanent Black 2002) 117.

Cases:

1. Bijoe Emmanuel v. State of Kerala (1986) 3 SCC 615
2. Commissioner of Police v. Acharya Jagadishwarananda Avadhuta (2004) 12 SCC 770
3. Indian Young Lawyers Association v. State of Kerala 2018 SCC OnLine SC 1690
4. Adi Saiva Sivachariyargal Nala Sangam v. The Government of Tamil Nadu (2016)2 SCC 725

Module 6: Educational and Cultural Rights

Our constitution provides the minorities to save their culture, All minorities, religious or linguistic, can also establish their own educational institutions.

Week 9

Readings:

1. K Vivek Reddy, 2016 Minority Educational Institutions, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:
2. Arvind Datar, 'Our Constitution and Its Self-inflicted Wounds' (2007) 1 Indian Journal of Constitutional Law Page.no.92-112,.

Cases:

1. T.M.A. Pai Foundation V. State of Karnataka, AIR 2003 SC 355
2. P.A. Inamdar v. State of Maharashtra, AIR 2005 SC 3236

Module 7 :Right to Constitutional Remedies

Under this module a very significant fundamental rights that is right to constitutional remedies is discussed, Our constitution states that a person can move to Supreme court if he/she wants to get their fundamental rights protected. This right comes under article 32.

Week 10

Readings:

1. Gopal Subramanium, 2016 Writs and Remedies, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:
2. SP Sathe, Judicial Activism in India (Oxford University Press 2002) Page.no.203.
3. Bandhua Mukti Morcha vs Union Of India & Others, AIR 802, 1984 SCR (2) 67.

Cases:

1. Francis Corcilie Mullin v Administrator, Union Territory of Delhi (1981) 1 SCC 608
2. Rural Litigation And Entitlement Kendra Vs State Of U.P. 1985 AIR 652 1985 SCR (3) 169

Module 8: Directive Principles of State Policy, Fundamental Duties.

The Directive Principles are the guidelines to be followed by the government in the governance of the country. Part IV of the Constitution has the Directive Principles of State Policy under Articles 36 to 51. They are called Directive Principles because the government has to keep these in mind while making laws. The Fundamental Duties are defined as the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India.

Week 11 and 12

Readings:

1. Gautam bhatia, 2016 Directive Principles of State Policy, in Sujit Choudhry et al, The Oxford Handbook of the Indian Constitution, New Delhi:
2. Upendra Baxi, 'Directive Principles and the Sociology of Indian Law' (1969) volume 11issue (3) Journal of the Indian Law Institute 245, 250.
3. J Narain, 'Judicial Law making and the Place of the Directive Principles in the Indian Constitution' (1985) volume 27 Journal of the Indian Law Institute Page.198.
4. Manpreet Kaur, Fundamental Duties in Advanced Constitutional Law Module available at www.epgp.inflibnet.ac.in.

Cases:

1. Indian Handicrafts Emporium v Union of India (2003) 7 SCC 589.
2. State of Gujarat v Mirzapur Moti Kureshi Kassab Jamat 2005 (8) SCC 534.
3. Regional Provident Fund Commissioner v Hooghly Mills Co Ltd (2012) 2 SCC 489.
4. Hon'ble Shri Rangnath Mishra v. Union of India, JT 2003 (7) SC 206.

8. Pedagogy:

a. Instructional design
   The course will be a combination of lectures, thematic discussions, Case Law discussions and presentations.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
   None
c. Expertise in AUD faculty or outside
   The faculty members at SLGC with training in both law and Political Science are well equipped to teach the course
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
   None

9. Assessment structure (modes and frequency of assessments)

Individual presentation	10
Mid term	20
End term	40
Class participation	10
Assignment	20

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 on 21st May 2020 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 Law, Governance and Citizenship
Programme(s)	BA (law and politics)
Course title	**Themes in Indian Politics**
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Pooja Satyogi

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

Themes in Indian Politics is a core course for students pursuing BA in Law and Politics. It is a survey course that aims to take forward the conversation on constitutional democracy with the students, with which they were acquainted in earlier semesters. This interdisciplinary course on Indian politics works with the spirit of demonstrating the relationship between the legal and the political and how it frames the articulation of the political. It achieves this by dwelling on perennial themes in India politics like caste, class, gender, religion, development and how they intersect and define the legal and the political.

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 AUD rules

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

Semester-long course

5. Proposed date of launch:

Monsoon 2020

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

This course is a core for the BA-LP students at AUD. The School of Law, Governance and Citizenship and the BA in Law and Politics are interdisciplinary and keeping with the spirit of being invested in the social and political life of law in India, this course seeks to educate students about law and politics co-constitute each other. This is a survey course in Indian politics and is focussed around the themes that frame politics in India.

7. Course Details:

A. Summary

This course introduces students to the exciting field of politics through prominent issues that frame the discourse about the political in India. It explores how the nature of democratic politics, often confrontational, informs ideas about the strengths or weaknesses of the Indian polity. It will compel the students of law and politics to think whether welfare, development and empowerment are indeed the identities around which the Indian state articulates itself. Taking caste, religion, gender, tribe, class and the discourse on development as seminal issues around which questions of social justice and politics are articulated in India, the course seeks to educate students about the social hierarchies in which the state itself is embedded even as it attempts to overcome them in its aspiration for a better *idea* of India.

B. Objectives

The course will equip students with

1. Understanding issues that frame politics in India
2. An understanding of how politics intersects with questions of social justice
3. Understanding how social justice is related with deepening of democracy

C. **Expected Learning Outcomes**

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

1. Analyse political issues in India

2. Connect political issues with questions of distributive justice

3. Understand why distributive justice is the hallmark of democratic functioning

D. **Overall structure**

Some of the topics that we will cover in the course include:

1. A survey of models of development since Independence
2. How development is tied to social and distributive justice
3. How caste, class, gender, sexuality, religion frame politics in India and is turn framed by them

Module 1: Introduction and Context: 1 Week

The introductory module discusses the trajectory of India's development since Independence. Here the emphasis is on explaining how models of development–welfare, development, empowerment-became pivots around which definition of the nation itself have been attempted. The module discusses the entire arc of Nehruvian socialism, green revolution and self-reliant development and post-liberalisation growth led model of development. It is in the backdrop of this discussion that other modules examine political questions, often articulated by the diverse and differentially located citizens of India, that challenge mainstream understanding of democracy and development.

Week 1

Chatterjee. Partha. 2010. 'The State'. In Niraja Jayal and Pratap Bhanu Mehta (eds). *The Oxford Companion to Politics in India*, pp. 1-15

Palshikar. 2019. 'The Political Culture of 'New' India: Some Contradictions'. In Niraja Gopal Jayal (ed). *The Re-forming of India*: *The Nation Today*. Viking, pp: (e-copy)

Jacob, Suraj. 2016. 'Development as State Identity: Locating the State vis-a-vis Development Reality in India.' *Brown Journal of. World Affairs.* 23 (2016): 205-222

Module 2: Caste and Politics: 2 Weeks

The module on caste focusses on the question of social justice through a discussion on the reservation policy and legal remedies available to Dalits against caste violence. It foregrounds how the state both attempts to put in place policies aimed at social justice, but, also, under cuts them through legal means. For instance, although there is reservation in public sector employment, a recent Supreme Court case ruled the promotions are not covered within the provisions of affirmative action policies. In other words, the state allows for higher echelons to continue to be dominated by higher castes. Similarly, in recent times the Supreme

Court of India had attempted to dilute the provisions of the SC/ST Act. The module brings attention to newer forms of caste and community based violence in contemporary India.

Week 2

Berg, Dag-Erik. 2020. 'Foundations of Caste and Constitutional Democracy: Ambedkar, Equality and Law'. In *Dynamics of Caste and Law: Dalits, Oppression and Constitutional Democracy in India*, pp. 36-73, Cambridge University Press

Guru, Gopal. 2010. 'Social justice'. In Niraja Gopal Jayal and Pratap Bhanu Mehta (eds). *The Oxford companion to Politics in India*, pp.361-80.

Sitapati, Vinay. 2016. 'Reservations' in Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta (eds). *The Oxford Handbook of the Indian Constitution*, pp. 720-742

Additional Reading

Jhodka, Surinder. 2010. 'Caste and Politics'. In Niraja Jayal and Pratap Bhanu Mehta (eds). *The Oxford companion to politics in India*, pp.154-67.

Week 3

Berg, Dag-Erik. 2020. 'Goals of Law, Goals of Order: Institutional Conversion after Atrocities'. *In Dynamics of Caste and Law: Dalits, Oppression and Constitutional Democracy in India*, pp. 150-169, Cambridge University Press

Jaffrelot, Christophe. 2005. 'The Politics of the OBCs', in Seminar, Issue 549, pp. 41-45.

Teltumde, Anand. 2019. 'Onslaughts on Dalits in the Time of Hindutva'. In Niraja Gopal Jayal (ed). *The Re-forming of India*: *The Nation Today*. Viking, pp: (e-copy)

Additional Readings

Pai, Sudha. 2020. 'Future of Dalit Politics: Swings between Decline and Regeneration:' https://thewire.in/politics/dalit-politics-chandra-shekhar-aazad

Samarendra, Padmanabh. 2016. 'Religion and Scheduled Caste Status. *Economic and Political Weekly*. Vol. 51, Issue No. 31, pp. 13-16

'Why B.R. Ambedkar's Three warnings in his last Speech to the Constituent Assembly Resonate even today'. 2016. *Scroll*, January 26

https://scroll.in/article/802495/why-br-ambedkars-three-warnings-in-his-last-speech-to-the-constituent-assembly-resonate-even-today

Module 3: Religion and Politics: 2 Weeks

This module discusses the place of religion in the political landscape of India. It acquaints the students to the debates on secularism and communalism in the Indian context and the legal and political responses to how India strives to place itself vis-a-vis matters of belief and religion. In the latter half of the module, the discussion will shift to contemporary questions such as access to religious places and new legal developments in thinking the religious entity. The discussion will centre on historicizing these debates to give the students a sense of their articulation over a period of time.

Week 4

Chandhoke, Neera. 2019. 'Secularism under Siege'. In Niraja Gopal Jayal (ed). *The Re-forming of India*: *The Nation Today*. Viking, pp: (e-copy)

Chandra, Bipan. 2004. *Communalism: A primer*. Anamika Pub & Distributors, pp: 1-9

Sen, Ronojoy. 2016. 'Secularism and Religious Freedom'. In Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta (eds). *The Oxford Handbook of the Indian Constitution*, pp. 885-903.

Week 5

Chandrachud. Abhinav. 2020. 'Holy Cow'. In *Republic of Religion: The Rise and Fall of Colonial Seculairsm in India*. Penguin (e-copy)

Chandrachud. Abhinav. 2020. 'Temple and State'. In *Republic of Religion: The Rise and Fall of Colonial Seculairsm in India*. Penguin (e-copy)

Janhastakshep. 2015. Mob Lynching in Dadri: A Report, *Economic and Political Weekly*, Vol. 50. Issue No. 42, pp. 83-87

Truschke, Audrey. 2019. 'The Ayodhya verdict is a cornerstone of the Hindu Rashtra'. *Caravan Magazine*, December 6
https://caravanmagazine.in/religion/ayodhya-babri-masjid-ram-mandir-supreme-court-audrey-truschke

Additional reading

'Hindutva as a way of life' (extracts) *Ramesh Yeshwant Prabhoo* v. *Prabhakar K. Kunte*, 1996 AIR 1113

Module 4: Gender and Politics: 3 Weeks

This module acquaints the students with the formation of gender question in independent India. This has largely been around domestic and public spaces in which women face violence; how Indian laws have attempted to address violence and their limitations thereof. The module also builds on the citizen and community debate through a discussion the Uniform Civil Code, Sabarimala and shrines. The discussion throughout is going to be on whether legislative enactments and amendments in criminal law are enough to arrest violence against women.

Week 6

Agnes, Flavia. 'Protecting women against violence? Review of a decade of legislation, 1980-89.' *Economic and political weekly* (1992): WS19-WS33.

Haksar, Nandita. 1999. 'Human Rights Lawyering'. In Amita Dhanda and Archana Parashar (eds.) *Engendering Law: Essays in Honour of Lotika Sarkar*, pp. 71-88. Lucknow: Eastern Book Company

Jaising, Indira. 2014. 'Bringing Rights Home: Review of the Campaign for a Law on Domestic Violence'. In Kalpana Kannabiran (ed). *Women and Law: Critical Feminist Perspective*: New Delhi: Sage, pp. 1-32.

Week 7

Agnes, Flavia. 2008. 'Women's rights and legislative reforms: an overview.' *International Journal of Legal Information* 36, no. 2: 265-270

Satish, Mrinal. 2017. 'The Farooqui Judgment's Interpretation of Consent Ignores Decades of Rape-Law Reform and Catastrophically Affects Rape Adjudication'. *Caravan Magazine*, October 7
https://caravanmagazine.in/vantage/farooqui-judgment-consent-ignores-rape-law-reform-catastrophically-affects-adjudication

Satish, Mrinal., & Majumder, S. 2013. A Brief Synopsis of the New Offences/Procedures Recommended by the Justice Verma Committee on Amendments to Criminal Law. *Journal of National Law University Delhi*, *1*(1), 172–189.

Week 8

Ahmed. Ambar. 2020. 'Common Civil Code- Gender Just or Merely Uniform'. In Sunalini Kumar (ed).
Engendering/Ungendering: Women, Power and Politics in India. Delhi: Orient Blackswan

Bhat, Mohsin Alam. 2019. 'Why a PIL on women's entry at the Nizamuddin dargah cannot be compared to Sabarimala'. *Caravan Magazine*, June 4
https://caravanmagazine.in/religion/nizamuddindargah-pil-women-entry-sabarimala

Parthasarathy, Suhrith, 2020. An Equal Right to Freedom of Religion: A Reading of the Supreme Court's Judgment in the Sabarimala Case. *Oxford Human Rights Hub Journal*.

Module 5: Tribes and Politics

The question of tribes in India is quintessentially linked to those of development and displacement. This forms the discussion in this module. The instructor will delineate how the question of caste and violence is different from that of tribes and violence. The Atrocities act does not consider structural violence of dispossession and political representation; it centres on individuated atrocity. The discussion on the 5th and the 6th schedule delineates questions of protection of cultural distinctiveness and that of political representation. The instructor will explicate how regionally distinct the tribes question becomes from the north-east of India to Chhattisgarh and Jharkhand, for instance.

Week 9

Chaube. S. K. 2012. (third edition). Ch.6, 'The Sixth Schedule' in *Hill Politics in Northeast India*, New Dellhi: Orient Black Swan, pp. 97-113

Guha, Ramachandra. 2007. 'Adivasis, Naxalites and Indian Democracy'. Economic and Political Weekly, Vol. 42, Issue No. 32, pp. 3305-3312

Savyasaachi. 1998. *Tribal Forest- dwellers and Self-rule: The Constituent Assembly Debates on the Fifth and the Sixth Schedules*, pp. 1-53 (selections)

Week 10

Sundar. Nandini. 2020. 'Why India needs Scheduled Tribes to educate Future Judges'. *The Wire*, April 28
https://thewire.in/rights/why-india-needs-scheduled-tribes-to-educate-future-judges

Xaxa, Virginius. 2005. 'Politics of language, religion and identity: Tribes in India," *Economic and Political Weekly*, 40 (13), pp. 1363-1370

Xaxa. Virginius. 2012. 'Tribes and Development: Retrospect and Prospect' in Dev Nathan and
Virginius Xaxa (eds), *Social Exclusion and Adverse Inclusion*. New Delhi: Oxford University Press. pp. 23–35.

Additional Readings and some resent developments

B. Sharma. 2010. 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People,* Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91

Gill, Preeti (ed.) 2014. *The Peripheral Centre: Voices from India's Northeast*. Zubaan,

Xaxa, Virginius. 2018. 'Isolation, Inclusion and Exclusion: The case of Adivasis in India' in V.S. Rao, Adivasi Rights and Exclusion in India, Oxon and New York: Routledge, pp. 27-40.

Module 6: Class and Politics

Roughly 82% of the Indian workforce is employed in the informal sector according to the India Labour Market Update of the year 2016. This module dwells on the predicament of the India informal labourer and the inadequacy of the neo-liberal India to account for protecting its workforce. It ends with a discussion on the Code of Wage Bill, 2017.

Week 11

Agarwala. Rina. 2006. 'From Work to Welfare: A New Class Movement in India'. *Critical Asian Studies*, 38
(4), pp. 419-44.

Das. Raju. J. 2019. 'Class Relations, Class Struggle, and the State in India'. In *Critical Reflections on Economy and Politics in India: A class Theory Perspective*. Leiden; Boston: Brill, pp. 233-282.

Das. Raju. J. 2019. 'Capitalist Development and Liberal Democracy under a Right-Wing Regime'. In *Critical Reflections on Economy and Politics in India: A class Theory Perspective*. Leiden; Boston: Brill, pp. 347-376

Week 12

Bhattacharya. Sudipta and Uma Basak. 2013. 'The Changing Employment Scenario during Market Reform and the Feminization of Distress in India'. In *Two decades of market reform in India: Some dissenting views*, ed. Sudipta Bhattacharyya. New York: Anthem Press, pp. 159-176.

Kumara, K. 2018. 'India: Modi government accelerates anti-worker privatization drive.' World Socialist Website. https://www.wsws.org/en/articles/2018/04/09/modia09.html

McCartney, M. 2013. 'Going, going, but not yet quite gone: the political economy of the Indian intermediate classes during the era of liberalization.' In *Two decades of market reform in India: Some dissenting views*, ed. Sudipta Bhattacharyya. New York: Anthem Press, pp. 243-260.

Swaminathan, Padmini. 2014. Outside the Realm of Protective Legislation: The Saga of Unpaid Work in India. In *Women and Law: Critical Feminist Perspective*: New Delhi: Sage, pp. 115-143

8. **Pedagogy**

a. Instructional design The course will be a combination of lectures, thematic discussions and the application of legal concepts to case studies.

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 : Within

9. Assessment Structure:

A combination of mid term examination, books reviews, response essays, presentations, final exam

Rough break up:

a. Short Essays: 10% x 2 =20%

b. Mid Term Exam: 40 %

c. End Term Exam: 30 %

d. Participation & Presentations: 10 %

Signature of Course Coordinator(s)

Note:

a. 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.

b. 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.

c. 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 second meeting held on 21st May 2020 and has been approved in the present form.

Signature of the Dean of the School

Appendix-5

Ambedkar University Delhi

School of Vocational Studies

Programme Structure BVoc Accounting & Finance Programme

Introduction

The School of Vocational Studies (SVS) at AUD is currently offering three job oriented Bachelors in Vocation (BVoc) programmes in (i) Retail Management, (ii) Tourism and Hospitality and (iii) Early Childhood Centre Management and Entrepreneurship at undergraduate level. During the initial discussion with the Task Force of the School Banking, Financial Services and Insurance (BFSI) was also considered as one of the possible sector for SVS to explore and offer BVoc programmes, which have significant job opportunities for students passing out of these BVoc programmes. There are huge job opportunities in Accounting & Finance sectors in Delhi and around the National Capital Territory of Delhi. Accounting & Finance is one of the important components of almost every business establishment, institution, organization, industry, etc. Keeping the demand in view the School in interaction with domain experts and industries has taken initiative to launch a new BVoc Programme in Accounting and Finance Services from the academic session 2020-21. SVS is in the process of collaborating with the industry body i.e. BFSI Sector Skill Council and other institution/organisations.

The curriculum for the programme is a suitable mix of general education and skill development components as per the UGC guidelines for the BVoc programmes. The General Education Component shall have 40 % of the total credits and balance 60% credits will be of Skill Component. The Curriculum for the programme is finalized based on the job roles for which employment opportunities on completion of each level of National Skill Qualification Framework (NSQF) as prescribed by the Govt. of India and for which the National Occupational Standards (NOS) has been specified by the industry bodies. The credit weightage and corresponding Job Roles is presented in the following table:

NSQF Level	Skill Component Credits	General Education Credits	Total Credits Awarded	Duration	Exit Points/ Awards	Job Roles (indicative)
5	36	24	60	Two Semesters (1st Year)	Diploma	***Accounts Assistant***
6	72	48	120	Four Semesters (2nd Year)	Advanced Diploma	***Accounts Executive***
7	108	72	180	Six Semesters (3rd Year)	BVoc Degree	***Accounts Manager***

The programme has judicious mix of organising both classroom based teaching learning practices and compulsory industry internships in each semester. The programme has multi-entry and multi-exit options. The students will be given certificates on completion of each levels, if intend to exit, both by the University and by the industry body on assessment.

Objectives of the Programme: The objectives of the Programme are as below:

- To prepare students to enhance employment opportunities as per the requirement of the industries in the Financial Services Sector.
- To integrate NSQF Levels with higher education through identified Job Roles and thereby making the students job-ready for industries.
- To organise such learning experiences with judicious mix of Skills related to Profession (Job Roles) and Education for Citizenship
- To create a flexible pathway for multiple entry and multiple exit in the programme.
- To fill the gaps between the skills possessed by the youth and skills required by the industry related to financial services.

Programme Outcome: The outcomes of the Programme are listed as below:

- To develop such competencies required for job roles for Account Assistant, Account Executive and Account Managers as specified through NSQF levels or otherwise for the financial service sectors.
- To provide such understanding amongst students in view of the demands from the industry to work in a cohesive environment and leading from the front.
- To develop such entrepreneurial skills for ensuring to work in a competitive environment for supporting financial service sector.
- To imbibe in the students with such entrepreneurial skills for setting up of their own business house related to financial serve sector.
- To demonstrate such qualities of a graduate to become a responsible citizen of the country and developing a comprehensive understanding on the contemporary business environment.
- To appreciate socio-economic scenario of the country and contribute to the economic development of the nation.

Programme Structure:

Year 1: Semester 1& 2: NSQF Level 5: Diploma

Job Role: Accounts Assistant

Semester -1					
Code	**Course**	**Credit**	**Code**	**Course**	**Credit**
Skill Courses			**General Education Components (GEC) Courses**		
SVS1AF101	Introduction to Accounting	4	SVS1FC101	English Proficiency 101 (Equivalent to Basic Level)	3
SVS1AF102	Fundamentals of Business Laws	2	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level 1	3
SVS1AF103	Basics of Business Economics	4	SVS1FC121	Social Connections and Engaged Citizenship (SCEC): My Place in the World : Identity, Society and Power	3
SVS1AF104	Internship- Accounts Assistant (I) (related to understanding accounting system, procedure & process)	8	SVS1FC131	Basics of Computer Applications and ICT Skills	2
			SVS1FC132	Financial Literacy	1
	Total Skill Credits	**18**		**Total GEC Credits**	**12**
				Total Credit in Semester 1	**30**

Semester -2					
Code	**Course**	**Credit**	**Code**	**Course**	**Credit**
Skill Courses			**General Education Components (GEC) Courses**		
SVS1AF201	Basics of Auditing and Assurance	4	SVS1FC201	English Proficiency (Equivalent to Intermediate Level)	3
SVS1AF202	Cost and Management Accounting	4	SVS1FC211	Life Competencies of Sustainable Employability: Beginner Level 2	3
SVS1AF203	Business Mathematics, Logical Reasoning and Statistics	2	SVS1FC221	Social Connections and Engaged Citizenship (SCEC): Democracy, Rights & Social Justice: Negotiating Power and Exclusion in the Contemporary World	3
SVS1AF204	Internship- Accounts Assistant (II) (related to reconciliation of cash/ financial accounts; maintaining ledger; preparing MIS, etc.)	8	SVS1FC231	Legal Literacy and Rights Awareness	1
			SVS1FC232	Numerical Application and Principles of Economics for Business	2
	Total Skill Credits	**18**		**Total GEC Credits**	**12**
				Total Credit in Semester 2	**30**
				Total Credit in Year 1	**60**

Year 2: Semesters 3 and 4: NSQF Level 6: Advanced Diploma

Job Role: Accounts Executive

- **Accounts Payable & Receivable NOS Ref. ID** BSC / Q 0901)
- **Goods & Service Tax (NOS Ref.** ID BSC/Q0910
- **Payroll (NOS ID Ref.** BSC / Q 1201)
- **Statutory Compliances (NOS Ref. ID BSC / Q 1101)**

Semester 3

Code	Course	Credit	Code	Course	Credit
Skill Courses			**General Education Components (GEC) Courses**		
SVS1AF301	Accounts Payable	**4**	SVS1FC301	Business Communication 1	**3**
SVS1AF302	Goods & Services Tax & Filing of Returns	**2**	SVS1FC331	Life Competencies of Sustainable Employability: Practitioner Level 1	**3**
SVS1AF303	Accounts Receivable	**4**	SVS1FC321	Environment and Sustainability	**2**
SVS1AF304	Industrial Internship (Related to Payable, Receivable & GST)	**8**	SVS1FC322	Understanding Disability	**1**
			SVS1FC331	Engaging with Data Analysis and Interpretation	**4**
	Total Skill Credits	**18**		**Total GEC Course Credit**	**13**
				Total Credits in Semester 3	**31**

Semester 4

Code	Course	Credit	Code	Course	Credit
Skill Courses			**General Education Components (GEC) Courses**		
SVS1AF401	Payroll Function & Management	**4**			**3**
SVS1AF402	Managing Statutory Compliances	**2**	SVS1FC402	Modern Indian Language: Applied Hindi for Business	
SVS1AF403	Corporate and Other Laws	**4**	SVS1FC411	Life Competencies of Sustainable Employability: Practitioner Level 2	**3**
SVS1AF404	Industrial Internship (related to management of Payroll & Statutory Compliances)	**8**	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	**3**

			SVS1FC431	Economic Applications for Business	2
	Total Skills Course credit	**18**		**Total GEC Course Credits**	**11**
				Total Credit in Semester 4	**29**
				Total Credit in Year 2	**60**

Year 3: Semesters 5 and 6: NSQF Level 7: BVoc Degree Job Role: Accounts Manager

- **Recording Reporting (NOS Ref. ID BSC / Q 1001)**

Semester 5					
Code	**Course**	**Credit**	**Code**	**Course**	**Credit**
Skill Courses			**General Education Components (GEC) Courses**		
SVS1AF501	Process of Recording, Reporting & Reconciliation	4			3
SVS1AF502	Taxation -Income Tax law	4	SVS1FC502	Understanding Language Diversity in India	
SVS1AF503	Corporate Accounting	2	SVS1FC511	Life Competencies of Sustainable Employability: Expert Level 1	3
SVS1AF504	Industrial Internship (related to recording reporting & Corporate Accounting)	8	SVS1FC521	Exploring India and its Diversity	3
			SVS1FC531	Business Ethics and Entrepreneurship	3
	Total Skills Course credit	**18**		**Total GEC Course Credits**	**12**
				Total Credit in Semester 4	**30**

Semester 6					
Code	**Course**	**Credit**	**Code**	**Course**	**Credit**
Skill Courses			**General Education Components (GEC) Courses**		
SVS1AF601	Financial Modeling	**4**	SVS1FC601	Business Communication-II	**3**
SVS1AF602	E-Commerce	**2**	SVS1FC611	Life Competencies of Sustainable Employability: Expert Level 2	**3**
SVS1AF603	Financial Management	**2**	SVS1FC631	Understanding Corporate Organisation & HR	**1**
SVS1AF 604	Final Project	**2**			
SVS1AF605	Industrial Internship (related to e-commerce and financial modeling)	**8**	SVS1FC632	Understanding Corporate Social Responsibility	**1**
			SVS1FC633	Design Thinking	**1**
			SVS1FC634	Advanced Computer Application	**2**
			SVS1FC635	Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating	**1**
	Total Skill Credits	**18**		**Total GEC Credits**	**12**
				Total Credit in Semester 6	**30**
				Total Credit in Year 3	**60**

Some of the unique pedagogical features of the Programmes:

- Intense engagement with theory and practice at every level
- Full time mode with multiple entry/exit options
- Focus on enhancing professional skills to prepare for meaningful employment
- Stipend supported Industry internship/article-ship/On-Job-Training (OJT) with different organisations/industries from Semester 1
- A dynamic and practical General Education Component
- Opportunity to interact with faculty across the Schools at AUD

- Continuous evaluation and feedback
- Spaces for continuous mentorship by industry experts
- Integration of National Skill Qualification Framework (NSQF) levels in consonance with the tertiary education programmes to enhance employability of graduates
- Exposure to different trends in the industry of their choice

Ambedkar University Delhi
School of Vocational Studies

BVoc Accounting and Finance

Semester	Job Role	Personal Attribute	Learning outcome	Activities
Semester-1	Job Role-Account Assistant	– The job requires the individual to have basic knowledge of Accounting terms and concepts. The individual should be able to work on a computer and on a computerised accounting environment. The individual should be self-driven to work in the field and handling multiple situations pertaining to documentation and recording of Accounting	By the end of the internship, the student will be able to: – Understand the correlation between theory and practical aspects of the Finance and Accounting industry – Appreciate the role of the Accounting department in an organisation – Perform tasks such as maintaining records of transactions, data entry, processing emails; handle clients and vendors through phones – Issue invoices to customers based on services rendered. – Validate invoices against items sold/ received – Will have exposure to computerised accounting environment.	The activities to be undertaken by the student during the internship will generally align with the subjects/topics covered in the classroom during the semester but the internship can cover the following areas also: – Understanding the role of Accounts and Finance functions in the organisation – Understanding the different accounting system/procedure/processes that are followed by the company/organisation

		transactions and data		
Semester 2	**Job Role Account Assistant**	- The students need to continue their good understanding of accounting processes and computerised environment. - In addition to having problem solving skills, the individual must be self-driven and organized with his/her work and act with integrity and prepare himself/herself for performing multiple tasks for the organization.	By the end of the internship, the student will be able to: - link the skills and learning of internship completed in semester 1 - reconcile cash and other financial accounts - perform basic fact-checking to resolve queries of the Accounting department; prepare table of accounts and assigning entries to proper accounts - demonstrate the process of reimbursements of employees' expenses - explain the cash and funds disbursements process - to present financial data in excel using graphs, charts and tables	The activities undertaken by the student during the internship will involve: - Learning the process of reconciliation of cash/ financial accounts; - Maintaining different types of ledgers - Assisting the accounting department in facts checking and resolution of discrepancies; - Preparing MIS documents as per company's policy - Understanding the process of preparing a table of accounts and assigning entries to proper accounts; - Learning to review employees' expenses and make reimbursements; - Understanding the funds' disbursement process; and Preparing financial data in excel

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 Accounting and Finance
Course title	**Introduction to Accounting**
Course code	SVS1AF101
Semester	1
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	August 2020
Course coordinator and team	Sakshi Malik, Nikhil Charak and External Experts

1. Does the course connect to, build on, or overlap with any other courses offered in AUD?
   No, the course does not connect to, build on, or overlap with any other courses offered in AUD.

2. Specific requirements on the part of students who can be admitted to this course:
   12^{th} class passed.

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

4. Course scheduling :Monsoon Semester-2020

5. 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 towards developing an understanding of the basic concepts and principles of Accounting & its related areas. Students enrolled in the course will be working in the industries and demonstrate the relevant skills and knowledge acquired from this course.

6. How does the course link with the specific programme(s) where it is being offered?
   "Introduction to Accounting" is an essential part of BVoc Accounting and Finance programme. The course emphasizes the accounting concepts, conventions, and preparation of financial statements. The course aims to introduce the students to basic theories and concepts of Accounting, which in turn, is crucial for understanding advanced topics and theories involved in BVoc Accounting and Finance programme.

7. Course Details:

a. Summary: This course will enable students to gain knowledge about the basics of accounting, accounting process, accounting ratios, preparation, and analysis of financial statements of not for profit organizations, sole proprietors, partnership firms and companies, and assessment of the performance of firms.

b. Objectives:

- To develop an understanding of the basic concepts and principles of Accounting & its related areas;
- To understand the Direct and Indirect Taxes in a computerized environment;
- To understand the basics of Cost Accounting;
- To apply theoretical knowledge of Accounting to practical situations in different functional areas of Accounting;
- To provide the on-job experience of practical aspects of Accounting; and
- To develop a disciplined attitude required to become an Accountant.

c. Expected learning outcomes: After completing this course, students will be able to-
- Explain fundamentals of accounting and apply the same to practical situations;
- Prepare books of account in a computerized environment;
- Preparation of vouchers and record all accounting transactions;
- Calculate depreciation;
- Prepare final accounts of sole proprietors and partnership firms; and
- Prepare bank reconciliation statements

d. Overall structure:
Module 1: Accounting: The concept
Module 2: Process of Accounting
Module 3: Components of Financial Statements
Module 4: Preparation of Final Accounts of sole proprietors and partnership firms
Module 5: Accounting Ratios

e. Course contents:

Module No.	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1. **Accounting: The Concept**	• Need and concept of Accounting • Accounting and Finance functions in organisations • Fundamentals of Accounting • Basic Accounting Terminologies	• To understand the need and relevance of Accounting in an organisation • To acquaint with the meaning and significance of Accounting • To understand the meaning of basic accounting terms such as profit, loss, revenue, sales, purchase, costs, depreciation, and inventory and apply them while recording transactions and events	• Anthony, R. N., Hawkins, D. F., & Merchant, K. A. (2019). Accoun ting: text and cases. McGraw-Hill. Thirteenth Edition; Chapter 3,4,5 (Pages 10-45)	• Maheshwari, S. (2018). Financial Accounting. Vikas Publishing House Pvt Ltd. • Porter, G. A., & Norton, C. L. (2017). Financial accounting: The impact on decision-makers. Cengage Learning. • Monga, J.R. Financial Accounting: Concepts and Applications. Mayoor Paper Backs, New Delhi.	Project-based on 1st Module Weightage: 15%
2. **Process of Accounting**	• Basic Accounting Formulas and Accounting Terminologies • Capital and Revenue transactions- capital and revenue expenditures, capital and revenue receipts • Measurement, Valuation and Accounting estimates • A double-entry system, Books of prime entry,	• To understand accounting concepts, principles, and conventions and observe their implications while recording transactions and events • To understand the purpose of preparing the bank reconciliation statement and its utility.	• Anthony, R. N., Hawkins, D. F., & Merchant, K. A. (2019). Accoun ting: text and cases. McGraw-Hill. Thirteenth Edition; Chapter 3,4,5	• Maheshwari, S. (2018). Financial Accounting. Vikas Publishing House Pvt Ltd. • Porter, G. A., & Norton, C. L. (2017). Financial accounting: The impact on decision-makers. Cengage Learning.	Written assignment based on 2nd Module Weightage: 15%

	Subsidiary Books • Recording of Cash and Bank transactions • Voucher preparations • Preparation of Ledger Accounts • Preparation of Trial Balance- interpretation and usefulness • Rectification of Errors	• To develop an understanding of types of inventory and calculation of inventory costs	(Pages 50-137)	• Monga, J.R. Financial Accounting: Concepts and Applications. Mayoor Paper Backs, New Delhi.	
3. Components of Financial Statements	• Reconciliation Statements ○ Bank Reconciliation Statement ○ (Receivables/Payables Reconciliation Statement) • Accounting for Depreciation (Methods, computation, and Accounting treatment) • Preparation of final accounts of a profit making concern (for sole proprietorship concern and partnership firm only • Preparation of trading account , profit and loss account and balance sheet • Accounting treatment of bad debts, reserve for bad and doubtful debts, provision for discount on debtors and provision for discount on creditors	• To understand the concept of inventory, inventory management, inventory valuation, depreciation, types of depreciation, reconciliation, bank reconciliation. • To understand the items shown in the financial statements • To appreciate the relationship between trading account, profit and loss account and balance sheet.	• Anthony, R. N., Hawkins, D. F., & Merchant, K. A. (2019). Accoun ting: text and cases. McGraw-Hill. Thirteenth Edition; Chapter 6, 7 (Pages 141-208)	• Maheshwari, S. (2018). Financial Accounting. Vikas Publishing House Pvt Ltd. • Porter, G. A., & Norton, C. L. (2017). Financial accounting: The impact on decision-makers. Cengage Learning. • Monga, J.R. (2018). Financial Accounting: Concepts and Applications. Mayoor Paper Backs, New Delhi.	Written Assignment based on 3rd Module Weightage: 15%
4. Preparation of Final Accounts	• Final accounts of sole proprietors • Final accounts of Partnership Firms	• To understand the meaning of Not-for-profit-organisation and a profit-making organisation • To understand the features of partnership firms and partnership deeds	• Anthony, R. N., Hawkins, D. F., & Merchant, K. A. (2019). Accounti ng: text and	• Maheshwari, S. (2018). Financial Accounting. Vikas Publishing House Pvt Ltd. • Porter, G. A., &	Practical based on 4th Module Weightage: 15%

		• To learn the preparation of final accounts of sole proprietory firms and, partnership firms	cases. McGraw-Hill. • Thirteenth Edition; Chapter 8,9,10,12 (Pages 220-312, 343-364)	Norton, C. L. (2017). Financial accounting: The impact on decision makers. Cengage Learning. • Monga, J.R. (2018). Financial Accounting: Concepts and Applications. Mayoor Paper Backs, New Delhi.	
5. Accounting Ratios	• Accounting Ratios	• To appreciate the importance of Accounting ratios in financial statement analysis • To understand the types of Accounting ratios and their application for comparing the performance of firms	• Anthony, R. N., Hawkins, D. F., & Merchant, K. A. (2019). Accoun ting: text and cases. McGraw-Hill. Thirteenth Edition; Chapter 13 3,4,5 (Pages 367-398)	• Maheshwari, S. (2018). Financial Accounting. Vikas Publishing House Pvt Ltd. • Porter, G. A., & Norton, C. L. (2017). Financial accounting: The impact on decision-makers. Cengage Learning. • Monga, J.R. (2018). Financial Accounting: Concepts and Applications. Mayoor Paper Backs, New Delhi	End Term Exam Weightage: 30% (Cover all the modules) Multiple choice questions and theoretical questions

S. No.	Assessment	Weightage
1.	Written assignments (based on 1st , 2nd and 5th Modules)	40%
2	Project based assignments (based on 3rd & 4th Modules)	20%
3.	End Semester Exam	30%
4.	Class Participation	10%

Total	100%

191

7. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays, and workbooks. All the classes on Accounting/ Statutory Return filings will be held in computer lab only and the students will be exposed to computerised accounting
b. Special needs: Internship arrangement with Accounting and Finance firms.
c. Expertise in AUD faculty or outside – Guest faculty from Industry.
d. Linkages with external agencies –BFSI Sector Skill Council of India and Tally.

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 Board of Studies (if any):

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 Accounting and Finance
Course title	**Fundamentals of Business Laws**
Course code	SVS1AF102
Semester	1
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	August 2020
Course coordinator and team	Sakshi Malik, Nikhil Charak and External Experts

1. Does the course connect to, build on, or overlap with any other courses offered in AUD?
   No, the course does not connect to, build on, or overlap with any other courses offered in AUD.

2. Specific requirements on the part of students who can be admitted to this course:
   The 12th class passed.

3. No. of students to be admitted: As per AUD norms.

4. Course scheduling: Monsoon Semester-2020.

5. How does the course link with the vision of AUD?
   The majority of the students who will be joining this course will be from the socio-economically disadvantaged segment of the society and strive to develop a professional career in Accounting and Finance domain. Further, this course would help students to understand the main provisions of Business Laws and the impact of various business laws on business transactions.

6. How does the course link with the specific programme(s) where it is being offered?
   The course titled "Fundamentals of Business Laws" emphasizes the significance of select business laws and Acts that form the basis of the Indian legal and regulatory framework. The course will expose students to introductory knowledge and basic concepts of Business Laws, which is essential for students studying BVoc Accounting and Finance given the increasingly complex intersection between Laws and management of Accounts in businesses.

7. Course Details:

a. Summary: This course will enable students to gain knowledge about various businesses as well as corporate laws and acts that govern the organised corporate sector in India. The various topics covered in the course are the Indian Contract Act, 1872 and the Sale of Goods Act.

b. Objectives:
- To understand the main provisions of select Business Laws;
- To appreciate the impact of various business laws on business transactions; and
- To develop the ability to address basic case-specific and application-oriented issues.

c. Expected learning outcomes: After completing this course, students will be able to-
- discuss the basic terminologies of Acts and applied Business Laws;
- Cite various Acts and laws on business; and
- Identify the impact of non-compliance on Business Laws

d. Overall structure (course organisation; rationale of organisation; brief Module outlines):
Module 1: The Indian Contract Act, 1872
Module 2: The Sale of Goods Act, 1930

e. Course contents:

Module No.	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1. The Indian Contract Act 1872	• Laws of Contracts o Essential elements of a contract, offer and acceptance o Void and voidable agreements o Consideration, the legality of object and consideration o The capacity of Parties, free consent o Quasi-contracts, contingent contracts, termination or discharge of contracts	• To understand the basic terminologies related to the nature and essential elements of a contract • To appreciate the process of performance and the implications of a breach of a contract • To scrutinize practical cases specific to performance and breach of contracts	• Kuchhal, M. C., & Kuchhal, V. (2018). Business law. Vikas Publishing House. Seventh Edition; Chapters 1, 9, 12 (Pages 7-20, 111-122,143-155)	• Singh, A. (2018) "Business Law". Eastern Book Company. • Tulsian, P. C. (2014). Business and Corporate Laws. S. Chand Publishing.	Project-based on 1st Module Weightage: 30%
2. The Sale of Goods Act, 1930	• Definition • Transfer of ownership • Performance of the Contract of Sale	• To learn the meaning of contract of sale, goods, and elements of a contract of sale • To acquaint with the process of formation of contract of sale, conditions and warranties	• Kuchhal, M. C., & Kuchhal, V. (2018). Business law. Vikas Publishing House. Seventh Edition; Chapters 16, 17, 19 (Pages 223-250, 262-268)	• Singh, A. (2018) "Business Law". Eastern Book Company. • Tulsian, P. C. (2014). Business and Corporate Laws. S. Chand Publishing.	Simulation/Practical/Role Play 2nd Module Weightage: 30%

S. No.	Assessment	Weightage
1.	Project based assignment (1st Module)	30%
2.	Simulation/Practical/Role Play (2nd Module)	30%
3.	End Semester Exam	30%
4.	Class Participation	10%
Total		100%

8. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
b. Special needs: Internship arrangement with Accounting and Finance firms.
c. Expertise in AUD faculty or outside – Guest faculty from Industry.
d. Linkages with external agencies –BFSI Sector Skill Council of India and Tally.

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 Board of Studies (if any):

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 Accounting and Finance
Course title	**Basics of Business Economics**
Course code	SVS1AF103
Semester	1
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	August 2020
Course coordinator and team	Sakshi Malik, Nikhil Charak and External Experts

1. Does the course connect to, build on, or overlap with any other courses offered in AUD?
No, the course does not connect to, build on, or overlap with any other courses offered in AUD.

2. Specific requirements on the part of students who can be admitted to this course:
The class 12th Passed.

3. No. of students to be admitted: As per AUD norms.

4. Course scheduling: Monsoon Semester-2020.

5. How does the course link with the vision of AUD?
The course aims at creating professionals who will work with social sensitivity, integrity, and greater accountability for the larger cause of social justice, equity and excellence and further to develop the concepts and theories of Business Economics and to apply such concepts and theories in simple problem-solving in the business environment and cycles.

6. How does the course link with the specific programme(s) where it is being offered?
"Basics of Business Economics" aims to develop critical thinking in students about Business Economics. Studying this course will assist BVoc Accounting and Finance students in discerning how critical decisions related to the allocation of a business's financial and economic resources are made.

7. Course Details:

a. Summary: This course will enable students to gain knowledge about the principles of business economics, theories of demand and supply, and business cycles, and the business environment.

b. Objectives: The Objectives of the course are:-

- To understand the concepts and theories of Business Economics;
- To apply such concepts and theories in simple problem solving;
- To examine the business environment and cycles;
- To understand various government policies for business; and
- To appreciate the role of financial institutions in business operations and transactions

c. Expected learning outcomes: After completing this course, students will be able to-
- Understand basic terminologies of business economics;
- explain the theory of demand and supply;
- relate the impact of the theory of production and cost on a firm's output;
- carry out price determination based on the type of market;
- distinguish the business environment in different organisations;
- describe a business cycle and its impact on the economy;
- explain various government policies for business;
- identify the role financial institutions in business operations and transactions

d. Overall structure (course organisation; rationale of organisation; brief Module outlines):
Module 1: Introduction to Business Economics
Module 2: Theory of Demand and Supply
Module 3: Business Environment

e. Course contents:

Module No.	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1. **Introduction to Business Economics**	• Concept of Economics • Types of Economies • Microeconomics and Macroeconomics	• To understand the meaning, nature, and scope of Business Economics • To gain an understanding of types of economies • To understand the difference between microeconomics and macroeconomics	• Karl, E., Case, F., Oster, R. C., & Sharon. (2020). Principles of Economics. Pearson. Thirteenth Edition Chapter 1 (Pages 1-22)	• Dominick Salvatore (2009). Principles of Microeconomics (5th ed.). Oxford University Press. • Lipsey and Chrystal. (2011). Economics. (12th ed.). Oxford University Press.	Project-based on 1st Module Weightage: 20%
2. **Theory of Demand and Supply**	• Concept of Demand • Determinants of Demand • Law of Demand and demand curve • Movement along the demand curve • The shift of the demand curve • Concept of Supply • Determinants of Supply • Law of supply and supply curve • Movement along	• To gain an understanding of the meaning of demand, determinants of demand, and the law of demand • To differentiate between a movement along the demand curve and shift of the demand curve • To gain an understanding of the meaning of supply, determinants of supply, and law of supply • To differentiate between a movement along the supply curve and shift of the supply curve	• Karl, E., Case, F., Oster, R. C., & Sharon. (2020). Principles of Economics. Pearson. Thirteenth Edition; Chapters 3, 4,5 (Pages 43-112)	• Dominick Salvatore (2009). Principles of Microeconomics (5th ed.). Oxford University Press. • Lipsey and Chrystal. (2011). Economics. (12th ed.). Oxford University Press.	Written Assignment based on 2nd Module Weightage: 40%

	the supply curve				
3. **Business Environment**	• Introduction to the business environment • Business cycles • Awareness of businesses and their offerings • Government Policies for Business • Financial institutions and Business	• To understand the concept, and types of the business environment • To learn the concepts of business cycles and the factors that impact a business • To gain awareness of the major global and Indian business organisations and their product offerings • To identify the current government policies and their impact on operations of a business • To gain awareness about the types of financial institutions and their relationship with a business	• Aswathappa, K. (2020). Essentials of the business environment. Himalaya Publishing House. Fifteenth Edition; Chapter 1, 23, 24 (Pages 3-28, 429-456)	• Cherunilam, F. (2018). Business Environment. Publishing House. First Edition	End Term Exam Weightage: 30% (Cover all the Modules) Multiple choice questions and theoretical questions

S. No.	Assessment	Weightage
1.	Project-based assignment (based on 1st Module)	20%
2.	Written Assignment (based on 2nd & 3rd Module)	40%
3.	End term exam	30%
4.	Classroom Participation	10%
	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 workbooks
b. Special needs: Internship arrangement with Accounting and Finance organisations.
c. Expertise in AUD faculty or outside – Guest faculty from the industry.
d. Linkages with external agencies –BFSI Sector Skill Council of India.

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 Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

202

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 Accounting and Finance
Course title	**Internship- Accounts Assistant (I)**
Course code	SVS1AF104
Course	1
Total Credits	8
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill Course – Practical
Level (Pre-doctoral/MA/PG Diploma/ Certificate/ UG)	BVoc Degree
Proposed date of launch	August 2020
Course coordinator and team	Sakshi Malik, Nikhil Charak and External Experts

1. Does the course connect to, build on, or overlap with any other courses offered in AUD?
   No, the course does not connect to, build on, or overlap with any other courses offered in AUD.
2. Specific requirements on the part of students who can be admitted to this course
   The 12th class passed.

3. No. of students to be admitted: As per AUD norms.

4. Course scheduling: Monsoon Semester-2020.

5. How does the course link with the vision of AUD?
   Students enrolled in the course are expected to work in different industries and demonstrate the relevant skills and knowledge acquired from the various skill courses taught in the 1st semester of BVoc Accounting and Finance programme for the Job role of Account Assistant. The practical course aims at creating professionals who will practice in their field with social sensitivity, integrity, and greater accountability for the larger cause of social justice, equity, and excellence.

6. How does the course link with the specific programme(s) where it is being offered?
   The Internship- Accounts Assistant (I) comprises 8 credits or 240 hours of mandatory training at an Accounting or Finance organisation. Post the internship, the student is assessed through a combination of skilled trainers and the relevant Sector Skill Council. The internship is mandatory to impart practical knowledge and hands-on experience of concepts and theories learned in the courses of BVoc Accounting and Finance. Hence, through this internship, students will be able to correlate classroom teaching and practical training.
7. Course Details: The course will provide pre-internship orientation for the "Do's and Dont's" during the internship, and sexual harassment policies of AUD and the industry. The internship will be a minimum of 30 days of training for the job role of Accounts Assistant.

After the completion of training, assessors from BFSI sector skill council of India would come for the job role assessment and certification.

a. Summary: As part of the internship, students will go out on training for 30 days in the block after the completion of the theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learned in the course of the Skill courses over the first half of the Semester.

b. Objectives: The main objective of the internship is to help students in developing their practical skills and practical knowledge. The internship aims to familiarize students with the functioning of an Accounting or Finance department in an organisation. The main objectives of the internship are:
   - to understand the role of Accounts department in the organisation
   - to understand the company's policies, standard operating procedures and governance structure
   - to understand the different accounting system/procedure/processes that are followed by the company
   - to assist the Accounts department in managing day to day operations such as data entry and documentation;
   - to understand the procedures for processing transactions and issuing checks; and
   - to acquaint themselves with maintenance of accounts and preparation of financial statements

c. Expected Learning outcomes: After the internship, students will be able to-
   - explain the correlation between theory and practical aspects of the Finance and Accounting industry;
   - appreciate the role of the Accounting department in an organisation;
   - perform tasks such as maintaining records of transactions, data entry, processing emails; handle clients and vendors through phones;
   - issue invoices to customers based on services rendered; and
   - validate invoices against items sold/ received

d. Overall structure (course organisation; rationale of such organisation): Course contains 30 days of mandatory internship in any Accounting and Finance organisation of minimum of 240 hours of study.

e. Course contents: Internship is the site where the student puts into practice the theory of skills that he/she has been studying in the course of the on-campus curriculum delivery. Another way to understand an internship is by equating it with an internship. Based on his/her experiences at the internship, the student will prepare and submit a report and presentation. The student must be given grounding in best practices in report writing, formatting, and use of language.

(i) Module-wise Format with following details for each Module:
Mandatory 30 days of internship in any Accounting or Finance organisation to hone their theoretical skills

(ii) Assessment Plan (weight, mode, scheduling) for the course:

S. No.	Assessment	Period of Assessment	Weightage
1	Internship Project Report	After internship	25%
2	Internship Presentation & Viva	After internship	20%
3	Mid-term feedback/assessment of students on the internship activities	During the middle of the internship	20%
4	Internship Feedback from the Industry	Throughout the period of internship	15%
5	Workbook Assignments	After internship	20%
Total			100%

8. Pedagogy:

a. Instructional Strategies- Internship is the site where the student will put 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 during the internship, the student will prepare and submit a report. It is important that the student be given grounding in best practices in report writing, formatting and use of language.
b. Special needs: Internship arrangement with various Accounting and Finance organisations.
c. Expertise in AUD faculty or outside – Various experts who will be providing practical training support.
d. Linkages with external agencies – Relevant industries for the internship and BFSI Sector Skill Council of India.

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 Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

205

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 Accounting and Finance
Course title	**Basics of Auditing and Assurance**
Course code	SVS1AF201
Semester	2
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	January 2021
Course coordinator and team	Sakshi Malik, Nikhil Charak and External Experts

1. Does the course connect to, build on, or overlap with any other courses offered in AUD?
   No, the course does not connect to, build on, or overlap with any other courses offered in AUD.

2. Specific requirements on the part of students who can be admitted to this course:
   Those who pass Semester 1.

3. No. of students to be admitted: Those who pass semester 1.

4. Course scheduling: Winter Semester

5. How does the course link with the vision of AUD?
   AUD aspires to prepare informed professionals who will provide high-quality services to all sections of the society. Further, this course will prepare students to understand the process of auditing financial statements, develop suitable skills and techniques to understand risk assessment and internal control in their professional fields.

6. How does the course link with the specific programme(s) where it is being offered?
   The course "Basics of Auditing and Assurance" lays the foundation of auditing and the vital role it plays for Accounting and finance managers. The course is an important component of BVoc Accounting and Finance programme and will familiarize the students with the process of auditing and assurance in the corporate sector.

7. Course Details:

a. Summary: This course will enable students to gain knowledge about the concept and necessity of auditing, the basics of auditing process, and the steps of business auditing.

b. Objectives:
- To understand the basic concepts and terminology of auditing;
- To understand the process of auditing financial statements;
- To develop suitable skills and techniques for auditing; and
- To understand concepts of assurance, and to understand risk assessment and internal control

c. Expected learning outcomes: After completing this course, students will be able to-
- appreciate the objectives and scope of the audit;
- demonstrate the process of audit documentation;
- describe the types of risks involved in transactions; and
- describe the steps of a company audit

d. Overall structure (course organisation; rationale of organisation; brief Module outlines):
Module 1: Introduction to Auditing
Module 2: The Audit Process

e. Course contents

Module No.	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1. Introduction to Auditing	• Overview of Auditing • Objectives and Scope of audit	• To understand the definition, need, and role of auditing • To learn about the scope, principles, and types of audit	• Jha, A. (University Edition, 2016). Auditing. Taxman Allied Services Private Limited, New Delhi. Third Edition; Chapters 1, 2 Pages (1-43)	• Basu, S. K. (2016). Auditing & Assurance. Pearson Education India. • Institute of Chartered Accountants of India. Auditing and Assurance Standards. ICAI, New Delhi.	Project-based on 1st Module Weightage: 30%
2. The Audit Process	• The analytical procedure of auditing • Audit sampling • Audit process • Audit documentation • Audit evidence and reporting • Risk identification in transactions • Steps of a company audit • Pre-Audit process for any financial transactions	• To acquaint with audit Planning and audit sampling • To understand the process of audit documentation, audit evidence, and reporting • To appreciate the importance of risk assessment and internal control	• Jha, A. (University Edition, 2016). Auditing. Taxman Allied Services Private Limited, New Delhi. Third Edition; Chapter 3, 5, 6 Pages (46-60, 98-122)	• Basu, S. K. (2016). Auditing & Assurance. Pearson Education India. • Institute of Chartered Accountants of India. Auditing and Assurance Standards. ICAI, New Delhi.	Simulation Activity (20%) And end term exam based on both the modules

S. No.	Assessment	Weightage
1.	Project-based assignment (based on 1st Module)	30%
2.	Simulation Activity (Module-2)	20%
3.	End term exam	40%
4.	Class Participation	10%
	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 workbooks
b. Special needs: Internship arrangement with various Finance and Accounting organisations.
c. Expertise in AUD faculty or outside –Guest faculty will be engaged from the relevant industries
d. Linkages with external agencies –BFSI Sector Skill Council of India.

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 Board of Studies (if any):

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 Accounting and Finance
Course title	**Cost and Management Accounting**
Course code	SVS1AF202
Semester	2
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	January 2021
Course coordinator and team	Sakshi Malik, Nikhil Charak and External Experts

1. Does the course connect to, build on, or overlap with any other courses offered in AUD?
   No, the course does not connect to, build on, or overlap with any other courses offered in AUD.

2. Specific requirements on the part of students who can be admitted to this course:
   Those who pass semester 1.

3. No. of students to be admitted: Those who pass semester 1.

4. Course scheduling :Winter Semester

5. How does the course link with the vision of AUD?
   AUD aspires to provide its students with a high-quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings, this course will help students to gain knowledge about the concepts related to cost and management accounting rules, principles and practices that are used in the corporate sector and accounting industries.

6. How does the course link with the specific programme(s) where it is being offered?
   "Cost and Management Accounting" is a crucial part of the Accounting domain. Since Accounting assistants are expected to ascertain costs associated with business, allocate them, and minimize those costs; the students under this programme need to study this course. Further, with an increasing role of IT in record-keeping and maintenance, the course will familiarize students with the Cost and Management Accounting information system.

7. Course Details:

a. Summary: This course will enable students to gain knowledge about the concepts related to cost and management accounting rules, principles, and practices that are used in the corporate sector and accounting industries.

b. Objectives:
- To develop an understanding of the basic concepts related to Cost Accounting;
- To identify the costs associated with the production of products;
- To identify costs related to various provisions of services;
- To be able to determine prices based on different costs involved in the production of an item; and
- To develop an understanding of cost accounting statements; and to acquire the ability;
- To apply information for cost ascertainment, planning, control, and decision making

c. Expected learning outcomes: After completing this course, students will be able to
- Describe the components of cost and management accounting;
- differentiate the steps of cost accounting;
- compute optimum order quantity;
- manage attendance and payroll procedures;
- appreciate batch and capital jobs;
- scrutinize material receipts;
- prepare documentation of receipts and issue of stock; and
- differentiate fast, slow-moving and non-moving inventory

d. Overall structure (course organisation; rationale of organisation; brief Module outlines):
Module 1: Introduction to Costing Principles & Preparation of Cost Statements
Module 2: Overview of Cost and Management Accounting
Module 3: Cost & Management Accounting Reporting System

e. Course content:

Module No.	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1. **Introduction to Costing Principles & Preparation of Cost Statements**	• Functional classification of costs • Ascertainment of Cost and Cost Accounting System • Direct expenses • Overheads • Cost Accounting System, integral and non-integral system of accounting • Optimum order quantity	• To understand the meaning and types, and functional classification of costs • To learn the process of ascertainment of cost • To differentiate between direct expenses, indirect expenses, and overheads (production, administrative and selling & distribution) • To analyze the importance of employee-related costs-including idle time, over-time costs • To compute optimum order quantity • To appreciate the concept of Cost Accounting System, integral and non-integral system of accounting	• Rajan, M.V., Datar, S. M. (2017). Horngren's Cost accounting: A managerial emphasis. Sixteenth Edition; Chapter 2 (Pages 26-61, 702-726)	• Khan, M.Y. and P.K. Jain. (2017). Management Accounting: Text, Problems and Cases. Tata McGraw Hill, Publishing. Seventh Edition. • Maheshwari, S.N. and S.N. Mittal. (2016). Cost Accounting: Theory and Problems. Shri Mahabir Book Depot, New Delhi. 27th Edition.	Project-based on 1st Module Weightage: 20%
2. **Overview of Cost and Management Accounting**	• Introduction to Cost and Management Accounting • Cost and management accounting information system • Cost centers • Preparation of Cost Sheets	• To understand the basic concept, role, and importance of cost and management accounting • To appreciate the role of cost centers • To differentiate between financial and cost accounting • To understand the reasons for differences in profits under financial accounts and cost accounts • To acquaint with the various	• Rajan, M.V., Datar, S. M. (2017). Horngren's Cost accounting: A managerial emphasis. Sixteenth Edition; Chapters 1, 5, 6, 20 (Pages 138-224, 702-726)	• Khan, M.Y. and P.K. Jain. (2017). Management Accounting: Text, Problems and Cases. Tata McGraw Hill, Publishing • Maheshwari, S.N. and S.N. Mittal. (2016). Cost Accounting: Theory and Problems. Shri Mahabir Book Depot, New Delhi. 27th	Written Assignment based on 2nd Module Weightage:15%

		techniques and methods of costing • To analyse the ways that lead to cost reduction and assist in cost control • To briefly discuss the meaning and process of Activity based costing		Edition.	
3. **Cost & Management Accounting Reporting System**	• Importance of Cost & Management Accounting Reporting System • Preparation of Cost Sheets (historical cost sheets and estimated cost sheets)	• To gain knowledge of cost and management accounting reporting system • To learn the process of preparing cost sheets	• Rajan, M.V., Datar, S. M. (2017). Horngren's Cost accounting: A managerial emphasis. Sixteenth Edition; Chapter 11 (Pages 390-431)	• Khan, M.Y. and P.K. Jain. (2017). Management Accounting: Text, Problems and Cases. Tata McGraw Hill, Publishing • Maheshwari, S.N. and S.N. Mittal. (2016). Cost Accounting: Theory and Problems. Shri Mahabir Book Depot, New Delhi. 27th Edition.	Written Assignment based on 3rd Module Weightage:15% End Term Exam Weightage:40 % (Cover all the modules) Multiple choice questions and theoretical questions

S. No.	Assessment	Weightage
1.	Project-based assignment (based on 1st Module)	20%
2.	Written Assignment (based on 2nd & 3rd Module)	30%
3.	End term exam	40%
4.	Class Participation	10%
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 workbooks
b. Special needs: Internship arrangement with various Finance and Accounting organisation
c. Expertise in AUD faculty or outside – Guest Faculty will be engaged from the relevant industries for teaching-learning experience
d. Linkages with external agencies –BFSI Sector Skill Council of India.

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 Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

214

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 Accounting and Finance
Course title	**Business Mathematics, Logical Reasoning and Statistics**
Course code	SVS1AF203
Semester	2
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	January 2021
Course coordinator and team	Sakshi Malik, Nikhil Charak and External Experts

1. Does the course connect to, build on, or overlap with any other courses offered in AUD?
   No, the course does not connect to, build on, or overlap with any other courses offered in AUD.

2. Specific requirements on the part of students who can be admitted to this course:
   Those who pass semester 1.

3. No. of students to be admitted: Those who pass semester 1.

4. Course scheduling: Winter Semester.

5. How does the course link with the vision of AUD?
   Students enrolled in the course are expected to develop analytical skills, logical reasoning, and statistical techniques and methods relevant in the day-to-day business environment. The course aims at creating professionals who will practice in their field with social sensitivity, integrity, and greater accountability for the larger cause of social justice, equity, and excellence.

6. How does the course link with the specific programme(s) where it is being offered?
   "Business Mathematics, Logical Reasoning and Statistics" is an essential part of BVoc Accounting and Finance course which emphasizes the significance of developing mathematical, logical, and reasoning skills. It is an industry-related specialized programme. The programme is in alignment with BFSI sector skill Council of India. The course aims to bridge the gap between the skill-profiles of graduates and the skills that are required by the industries in the job market.

7. Course Details:

215

a. Summary: This course will enable students to develop analytical skills, logical reasoning, and statistical techniques and methods relevant in the day-to-day business environment. Hence, students will be able to apply these techniques and make logical decisions in an informed manner.

b. Objectives:
-To understand basic mathematical and statistical operations;
-To apply suitable mathematical tools to solve a business problem;
-To apply logical reasoning in business, finance, and economics;
-To use appropriate statistical measures for analysing data; and
-To use MS Excel for data processing and statistical analysis

c. Expected learning outcomes: After completing this course, students will be able to
- compute ratio and proportion;
- compare linear inequalities;
-identify and use number series;
- estimate sequence and series;
- differentiate between different types of data;
- cite various measures of central tendency; and
- analyse time-series data

d. Overall structure:
Module 1: Business Mathematics
Module 2: Logical Reasoning
Module 3: Business Statistics

e. Course contents

Module No.	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1. Business Mathematics	• Introduction to Ratios & Proportions • Indices and Logarithms • Linear Equations and Linear Inequalities • Sequences & Series	• To understand the concepts and numerically solve questions on: ○ Ratio and Proportion, Indices and Logarithms ○ Permutations and Combinations ○ Sequence and Series	• Sharma, A. (2018), How to Prepare for Quantitative Aptitude for CAT. Eighth Edition; Chapters 8, 14-16 (Pages III.88- III.95, V.58-V.132)	• Relevant chapters from NCERT Mathematics Books (Classes 7-11) • Books for Competitive Exams	Project-based on 1st Module Weightage: 20%
2. Logical Reasoning	• Filling Number Series • Coding & Decoding • Finding the odd man out • Directions • Blood Relations • Syllogism (Contents are to be treated as practice oriented on re-imagining the importance of logical reasoning in accounting system)	• To understand the concepts and numerically solve questions on: ○ Number Series, Coding and Decoding, and the odd man out. ○ Direction Tests ○ Blood Relations ○ Syllogism	• Sharma, A. (2019), How to Prepare for Logical Reasoning for CAT. Fifth Edition; (Pages 1.3- 1.95)	• Books for Competitive Exams	Written Assignment based on 2nd Module Weightage: 15%
3. Business Statistics	• Dashboards • Means, Median and Mode • Time Series Analysis	• To understand the concepts and numerically solve questions on: ○ Graphical representation of Data ○ Measures of Central tendency and	• Gupta, S.P. (2018), Statistical Methods. Sultan Chand & Sons. Forty Fifth Edition; Volume 1: Chapters 6-8, 14 (Pages 127-335, 611-	• Anderson, D.R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2018). Statistic	Written Assignment based on 3rd Module Weightage: 15%

		Dispersion ○ Time Series	672) Volume 2: Chapters 1 (Pages 751-802)	s for business & economics. Cengage. Thirteenth Edition • Levin, R.I., Rubin, D.S., Siddiqui, M.H., & Rastogi, S. (2017). Statistics for Management. Pearson Education. Eighth Edition	End term based on 3rd Module Weightage: 40% (Cover all the Modules)

S. No.	Assessment	Weightage
1.	Project-based assignment (based on 1st Module)	20%
2.	Written Assignment (Based on 2nd & 3rd Modules)	30%
3.	End term	40%
4.	Class Participation	10%
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 workbooks
b. Special needs: Internship arrangement with various Finance and Accounting organisation
c. Expertise in AUD faculty or outside – Expert Lecture will be organized from the relevant industries.
d. Linkages with external agencies –BFSI Sector Skill Council of India.

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 Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

219

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 Accounting and Finance
Course title	**Internship- Accounts Assistant (II)**
Course code	SVS1AF204
Semester	2
Total Credits	8
Course type (core/compulsory/elective/any other – please specify)	Compulsory Skill Course- Practical
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	BVoc Degree
Proposed date of launch	January 2021
Course coordinator and team	Sakshi Malik, Nikhil Charak and External Experts

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

2. Specific requirements on the part of students who can be admitted to this course
   Those who pass semester 1.

3. No. of students to be admitted: Those who pass semester 1.

4. Course scheduling: Winter semester

5. How does the course link with the vision of AUD?
   Students enrolled in the course are expected to work in different industries and demonstrate the relevant skills and knowledge acquired from the various skill courses taught in the 2nd semester of BVoc Accounting and Finance programme for the Job role of Account Assistant and further enhance their skills which they acquired in semester-1 internship. The practical course aims at creating professionals who will practice in their field with social sensitivity, integrity, and greater accountability for the larger cause of social justice, equity, and excellence.

6. How does the course link with the specific programme(s) where it is being offered?
   The Internship- Accounts Assistant (II) comprises 8 credits or 240 hours of mandatory training at an Accounting or Finance organisation. Post the internship, the student is assessed through a combination of skilled trainers and the relevant Sector Skill Council. The internship is mandatory to impart practical knowledge and hands-on experience to the students. Through this internship, students will be able to correlate the classroom teaching and practical training and further build on the skills acquired by them during their 1st-semester internship for the job role of Account Assistant.

7. Course Details: The course will provide pre-internship orientation concerning the "Do's and

Dont's" during the internship and sexual harassment policies of AUD and the industry. It will be a minimum of 30 days/240 Hours of training for the job role of Account Assistant; this internship will further develop the student skills for the job role of Account Assistant. After the completion of training, assessors from BFSI sector skill council of India would come for the job role assessment and certification.

a. Summary: Students will go for 30 days internship in the block after the completion of the theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learned in the course of the Skill courses over the first half of the Semester.

b. Objectives: The main objective of the internship is to help students in developing their practical skills and practical knowledge. The internship aims to build on to the skills acquired by students in the internship of semester 1. The main objectives of the internship are-
   - to learn the process of reconciliation of cash/ financial accounts;
   - to maintain different types of ledgers
   - to provide assistance to the Accounting department in facts checking and resolution of discrepancies
   - to assist the Accounting department in facts checking and resolution of discrepancies;
   - to prepare MIS documents as per company's policy
   - to understand the process of preparing a table of accounts and assigning entries to proper accounts;
   - to learn to review employees' expenses and make reimbursements;
   - to understand the fund's disbursement process; and
   - to prepare financial data in excel

c. Expected Learning outcomes: After the internship, students will be able to-
   - link the skills and learning of internship completed in semester 1;
   - reconcile cash and other financial accounts;
   - perform basic fact-checking to resolve queries of the Accounting department; prepare table of accounts and assigning entries to proper accounts;
   - demonstrate the process of reimbursements of employees' expenses;
   - explain the cash and funds disbursements process; and
   - to present financial data in excel using graphs, charts, and tables

d. Overall structure: Course contains 30 days of mandatory internship in any Accounting and Finance organisation with a minimum of 240 hours of study.

e. Course contents: Internship is the site where the student puts into practice the theory of skills that he/she has been studying in the course of the on-campus curriculum delivery. Based on his/her experiences at internship, the student will prepare and submit a Report and presentation. It is important that the student be given grounding in best practices in report writing, formatting and use of language. Regular feedback is to be collected from the students regarding their industry engagement.

(i) Module-wise Format with following details for each Module:
Mandatory 30 days of internship in any Accounting and Finance organisation to hone their theoretical skills.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

S. No.	Assessment	Period of Assessment	Weightage
1	Internship Project Report	After internship	25%
2	Internship Presentation& Viva	After internship	20%
3	Mid-term feedback/assessment of students on the internship activities	During the middle of the internship	20%
4	Internship Feedback from the Industry	Throughout the period of internship	15%
5	Workbook Assignments	After internship	20%
Total			100%

8. Pedagogy

a. Instructional Strategies- Internship is the site where the student will put 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 during the internship, the student will prepare and submit a report. It is important that the student be given grounding in best practices in report writing, formatting and use of language.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify) – None specifically but English language and report writing support will be helpful.
c. Expertise in AUD faculty or outside – Various experts who will be providing the practical training support.
d. Linkages with external agencies –BFSI Sector Skill Council of India.

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 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 Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

222

Appendix-6

SBPPSE School of Business, Public Policy and Social Entrepreneurship

MBA Innovation, Entrepreneurship and Venture Development

(1) Proposal for Launch of a Programme

(2) Concept Note

(3) Features of Proposed MBA(IEVD) Programme at AUD

(4) Course Outlines for First Semester

223

Ambedkar University, Delhi

Proposal for Launch of a Programme

(To be approved by the Academic Council)

School	SBPPSE
Programme Name	MBA Innovation, Entrepreneurship and Venture Development (IEVD)
Programme Type (Professional/Liberal/Research/ etc.)	Professional
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	PG
Total Credits	76
Proposed date of launch	August 2020
Programme coordinator and team	Prof. Kartik Dave

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):
   The candidate must have successfully completed a Bachelor's degree securing at least 50% marks or equivalent. No prior knowledge or experience is essential, however, preference will be given to candidates having an entrepreneurial aptitude that shall be assessed as part of the admission procedure prescribed by the AICTE norms.

2. Entrance process (test, interview, cut-offs, etc.):
   Applications will be screened on the basis of past academic record, work experience and entrepreneurial interests and ideas. The application form will include a Statement of Purpose to assess their innovative ideas and level of motivation in starting their venture and simultaneously earn academic credentials. Their evaluation will be further subject to Personal Interview, which would be conducted to assess candidates' personality traits such as Group Behavior, Awareness, Communication skills, Reasoning ability, Flexibility, Leadership, Assertiveness, Initiative, Confidence, Creativity, etc.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   10- This given that the programme needs customized inputs and mentoring along with requisite infrastructural facilities. The limited strength of the school and the incubation center would only be able to mentor a maximum of ten students of MBA IEVD.

4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):
   Two year programme with four semesters

5. What are the intended aims of the programme?
   The fundamental objective of the programme is to groom competent entrepreneurs who would explore entrepreneurship as an alternative means to address a wide variety of needs, issues and challenges and thus contribute development of the country. The graduates of the programme are expected to become self-reliant in identifying

opportunities for themselves that will ensure meaningful career paths as well as enhance livelihood possibilities for others.

6. How does the programme link with the vision of AUD?
The programme is to be hands-on and practice oriented in nature together with bringing interdisciplinary inputs and a multidisciplinary approach to teaching and learning mostly tailored to individualistic needs of students, providing close mentorship and emotional support by internal faculty and external experts in the field.

The contents and the approach of the programme would lead to bringing out informed, confident and motivated individuals who are empowered to lead change and positively influence lives of their own as well as others.

The key aspects of building self-reliance and empowerment to be productive for society and environment in general, development of practical skills, inter and multi disciplinarily approach, completely aligns the programme to the central vision of AUD. To combine equity and social justice with excellence and build a culture of non-hierarchical functioning, teamwork and creativity are core themes of entrepreneurship, innovation and venture development.

7. How is the proposed programme positioned vis-à- vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?
Entrepreneurship and venture development is an inherent feature of the School of Business, Public Policy and Social Entrepreneurship at AUD and thus the programme is a natural extension towards the key objective of training competent human resource for business and related areas.

The School has an existing MBA programme and it is envisaged that the proposed programme will be complimentary in terms of creating and overall ecology and environment for business and entrepreneurial learning as well as suitably draw upon the internal and external faculty, expert resources and industry associations already existing.

Further, it is expected that the introduction of the programme would bring a fresh set of students having an entrepreneurial mindset analogous to that of mainstream business and thus enrich peer learning with interactions, dialogues and debates with the students and scholars of the MBA and P hd programmes of the School.

8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?

Yes, the programme has several overlaps with other programmes of the University as well as activities of the Centers. These include MDes in Social Design from the School of

Design and Startup support initiatives from the AUD Centre for Incubation, Innovation and Entrepreneurship (ACIIE).

The Social Design programme offered by the School of Design is largely centered around creative thinking and innovation and is expected to provide its expertise and experience towards similar components that are key to the proposed programme in Entrepreneurship, Innovation and Venture Development.

It is also envisaged that the existing infrastructure and expert resources of ACIIE would be extended to the students of the new programme wherein providing a forward linkage and facilities to those having viable venture creation plans and needing financial and mentoring help. Further, since ACIIE is already supporting several startups and has a wide community of young entrepreneurs, the same shall be useful in bringing real-life experiences as well as interning and collaborative opportunities for the students and graduates of the proposed programme.

9. How is it positioned in relation to other similar programmes in the field?

Though the programme is relatively new, selected institutions that include the Delhi Technological University and the Netaji Subhash University of Technology are offering it, since last one year. However, programmes of similar nature have long existed at reputed national and international institutions such as the EDIs, TISS, Stanford Graduate School of Business, Harvard Graduate School of Education, etc..

The broad curriculum structure and intended outcome of the programme is largely based on the format prescribed by the AICTE and thus having gone through a rigorous deliberation and accreditation process. The programme is thus parallel to other similar programmes offered in the country that have adopted the AICTE format. At the same time, the programme draws its uniqueness from being located in a social sciences university having a specific vision and larger environment that is expected to inspire students to closely consider directions of social impact and environmental sustainability.

10. Is there a sufficiently defined body of knowledge and literature to support the programme?

Yes, the discipline and practice of entrepreneurship and business venture creation has a sufficient and significant body of knowledge and literature availability, having existed from a fairly long time. However, it may be appropriate to mention that the subject area is primarily practice oriented and the kind of scholastic resources available, may be inclined towards learning by doing rather than theoretical contents and abstraction of ideas.

11. What are the professional trajectories that the graduates of the programme may pursue?

It is expected that, job creators will come out and most of the graduates of this programme will start and thrive with their own start-ups launched during the study

period. Even if these entrepreneurs fail to take startup at any stage of their own venture, they have every opportunity to get back to job life because youths with entrepreneurial mindset and enterprise skill sets are high in demand and offered with leadership positions to lead.

Moreover, graduates from this programme also will find lots of opportunities to get placed in start-ups because of their close understanding and working experience in innovation and entrepreneurship throughout their study period. Furthermore, these graduates will be preferred candidates to get the assignment to coordinate and lead pre-incubation centers in academics such as Entrepreneurship Development Cells (EDC), IEDC, New Gen IEDC, Start-up Cell, Innovation Cell etc. With their experience and interest, further job opportunities to get absorbed with incubation units, acceleration unit, angel and VC firms etc. Even, these graduates will find preferential space to work with CSR arm, social enterprise arm and spinoff arm of corporate, NGOs, social enterprises.

12. Are there sufficient in-house faculty resources available for the programme?

Yes we do. The participants will also need a strong mentor network and partnerships with global incubators and leverage from the collaboration on student startups exchange programs.

13. Rationale for the nomenclature of the programme
Suggested by AICTE

14. **Programme Details:**

a. Concept (attach concept note, if needed): See concept note

b. Objectives: See concept note

c. Expected learning outcomes:

By the end of the programme, students will have a knowledge and understanding of

- Key concepts of entrepreneurship, innovation and new venture development
- How to take an idea, build a prototype and launch to early customers in the market
- Demonstrate how to Market and Idea/Prototype to early customers
- Knowledge of scaling up
- Knowledge of venture growth strategies
- Knowledge of Business Models and Fund Raising
- Knowledge of Hiring and Talent Management
- Knowledge of Start-up Ecosystem

d. Overall structure (programme template with course organisation, course titles, credits, etc.): See Table 2

1. **Teaching-learning:**
   a. Instructional strategies: Practical oriented programme with in-class courses, skill based programmes, capstone projects and action learning segments
   b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): Smart Classroom and Incubation Center
   c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Starts ups

Signature of Programme Coordinator(s)/Convenor(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi (AUD)
School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

Concept Note of
MBA Innovation, Entrepreneurship and Venture Development (MBA- IEVD)

Ambedkar University Delhi (AUD) was established in 2007 by the Government of the National Capital Territory of Delhi (GNCTD) through an Act of Legislature and was notified in July 2008. The university aspires to bridge the concerns of equity and social justice with excellence in addressing both market demands and social needs brought about by the concurrent economic growth and social transformation taking place. At present there are 13 schools offering undergraduate, postgraduate and research programmes. The University has a strong focus on interdisciplinary studies and allows students to take courses across schools at all levels. AUD has carved out a niche for itself by reinventing the perception of social science education, particularly by focusing on application based content and transformative potential of integrative learning. This is reflected both in its programmes as well as their interdisciplinary engagement.

The School of Business, Public Policy and Social Entrepreneurship (SBPPSE) was launched in 2011 to provide excellence in higher education along with equity and address issues in the three interlinked areas of business, public policy and social entrepreneurship in a holistic and integrated manner. The MBA Programme of the School has developed professional entrepreneurs and managers with sensitivity towards larger society and environment that is required to create and manage wealth in the contemporary global context. In continuation of this endeavour, the School proposes to launch a two year programme – MBA (Innovation, Entrepreneurship and Venture Development). Entrepreneurship and Venture Development is an inherent feature of the School of Business, Public Policy and Social Entrepreneurship at AUD and thus the programme is a natural extension.

It is also envisaged that the existing infrastructure and expert resources of AUD Centre for Incubation, Innovation and Entrepreneurship (ACIIE) would be extended to the students of the new programme wherein providing a forward linkage and facilities to those having viable venture creation plans and needing financial and mentoring help. Further, since ACIIE is already supporting several startups and has a wide community of young entrepreneurs, the same shall be

useful in bringing real-life experiences as well as interning and collaborative opportunities for the students and graduates of the proposed programme.

The MBA – IEVD programme is to be hands-on and practice oriented in nature together with bringing interdisciplinary inputs and a multidisciplinary approach to teaching and learning mostly tailored to individualistic needs of students, providing close mentorship and emotional support by internal faculty and external experts in the field. The contents and the approach of the programme would lead to bringing out informed, confident and motivated individuals who are empowered to lead change and positively influence lives of their own as well as others.

The key aspects of building self-reliance and empowerment to be productive for society and environment in general, development of practical skills, inter and multi disciplinarily approach, completely aligns the programme to the central vision of AUD. To combine equity and social justice with excellence and build a culture of non-hierarchical functioning, teamwork and creativity are core themes of entrepreneurship, innovation and venture development.

The fundamental objective of the MBA-IEVD programme is to groom competent entrepreneurs who would explore entrepreneurship as an alternative means to address a wide variety of needs, issues and challenges and thus contribute in development of the country. The graduates of the programme are expected to become self-reliant in identifying opportunities for themselves that will ensure meaningful career paths as well as enhance livelihood possibilities for others.

Further, it is expected that the introduction of the programme would bring a fresh set of students having an entrepreneurial mindset analogous to that of mainstream business and thus enrich peer learning with interactions, dialogues and debate. Moreover, graduates from this programme also will find opportunities to get placed in start-ups because of their close understanding and working experience in innovation and entrepreneurship throughout their study period. These graduates will be preferred candidates to get the assignment to coordinate and lead pre-incubation centers in academics such as Entrepreneurship Development Cells (EDC), IEDC, New Gen IEDC, Start-up Cell, Innovation Cell etc. With their experience and interest, further job opportunities to get absorbed with incubation units, acceleration unit, angel and VC firms etc.

All India Council for Technical Education (AICTE) has introduced a unique 2 years' full time MBA Programme in Innovation, Entrepreneurship and Venture Development (IEV) 2019. It is an initiative under the National Student Startup

Policy at AICTE and MHRD's Innovation Cell. The broad curriculum structure and intended outcome of the envisioned programme at AUD is largely based on the format prescribed by the AICTE and thus having gone through a rigorous deliberation and accreditation process. The programme is thus parallel to other similar programmes offered in the country that have adopted the AICTE format. These include the following institutes - Delhi Technological University (DTU), Netaji Subhas University of Technology (NSUT), Kumaruguru College of Technology (KCT), Graphic Era Deemed to be University, etc.

AICTE Model Curriculum prescribes 104 credits for the MBA-IEV Programme where each credit is equivalent to 10 hours of engagement. The proposed programme has a credit requirement of **76 credits** for awarding of the degree, where each credit is equivalent to 16 hours of engagement. Thus this is in compliance with the AICTE framework.

Eligibility and Selection Procedure

The candidate must have successfully completed a Bachelor's degree securing at least 50% marks or equivalent. No prior knowledge or experience is essential, however, preference will be given to candidates having an entrepreneurial aptitude that shall be assessed as part of the admission procedure prescribed by the AICTE norms.

Applications will be screened on the basis of past academic record, work experience and entrepreneurial interests and ideas. The application form will include a Statement of Purpose to assess their innovative ideas and level of motivation in starting their venture and simultaneously earn academic credentials. Their evaluation will be further subject to Personal Interview, which would be conducted to assess candidates' personality traits such as Group Behavior, Awareness, Communication skills, Reasoning ability, Flexibility, Leadership, Assertiveness, Initiative, Confidence, Creativity, etc.

Features of Proposed MBA (IEVD) Programme at AUD

The proposed programme includes four semesters, with some semesters, further divided into modules – First Semester (Module I and Module II), Second Semester (Module III and Action Learning Segment I), Third Semester (Module IV and Module V) and Fourth Semester (Action Learning Segment II). The programme is divided across a number of tracks/phases-

Foundation of Management and Entrepreneurship Track and Experiential Learning Track

This comprises of a mix of classroom and experiential learning Modules (I, II and III). Teaching component offers in the form of core and elective courses blended with educational activities, capstone projects and Start-up Residency Programme in which students while working in team on real life problems they learn and develop creative problem solving skills, manage innovative ideas, and validate business opportunity potential. Along the way, student also study and acquire skill on entrepreneurial approaches (concepts, process and scope) and management skills such as marketing of innovations, financial, strategy, business ethics and social responsibility, Entrepreneurial management decision making etc.

Entrepreneurship Intensity Track and Start-up Establishment Track

This comprises of Module-IV and Module V, mostly designed to deliver during Third semester of programme. Through these modules, incumbent will acquire specialized skills and build-up risk taking and other competencies towards venture establishment. This advance stage open up of venture planning opportunities for students who are pursuing a venture and expect to launch shortly as part of the Action Learning-II Segment which is the Start-up Establishment Track.

The programme is proposed to have a credit requirement of **76 credits** (see Table 1) for awarding of the degree. The proposed credit allocations are as follows:

Classroom (34 credits): Out of 76 credits requirement over four semesters, participant needs to earn a total credit of 34 credits from classroom sessions which includes Core Courses (18 credits) and Elective Courses (16 credits) spread over the first three semesters. The participants also have the option to earn elective credits by opting courses offered online/MOOC approved by SBPPSE or outside

the MBA IEVD Programme within SBPPSE or outside the school. The classroom credit distribution is designed in such a way that there is provision of more elective credits in the Third Semester. This make course more flexible and leaves student to choose appropriate courses and get more time to work towards venture planning, to meet customers and validate innovations and test business model assumptions in the real market scenario.

Outside Classroom (8 credits): Participants also can earn upto 8 credits from outside classroom skill based programmmes organised via workshops/seminars.

Three Capstone projects (10 credits): Three capstone projects are designed as part of first three Modules (I, II, and III) as designed to be delivered during First and Second Semester. These capstone projects are Experiential Learning Segments where students apply their classroom learning throughout the semester into practice of innovation & Entrepreneurship. Each capstone project will be an independent project/assignment to be accomplished under the guidance of mentor experts.

Action Learning Segments (24 credits): Participant has to go through two action learning segments; one is designed during Second Semester and second is designed during Fourth semester and up to total 24 credits can be earned on successful completion. The first learning segment is more focus on experiential learning through a Start-up Residency Program (SRP) in a start-up or in an Incubation Unit. Whereas, the second action learning segment is focusing on establishing venture either in self or with support of incubation unit based on the innovation and business model developed as part of capstone projects.

Table 1: Total Credit Summary

Year	Semester	Core Credit (Class room)	Elective Credit (Class Room)	Credit through Acquiring Relevant Skill Programs outside Classroom Learning	Credit through Capstone	Action Learning Credit	Total
1st Year	1st Semester	8	4	2	6 (3+3)	-	20
	2nd Semester	4	2	2	4	8	20
2nd Year	3rd Semester	6	10	2	-	-	18
	4th Semester	-	-	2	-	16	18
Total		**18 Credits from Core**	**16 Credits from Elective**	**8 Credits from Skill Based Programmes**	**10 Credits from Capstone**	**24 Credits from Action Learning**	**76 Credits**

The details of courses in each phase/semester and module are given in Table 2. The list of Taught courses are given in Table 3.

Table 2: Detailed Structure of MBA IEVD

Phase	Year	Semester	Academic Module	Credit Breakup	Courses	Experiential Learning
Foundation of Management and Entrepreneurship Track: (Immersion into Incubation Facility and Resource)	First Year	First Semester (20 credits= Core - 8 Credits; Elective - 4 Credits; Skill Development – 2 Credits; Capstone 6 Credits)	**Module – I Innovation, Entrepreneurial Skill and Opportunity Identification**	10 Credits in Module – I [Core Credits – 4; Elective – 2; Skill Development Programme - 1 Credit; Capstone – 3 Credits]	Core - SBP2EV060 Innovation and Business Opportunities	Theme: Innovation and Entrepreneurship Talks by Industry Leaders, Field Visits and participation in related Events
					Core - SBP2EV061 Foundations of Entrepreneurship	
					Elective - SBP2EV070 Startup Environment in India or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE	
					SBP2EV080 Skill Based Programme I - Workshops/ Seminars: Design Thinking, Technology and Innovation, Opportunity Mapping	
					SBP2EV081 Capstone Project-I - Development of a Innovative Business Idea into a Proof-of-Concept - Introduction to Problem Identification and Value Proposition Design	
			Module – II Management Skill for Entrepreneurs and Managing for Value	10 Credits in Module – II [Core Credits – 4; Elective – 2; Skill Development Programme - 1 Credit; Capstone –	Core - SBP2EV062 Entrepreneurial Marketing	Theme: Managing Entrepreneurial Ventures Talks by Industry Leaders, Field Visits and participation in related Events
					Core - SBP2EV063 Entrepreneurial Finance	
					Elective - SBP2EV071 Managerial Economics and Environment in India for Entrepreneurs	

			Creation	3 Credits]	or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE	
					SBP2EV082 Skill Based Programme II - Workshops/ Seminars: Visual Thinking, Data Visualization and Representation, Blue Ocean Strategy	
					SBP2EV083 Capstone Project-II- Development of Business Idea into working Prototype; Introduction to Design Innovation and Business Model Generation	
		Second Semester (20 credits= Core- 4 Credits; Elective - 2 Credits; Skill Developmen t – 2 Credits; Capstone 4 Credits; Action Learning Segment – 8 Credits)	**Module- III Creating and Sustaining Enterprise Model &Organizati onal Effectiveness**	12 Credits in Module –III [Core Credits – 4; Elective – 2; Skill Development Programme - 2 Credits; Capstone – 4 Credits]	Core - SBP2EV064 Entrepreneurial Leadership and Organization Building	
					Core - SBP2EV065 Operations and Supply-Chain Management	
					Elective - SBP2EV072 Product Design and Development or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE	
					SBP2EV084 Skill Based Programme III – Workshops/Seminars: Lean Startup Method, Incubation/ Acceleration Services for Startups, Community Capacity Building for Social Innovation and Enterprise Development	
					SBP2EV085 Capstone Project-III: Development of Minimum Viable Business Model of Innovation; With	

					focus on Entrepreneur – Know Thyself; Discovering Your Unique Startup Path	
Experiential Learning Track: (Co Learning & Contributing to Incubation Unit/Incubated Start-ups)			**Action Learning Segment -I**	**SBP2EV086 Action Learning Segment 8 (Credits) -** Start-up/Incubation Residency Learning Program Internship with Company/ Startup having focus on understanding Market and Customer Research, Business Model Validation, Organization Building, Fund and Resource Mobilization.		
Entrepreneurship Intensity Track (Immersion into Acceleration/ Incubation Facility and Resource)	Second Year	Third Semester (18 credits= Core- 6 Credits; Elective - 10 Credits; Skill Development Programme – 2 Credits)	**Module IV Advanced Start-up Skill Competency Development**	9 Credits in Module – IV [Core – 2 Credits; Elective – 6 Credits; Skill Development Programme - 1 Credit]	Core - SBP2EV066 New Venture Establishment & Management	Theme: Internal Capacity Development and Building High Performance Organizations Talks by Industry Leaders, Field Visits and participation in related Events
					Elective - SBP2EV073 Data Visualisation and Analytics or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE	
					Elective - SBP2EV074 Digital Marketing for New Ventures or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE	
					Elective - SBP2EV075 Sales for Founders or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE	
					SBP2EV087 Skill Based Programme	

					IV – Workshops/Seminars: Quick Prototyping, Revenue-Profit-Impact Modeling, Discovering Your Unique Startup Path	
			Module V Creating and Growing New Venture and National & Global Busines Environment	9 Credits in Module – IV [Core – 4 Credits; Elective – 4 Credits; Skill Development Programme - 1 Credit]	Core - SBP2EV067 Venture Growth Strategies	Theme: Valuation, Funding and Partnerships Talks by Industry Leaders, Field Visits and participation in related Events
					Core - SBP2EV068 Leveraging Technology for Business	
					Elective - SBP2EV076 Managing Small and Family Business or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE	
					Elective - SBP2EV077 IPR for Entrepreneurs or Choice of MOOC approved by SBPPSE or Course from outside MBA IEVD – within or outside SBPPSE	
					SBP2EV088 Skill Based Programme V Workshops/Seminars: Go-to-Market Strategy, Return on Investment, Sustainable Development	
Start-up Establishment Track: (Access to Incubation Space)		Fourth Semester (18 Credits =Skill Development Programme – 2 Credits and Action	**Action Learning Segment -II: (Venture Establishment Phase)**	SBP2EV089 Skill Development Programme VI - 2 Credits Workshops/ Seminars Investment Readiness, Pitching for Venture Capital, Equity Share, Partnership and Stakeholder Management		
				SBP2EV090 Action Learning Segment II– 16 Credits Venture Development Focus: Building of Prototype/ Pilot Launch, Testing and		

		Learning – 16 Credits)		Feedback Integration and Mobilization of Resources	
Final Exit: Incubation/ Investment Ready Social Startup ***Earn Degree "MBA in Innovation, Entrepreneurship and Venture Development (IEVD)"***					

Table 3: Classroom Courses across 1st, 2nd and 3rd Semester of the Programme (2 credit courses)
1 credit = 16 Hours

Year	Semester	Taught Courses worth 34 credits
1st Year	1st Semester	Core - SBP2EV060 Innovation and Business Opportunities
		Core - SBP2EV061 Foundations of Entrepreneurship
		Elective - SBP2EV070 Startup Environment in India
		Core - SBP2EV062 Entrepreneurial Marketing
		Core - SBP2EV063 Entrepreneurial Finance
		Elective - SBP2EV071 Managerial Economics and Environment in India for Entrepreneurs
	2nd Semester	Core - SBP2EV064 Entrepreneurial Leadership and Organization Building
		Core - SBP2EV065 Operations and Supply-Chain Management
		Elective - SBP2EV072 Product Design and Development
2nd Year	3rd Semester	Core - SBP2EV066 New Venture Establishment & Management
		Elective - SBP2EV073 Data Visualisation and Analytics
		Elective - SBP2EV074 Digital Marketing for New Ventures
		Elective - SBP2EV075 Sales for Founders
		Core - SBP2EV067 Venture Growth Strategies
		Core - SBP2EV068 Leveraging Technology for Business
		Elective - SBP2EV076 Managing Small and Family Business
		Elective - SBP2EV077 IPR for Entrepreneurs

240

MBA Innovation, Entrepreneurship and Venture Development
Course Outlines for First Semester

241

Ambedkar University Delhi

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEVD)
Course title	Innovation and Business Opportunities
Course code	SBP2EV060
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core/Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG (First Module – First Semester)
Course coordinator and team	Dr. Kritika Mathur

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

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

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

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

None

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

10

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

Module-long course

5. Proposed date of launch:

Monsoon 2020

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

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

7. Course Details:

A. Summary

Whether in the realm of commercial entrepreneurship or social entrepreneurship, organizations increasingly need people that understand the creative process, know how to manage creative professionals, and can develop an organizational climate that fosters innovation. This course focuses on creativity and innovation, examining the interplay between creativity, organizational processes and systems, and successful innovation. The course also covers aspects related to identification of business opportunities, analysis of complex business problems and generation of possible solutions to the problems. Throughout the course we explore tools and techniques for fostering individual and group creativity, management practices that foster (or inhibit) innovation, methods for developing and evaluating ideas for new products, services, and the business models to execute these ideas, and principles and practices for leading innovation.

B. Objectives

The course will equip students to:

- Understand the significance of creativity and innovation
- Develop a perspective of what organizational attributes lead to a creative/innovative culture
- Learn skills that foster/enhance capacity to be creative/innovative
- Experience the dynamic nature of entrepreneurial process, from the idea generation stage to the collection of information and further refinement of the original idea.
- Determine the feasibility of the business concept through industry, market, trend and economic analysis.

C. Expected Learning Outcomes

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

- Critically analyse theories of innovation and creativity
- Develop skills to recognize, identify, test and exploit opportunities
- Analyze complex business problems
- Generate and evaluate possible solutions to the problems

D. Overall structure:

Some of the topics that we will cover in the course include:

I. Creativity and Innovation
II. Fostering creativity and innovation
III. Recognizing Opportunities and Generating Ideas
IV. Feasibility, Industry and Competitive Analysis

24

I. Creativity and Innovation

This unit covers aspects related to importance of creativity and innovation as a determinant of success. The recognition of innovation and creativity as deep habit as well as modern management imperative along with selected definitions of innovation and creativity would be discussed. The role of creativity and innovation in both established business and entrepreneurial context and contrasts to related terms in invention, commercialisation would be dealt here. This will also address the myths of innovation and creativity – heroic innovator, creative muse, linear model of innovation and inability of established businesses to be creative and innovative. Ethical issues in creativity would also be discussed in this unit.

Reading(s)

i. Michalko, M. (2001). *Cracking creativity: The secrets of creative genius.* Ten Speed Press.

ii. Chapter 1 - Proctor, T. (2018). *Creative problem solving for managers: developing skills for decision making and innovation.* (5th ed.). Routledge.

iii. Baucus, M. S., Norton, W. I., Baucus, D. A., & Human, S. E. (2008). Fostering creativity and innovation without encouraging unethical behavior. *Journal of Business Ethics*, 81(1), 97-115.

II. Fostering creativity and innovation

This theme of this unit is how to foster creativity and innovation for the entrepreneurial journey of the participants. This will be dealt via idea generation and creativity techniques including – Brainstorming, Six thinking hats, Mind mapping, Theory of Inventive Problem Solving (TRIZ) Synectics, Design thinking, Morphological analysis, Method of focal objects. They will also be briefed about the models and methods of assessing creativity through Remote Associates Test, Divergent thinking (DT) tests and Torrance Tests of Creative Thinking. This would be followed by an introduction to nature of ideas – idea generation, demand pull ideas and supply push ideas as well as to the complexity of ideas - Simultaneous discovery, Recombination
Imitation, Innovation as design trade off.

Reading(s):

i. Vogel, T. (2014). *Breakthrough thinking: A guide to creative thinking and idea generation.* Simon and Schuster., J. C., Russell, C. M., & Plucker, J. A. (2013). Models and methods of assessing creativity in The Oxford handbook of child psychological assessment (edited by Saklofske, D. H., Schwean, V. L., & Reynolds, C. R.) Oxford University Press.

ii. Amabile, T. M. & Kramer, S. J. (2011). The power of small wins. Harvard Business Review, 89 (5), 70-80. https://hbr.org/2011/05/the-power-of-small-wins

iii. Amabile, T. M. & Kramer, S. J. (2010) What really motivates workers (#1 in breakthrough ideas for 2010). *Harvard Business Review*, 88:1, 44-45. https://hbr.org/2010/01/the-hbr-list-breakthrough-ideas-for-2010.

iv. Moehrle, M. G. (2005). How combinations of TRIZ tools are used in companies–results of a cluster analysis. *R&D Management*, 35(3), 285-296.

Useful sites – www.aitriz.org

III. Recognizing Opportunities and Generating Ideas (4 sessions of 2 Hours each)

This unit focusses on the importance of understanding the difference between ideas and opportunities. This unit also discusses approaches entrepreneurs use to spot opportunities – observing trends, solving a problem, finding gaps in the market place; as well as factors or conditions in the external environment that may result in opportunities – economic forces, social forces, technological advances and political and regulatory changes. The techniques for generating ideas are also covered here – Brainstorming, Focus Groups, Secondary Search.

Reading(s):

i. Chapter 2 of Barringer, B. R. and Ireland, R.D. (2016). *Entrepreneurship: Successfully launching new ventures* (5th ed.) Pearson Education India.

IV. Feasibility, Industry and Competitive Analysis (4 sessions of 2 Hours each)

This unit covers the importance of feasibility analysis which is required prior to developing a business model in discerning the merits of a business idea. The four key area of Feasibility analysis include - Product/Service Feasibility, Industry/Target Market Feasibility, Organizational Feasibility and Financial Feasibility. The tools for Industry and Competitive Analysis including Porters Five Forces Model and Competitive Analysis Grid would be dealt in detail.

Reading(s):

i. Chapter 3 and 5 of Barringer, B. R. and Ireland, R.D. (2016). *Entrepreneurship: Successfully launching new ventures* (5th ed.) Pearson Education India.

8. Pedagogy:

a. Instructional design

There will be a maximum amount of experiential learning.

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

Smart classroom and Incubation Center

c. Expertise in AUD faculty or outside

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

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

None

9. Assessment structure (modes and frequency of assessments)

Class Assignment	10%
Mid term	20%
Group Project	40%
End term	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 .....meeting held on.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEVD)
Course title	**Foundations of Entrepreneurship**
Course code	SBP2EV061
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG (First Module – First Semester)
Course coordinator and team	Dr. Nidhi Kaicker

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

There are courses on Entrepreneurship being offered to both BBA and MBA students. This course being proposed for the IEVD programme is aimed at preparing students for their own entrepreneurial path. It strives to develop skills in opportunity identification and evaluation as well as an understanding of the steps and competencies required to launch a new business.

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

NA

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

10

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

Module-long course

5. Proposed date of launch:

August 2020

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

At AUD, we are committed to promote creativity, innovation and to nurture entrepreneurial mindset. This course and the programme exposes students to the joys and frustrations of an entrepreneurial career, and for those brave enough, prepare them to start and nurture their own businesses. Through this course, at attempt is made to answer questions in the mind of aspiring entrepreneurs, such as What does it take to launch a successful entrepreneurial venture? How does it happen? How can we transform an idea and a blank piece of paper into an operating business with customers, cash flow and profits? And importantly, what are the pleasures and challenges of an entrepreneurial career?

7. **Course Details:**

A. Summary

This course touches on many topics that are explored in more detail in other course offerings. It is an introduction to the subject and covers a wide range of topics, such as The nature and importance of entrepreneurship; forms of entrepreneurship; the entrepreneurial process; the entrepreneurial mind; creativity, ideas and innovation; screening entrepreneurial opportunities; identifying resources to support entrepreneurial activities; feasibility planning.

B. **Objectives**

The course will help students to

- Examine entrepreneurial behaviour & characteristics associated with successful entrepreneurship
- Comprehend the process of entrepreneurship
- Assess the potential of an opportunity and to determine its viability practical, social and commercial implications
- Illustrate how to attract resources including finances to exploit an identified opportunity

C. **Expected Learning Outcomes**

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

- Identify the social and economic impact of entrepreneurs to society
- Understand and apply entrepreneurial theory
- Recognize, evaluate and provide viable solutions to opportunities
- Create a business model canvas that ties to one specific opportunity

D. **Overall structure:**

The course, carrying 2 credits, comprises of three units.

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

The 2-credit course comprises 16 sessions of 1.5 hours each.

Unit I (6 Sessions): Nature and Importance of Entrepreneurship

This Unit begins with a discussion around the question "What is entrepreneurship", and the role of entrepreneurs in creating an economic and social impact worldwide. The students will develop an understanding of the frameworks, successful approaches and the vocabulary of entrepreneurship. Students will be introduced to various theories of entrepreneurship, and a formal understanding of terms such as ideas, opportunities, risk and uncertainty. Topics on form of entrepreneurial organisations, the role of institutions (including government) in promoting and facilitating entrepreneurship, especially in the Indian context will also be covered in this Unit.

Readings: *Select chapters from the following books, in addition, cases and readings from the Harvard Business School Publishing Repository will be shared with the session plan*

i. Timmons, J. and Spinelli, S. (2017). *New Venture Creation: Entrepreneurship for the 21st Century*. McGraw Hill Education
ii. Mitra, J. (2020). *Indian Entrepreneurship and Innovation: The Current State of Affairs*. Springer.
iii. Shukla, M. (2020). *Social Entrepreneurship in India: Quarter Idealism and a Pound of Pragmatism*. Sage Publications.

Unit II (4 Sessions): The Entrepreneurial Mindset

In this Unit, the students will discuss the Entrepreneurial mindset and paradoxes, the factors hypothesized by as affecting the likelihood of entrepreneurial pursuit by individuals, and factors that prevent others from becoming entrepreneurs – geographical, historical, cultural, society, values etc. The unit will cover topics from the organisational behaviour discipline such as Personality, Attitudes, Perception, Motivation and the need for Achievement Motivation. This unit will also discuss the challenges, risks and risk mitigation strategies entrepreneurs must consider and address, in making decisions and trying to achieve business results with limited time, resources and insufficient information. An important aspect of this is appreciating the importance of experimentation and learning from unsuccessful experiments.

Readings:

i. Basham, G., Irwin, W., Nardone, H., Wallace, J. (2011). *Critical Thinking: A Students Introduction* (4th ed.). McGraw Hill.
ii. Drucker, P. (2006). *Innovation and Entrepreneurship: Practices and Principles*. Harper Collins.

Unit III (6 Sessions): Entrepreneurial Process

In this Unit, the students will conceptualise and explore the entrepreneurship process phases, and describe the constituent elements of each phase. The students will Learn how to recognize an opportunity, identify gaps in the market and learn how to exploit this market opportunity. Thereafter, they will learn tools and techniques to evaluate opportunities for new businesses, determine resources needs and strategies to acquire resources, evaluate forms of Financing. Students will be engaged in the process of idea generation, collaborating in teams and figuring

out team roles, brainstorming on ideas generated, developing ideas into opportunities, identifying the target market, conducting the analysis of the competitive environment, conducting a feasibility and viability analysis for the idea, financial and other resources planning and building a business canvas using these elements.

Reading(s):

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

8. Pedagogy:

a. Instructional design :

Case discussion, simulations and management games will be used for transaction of the course.

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

c. Expertise in AUD faculty or outside

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

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

None

9. Assessment structure (modes and frequency of assessments)

Case Analysis	40%
Personal Reflection Paper	20%
Business Plan Canvas	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.

250

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEVD)
Course title	Start-up Environment in India
Course code	SBP2EV070
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG (First Module – First Semester)
Course coordinator and team	Prof. M. S. Farooqi

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

   There are no formal courses with respect to Start-up Environment in India, presently offered at AUD. However, ACIIE has been conducting talks, workshops and short-term programmes that include the subject area and related topics. The course builds on the same contents as offered in the aforesaid forums in a more structured and specific manner.

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

   None

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

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

   Module-long course

5. **Proposed date of launch:**

   August 2020

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

Given the vision of AUD, to encourage and build foundation of leadership, self-reliance and an entrepreneurial mindset, the course lays down the requisite knowledge about the essential components of the ecosystem for start-ups and early stage enterprises in the country. The subject matter of the course related to the drivers, challenges and support systems available in India, for early stage entrepreneurs is closely linked to self-employment and entrepreneurship, being one of the key objectives of several professional programmes being offered at AUD. The course would be useful for students of MBA, MDes Social Design, MPhil Development Practice and any one aspiring to explore an entrepreneurial career path.

7. Course Details:

A. Summary

In recent years, entrepreneurial startups have been receiving increased attention in many parts of the world. In India, the number of startups are also fast increasing and wider support is becoming available particularly from govt. as well as private and non-govt. agencies. This course attempts to investigate the current state of the Indian startup ecosystem and has three goals: to provide an understanding of the growth drivers and motivations of Indian startup founders; identify challenges facing these startups; and outline the pillars in place that support them.

The course would provide a comprehensive understanding of both the growth drivers as well as the challenges faced by Indian startups. Further, the course will focus on how the startup ecosystem has developed over the years and where and which kind of support is available, including technology-driven startups, non-tech, social and micro-entrepreneurs that are constantly coming up with innovative ideas and solutions.

B. Objectives

The course will help students to

1. Understand the key drivers responsible for origin and growth of entrepreneurial start-ups in India.
2. Be oriented to and appreciate the main challenges for start-ups and early stage entrepreneurs, in the country and how these have been overcome successfully.
3. Get to know the variety of support systems, infrastructure and facilities available in the country today, to promote and back entrepreneurial activities.

C. Expected Learning Outcomes

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

1. Identify and explain the key drivers responsible for the start-up culture and its growth in India.

2. Relate issues, concerns and limitations that currently surround the start-up environment in the country and need to be faced during the early stages of enterprise building.
3. Prepare plan to seek necessary support and facilities available from various agencies for starting and accelerating business ventures.

D. Overall Structure

Unit I (2 Weeks): Start-Ups in India: Opportunities and Growth Drivers

Startups do not exist in a vacuum but are part of a broader business environment. Thus, the growth drivers of the Indian startup ecosystem need to be understood in the context of various factors and the unit will include: earlier economic reforms and current market trends, as well as the impact of technological change and changing attitudes on the part of government, large companies, and society overall. This unit will describes the five key opportunities and growth drivers which are identified as; Scope and Characteristics of the Indian Market, Technological Change, Increased Political Will and Govt. Support, Openness to Innovation in the private Business Sector and Changing Perceptions towards Entrepreneurship. This unit will also provide an Overview of Indian Economy- structure and current state, drivers and Policy implications; and deliberations will be held around social and cultural dimensions that act as key drivers in unpacking an entrepreneurial ecosystem at a given location.

Unit II (2 Weeks): Challenges

There are typical challenges that startups all over the world struggle with. Certain obstacles, however, are more peculiar to the Indian business environment. India is often described as a harsh environment for startups. This unit outlines the five key challenges facing Indian startups and will include discussions on Building and Scaling an Indian Star-Up, Diversity and Divide Between Solution Providers and Users, Market Penetration and Low Willingness to Pay, Non-availability of Competent HR and Complex Regulatory Environment.

Unit III (4 Weeks): The State of the Indian Start-Up Ecosystem

Besides the entrepreneurs themselves, the startup ecosystem consists of various stakeholders, including incubators and accelerators, investors, service providers, educational and research institutions, and big companies. This unit describes how the Indian startup ecosystem has evolved, and where and what kind of support has become available to startups.

The unit is further distributed in two sections as described below:

Section 1: Evolution of the Indian Start-up Ecosystem and Geography of Start-up Support.

Section 2: Core Ecosystem Actors and Support Provided including i. Institutional Incubators and Accelerators and ii. Elements of Startup Support such as Office Space and Infrastructure, Business Support and Mediation, Funding and Assistance with Fundraising.

Readings

- Iyer, R. (2019). *Innovation Ecosystem in India : How India is building a mature startup ecosystem that will shape its economy and its future*. Notion Press. ISBN 978-16-647-3366-22
- Deorah, K. (2015). *The Golden Tap: The Inside Story of Hyper Funded Indian Startups*. Lotus. ISBN 978-93-519-4166-8

8. Pedagogy:

a. Instructional Design :

Interactive class teaching, individual and group assignments and discussions.

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

None

c. Expertise in AUD faculty or outside

The Course would require external faculty from particular domains included in the contents.

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

Concerned Government Departments, Financial Institutions and Institutional Incubators and Accelerators.

9. Assessment structure (modes and frequency of assessments)

The parameters are suggestive, the weightage attached to the parameters, could be changed by the instructor who delivers the course.

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				30%
2	Extent of Research				30%
3	Classroom Engagement				20%
4	Documentation				20%
	Total	**30**	**30**	**40**	**100**

Signature of Course Coordinator(s)

255

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEVD)
Course title	Capstone Project I - Introduction to Problem Identification and Value Proposition Design
Course code	SBP2EV081
Credits	3
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG (First Module – First Semester)

Course coordinator and team	Prof. M. S. Farooqi

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

   This course is the first Capstone Project of the MBA – IEVD programme. Project is a student lead learning mode that includes undertaking of a specific task within the given theme, by individual students in an independent manner. The project mode emphasises a learning by doing methodology and most often situated around a challenge that is expected to be addressed by the student with appropriate research and understanding of related subject matter, analysis of the information gathered, drawing of conclusions to suggest an action plan and ideation of alternative directions towards recommending a viable solution in the given context.

   The project mode is being effectively used by the School of Design at AUD, since the beginning of the MDes programme in Social Design. More specifically, the Capstone Project I builds on 'Social Studio – Design Process' having 8 Credits and offered in the 2nd Semester of the programme MDes in Social Design.

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):**

   10 (As per the Cohort Size of the Programme)

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

   Half Semester in Project Mode

5. **Proposed date of launch:**

   Monsoon 2020

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

   The primary objective of a project oriented course is to inspire and motivate a student to take responsibility and ownership of his/ her own learning and development. This

is achieved through extending sufficient freedom complemented by close mentoring and monitoring of a student's work and progress with critical feedback and observations by subject experts as well as peers.

The Capstone Project I, specifically focuses on identifying and understanding of various issues and problems in our immediate environment that may possibly be addressed through an entrepreneurial approach and thus become 'opportunities' to add value to improve the quality of life around us. Given such a focus, the project closely aligns with the fundamental vision of AUD, to become sensitive to our surrondings and begin to have an empathetic relationship with all that we come across in our everyday life.

It is expected that the project would draw the students to raise self-awaerness, take responsibility of their actions, become better observers and listners as well as action oriented while trying to understand and find ways to address the prescribed assignments during the given tenure.

7. Course Details:

a. Summary

The most primary and essential building block of any business venture is having the right value proposition. All other concerns of an enterprise such as resources, activities, cost structures, marketing and delivery channels or revenue models are build around the key value offering. However, developing a meaningful value proposition is not merely an outcome of creative imagination or intellectual genius but lies in discovering the real needs and pains of people intended to be served. The process requires a deep understanding of various aspects of the concerned focus group and an organized approach to sort out and put together the critical findings into an interesting mix of goods and services to define a proposition that is desirable, feasible and also viable.

The project intends to take the student through this process in a practical and applied manner. Students would be expected to select a particular problem area of their choise to provide a concrete and real-life context for research and testing. Along with field and studio oriented work, the students would be introduced to concepts of primary and secondary research, methods of engaging and interacting with related people and groups and tools for opportunity mapping and value proposition design.

258

b. Objectives

i. To orient the student to a research based approach to innovation especially in the context of visualizing desirable, feasible and viable Value Propositions for new business ventures.
ii. To familiarize the students to various theoratical concepts, tools and techniques related to problem identification, opportunity mapping and value proposition design.

c. Expected Learning Outcomes

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

1. Use and apply the Value Proposition Design Canvas.
2. Lead and conduct field research and hold meanigful interactions with prospective users/ customers/ buyers/ focus groups, in context of their intended offerings.
3. Connect value proposition to the overall plan of a given business venture, in a rationalized manner.
4. Appreciate the relevance of research in understanding a particular matter and how that enables better innovation and solution finding.

d. Overall structure

Unit 1 (1 Week): Introduction to Value Propoposition

The unit will introduce the concept of Value Proposition and its significance as a central building block of any business idea. Case studies and examples would be discussed to explain the impact of a well designed value proposition, on the overall quality of any business plan.

The unit will also include understanding the interconnectedness between a value proposition and its recipient as well as other essential building blocks of a business plan. Tools and methods to profile a prospective recipient shall be introduced, while discussing related terms such as user/ buyer/ beneficiery/ customer/ consumer/ client/ etc., within the context of the nature of a given business.

The unit will introduce design tools such as the Value Proposition Canvas and the Business Model Canvas and how to use the same to visualize a business idea.

Unit 2 (2 Weeks): Understanding Recipient/ Customer Needs

The unit will include introduction to various tools for capturing recipient/ customer oriented insights such as User Journey Map, Empathy Map, Persona Characterization, Interviewing, etc., in an applied and practical manner.

The unit will also focus on identiying ideas for possible interventions and designing value propositions based on understanding the real needs and pains of selected focus groups that may lead to viable business opportunities.

Unit 3 (3 Weeks): Finding the Right Business Model

The unit will dive deeper into the aspect of interconnectedness between value proposition and other essential components of the business model canvas and explore alternatives to find the most suitable action plan with respect to a student's business idea.

The unit will also discuss issues of customer desirability and technical feasibility within the broader framework of business viability vis-à-vis value proposition designed by respective student.

It is expected that the unit will emphasize an iterative process to explore and build many perspectives and approaches to business visualization around a given value proposition.

Unit 4 (2 Weeks): Testing Value Proposition

The unit will focus on how to reduce the risks and uncertainties of a given idea for new and improved value proposition. This will include understanding and deciding 'what to test' and 'how to test' in a systematic manner, before bringing the business model together for implementation. What to test will emphasize gathering evidence showing *what* recipients/ customers care about as well as showing if recipients/ customers care about *how* a value proposition intends to address their needs and pains.

This will be followed by gathering evidence showing that the new value proposition is likely to work within the larger business plan visualized by the student.

Unit 5 (1 Week): Evolving Value Proposition and Business Model

The unit will discuss the use of value proposition and business model canvas as a shared language to create alignment through out every part of an organization while it continously evolves. The unit will include methods to measure and monitor the new value propositions and business models once they are

operational in the market and in order to keep reinventing and improving a business venture.

Reading(s):

1. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2015). *Value proposition design*. Campus Verlag. ISBN 978-81-265-5307-5
2. Van Der Pijl, P., Lokitz, J., & Solomon, L. K. (2016). *Design a better business: new tools, skills, and mindset for strategy and innovation*. John Wiley & Sons. ISBN 978-81-265-6508-5
3. Liedtka, J., King, A., & Bennett, K. (2013). *Solving problems with design thinking: Ten stories of what works*. Columbia University Press. ISBN 97-80-231-16356-9
4. Belsky, S. (2010). *Making ideas happen: Overcoming the obstacles between vision and reality*. Penguin. ISBN 978-81-541-8441-12
5. Berger, W. (2014). *A more beautiful question: The power of inquiry to spark breakthrough ideas*. Bloomsbury Publishing USA. ISBN 978-81-632-8610-54

8. Pedagogy:

a. Instructional strategies:

Learning by doing is the primary approach to followed for the project (course) and shall be guided by the following references:

- Individual specific inputs and mentoring.
- Continuous process of bridging theory and practice at all levels.
- Practical and field-based learning.
- Continuous monitoring and feedback from faculty, experts and peers.

b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

Co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

Close linkages with external agencies including business enterprises, companies and startups as well as other organizations involved in training and supporting young entrepreneurs and enterprises.

9. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	**100**

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEVD)
Course title	**Entrepreneurial Marketing**
Course code	SBP2EV062
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG (Second Module – First Semester)
Course coordinator and team	Prof. Kartik Dave

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

Marketing Management course has been offered as a core course in MBA and BBA program. However, the approach of the proposed course has been different. This course will focus on the real world marketing challenges involved in launching an entrepreneurial venture. The primary goal will be to provide a roadmap for students on how as entrepreneurs, investors or managers in the start-up culture or while consulting with or working at innovation-oriented mature companies they can employ the tools and techniques of entrepreneurial marketing to create a sustainable competitive advantage.

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

NA

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

10

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

Module-long course

5. Proposed date of launch:

August 2020

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

Linking to AUD's vision, this course will build the basic marketing concepts and imparts knowledge that how the marketing as a function is important to business as well as to the society. At AUD, we are committed to promote creativity, innovation and to nurture entrepreneurial mindset. This course is about the marketing challenges in an entrepreneurial firm. Entrepreneurship is the discovery, enactment and pursuit of new business opportunities. Successful execution of an entrepreneurial idea requires a sound marketing plan. In this course, we will investigate how marketing tools can enable entrepreneurs to realize the full potential of their ideas.

7. Course Details:

A. Summary

This course focuses on the practical application of key marketing concepts and methods specifically relevant to entrepreneurial ventures. Students will study and discuss cases focusing on the marketing survival strategies of successful entrepreneurs and learn about the marketing challenges of entrepreneurial ventures from assigned readings, class discussions, and guest speakers.

Each class session will cover components of the marketing plan for an entrepreneurial venture, making comparisons on how the strategies differ from traditional marketing. A major project required in the course is the development of marketing inventions for actual entrepreneurial ventures. Students will also review books and publications covering current entrepreneurial strategies and present key issues to the class.

This course examines the marketing process and components of a successful marketing strategy for starting and growing a successful entrepreneurial venture. Students learn about the evolving practice of marketing and the potential for entrepreneurial thinking. Focal points range from issues with conventional marketing paradigms to the development of marketing strategy in the digital age.

B. **Objectives**

The course will help students to

1. Explain marketing foundations of entrepreneurial business practice

2. Apply appropriate marketing theories, frameworks and concepts to entrepreneurial contexts

3. Evaluate and criticise existing marketing activities in entrepreneurial practice based on marketing theories and concepts\

4. Design/create effective entrepreneurial marketing strategies that produce sustainable competitive advantages for ventures

D. **Expected Learning Outcomes**

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

1. Explain the theories underpinning entrepreneurial marketing and apply them to practice.
2. Analyse and solve entrepreneurial marketing problems.
3. Develop, communicate and justify a marketing plan for a start-up or an entrepreneurial firm

E. **Overall structure:**

Some of the topics that we will cover in the course include:

The course, carrying 2 credits, comprises of six units.

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

The two credit course comprise 24 sessions of 1.5 hours classroom interaction. The course is divided into four main parts, which cover the following topics:
1. **Foundation of strategic and entrepreneurial marketing**: (re)defining marketing, the marketing organization, marketing and the other functions, marketing and entrepreneurship, marketing and the search for new markets, defeating marketing myopia, etc. (Unit I)
2. **A forward-looking marketing planning process**: new ideas in value-based planning, linking marketing to financial outcomes, marketing and cash flow, new trends in market analysis, market research for market creation, evolution of new markets and product diffusion, etc. (Unit I and II)
3. **Key issues in strategy selection and identification**: new approaches to market segmentation, positioning strategies for market creation, growth strategies, game-changing strategies, tools and techniques for new market creation, consumer relevancy in strategy development, strategies for declining and hostile markets, etc. (Unit III and IV)
4. **Entrepreneurial marketing tactics**: digital and online marketing, forward-looking product design, product features and added value, the service-dominant logic, how to build a strong brand from scratch, competing on loyalty, etc. (Unit V)

Unit I (1 Week): Marketing in an Entrepreneurial Context (Marketing Plan Stage I)

The unit covers the following aspects: Purpose of Marketing for the new venture; Acquisition, Retention, and Enhancement of Business with Customers; Creating and Delivering Customer Value; Marketing as an Integral Part of Business; Evolution of Marketing Concept; Marketing Myopia; Market Orientation and Business Profitability; Role of Innovation on the Market Orientation and Performance Relationship; Delivering Profitable Value; Marketing Challenges; and Social Marketing Concept.

Unit II (2 Week): Finding and Evaluating the Right Marketing Opportunity (Marketing Plan Stage II)

The topic covers the following aspects: Marketing Environment: Demographic, Economic, Political, Legal, Socio cultural, Technological environment (Indian context); Competitor Analysis: Identifying Competitors, Strategic Groups, Sources of Potential Competitors, Components of Competitor Analysis, Value Chain and Competitive Activities, Competitive Strength Grid, Market Analysis: Objectives of Market Analysis, Dimensions of Market Analysis,

Porter's Five Forces Driving Market Profitability, Opportunities and Threats analysis, Marketing Research.

Unit III (1 Week): Understanding Customers (Marketing Plan Stage III)
The topic covers the following aspects: The Rise of Consumer Democracy, Stimulus Response Model of Consumer Behaviour, Buyer's Cultural, Social, Personal, and Psychological Characteristics particularly in Indian context, Consumer Buying Decision Process, Business Customer's Buying Decision Process, and Traditional vs. Experiential Marketing's View of Customer.

Unit IV (2 Week): Segmentation, Targeting and Positioning (Marketing Plan Stage IV)
The topic covers the following aspects: Definitions Fundamental Factors for Effective Market Segmentation, Segmentation Bases and their Classifications, Limitations of Segmentation Bases, Importance of Value/Benefit Based Segmentation, Key Elements of Segmentation Process, Segmentation Dilemma and Solutions. Selection of Market Segments and Developing Competitive Marketing Strategy, Factors for Selecting Market Segments; Generic Business Strategies; Value Disciplines to Gain Market Leadership, Customers' Resulting Experiences; Complete Value Proposition; Positioning; and Profit-Centric Business Design.

Unit V (3 Weeks) Marketing Mix decisions for a new venture (Marketing Plan Stage V)
After covering background principles that steer and inform key strategic marketing issues in earlier units, this unit introduces tactical marketing issues for a new venture. Tactical marketing issues are those actions a venture takes to implement its marketing strategy.
This unit will cover following aspects: Marketing Mix Strategy, Product Management: New Product Development, Brand Management, Pricing Decisions: Determinants of Price, Pricing Methods (Non-mathematical treatment), and Adapting Price, Pricing Strategies, Promotion Decisions: Factors determining promotion mix, Promotional Tools, Publicity and Personal Selling. Designing and Managing Marketing Channels, E-Marketing, Digital Marketing, Personal Selling, and Retailing. Marketing Channel Decision: Channel functions, Channel Levels.

Readings

i. Chaston, I. (2017). *Entrepreneurial Marketing: Sustaining Growth in All Organisations*. (2nd ed.) Macmillan International Higher Education.
ii. Crane, F. G. (2012). *Marketing for entrepreneurs: Concepts and applications for new ventures*. Sage Publications.

Additional Readings

- Biswas A K (2017) *Strategic Market Management, Managing Markets for profit and growth*, Notion Press
- Keller, Paramerwaran, Jacob: *Strategic Brand Management* 4th edition; Pearson Education
- Schmitt, B. (2000). *Experiential marketing*. Bilbao: Deusto.

- Kumar, N. (2004). *Marketing as Strategy: Understanding the CEO's Agenda for driving Growth and Innovation*. Harvard Business Review Press.
- Treacy, M., & Wiersema, F. (2007). The discipline of market leaders: Choose your customers, narrow your focus, dominate your market. Basic Books.
- Treacy, M. (2005). Double-digit Growth: How Great Companies Achieve It--No Matter what. Penguin.
- Capon, N. (2007). The marketing mavens. Crown Business.
- Dadwal, S. S., Jamal, A., Harris, T., Brown, G., & Raudhah, S. (2020). Technology and Sharing Economy-Based Business Models for Marketing to Connected Consumers. In Handbook of Research on Innovations in Technology and Marketing for the Connected Consumer (pp. 62-93), IGI Global
- Flatten, T.C. 'How entrepreneurial firms profit from pricing capabilities: an examination of technology-based ventures', *Entrepreneurship Theory and Practice*, 39(5) 2015, pp.1111–36.

8. Pedagogy:

a. Instructional design :

Apart from interactive class teaching, various individual and group assignments are given. Group discussions, role plays and presentations are conducted in class to enable students to practically apply the theories learnt during the course.

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

Smart classroom and Incubation Center, Markstrat software

c. Expertise in AUD faculty or outside

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

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

None

9. Assessment structure (modes and frequency of assessments)

Class Assignments/Cases/Field work	30
Marketing plan Report and Presentation: The task is to prepare a new venture/ start-up marketing plan report to launch and market a start-up firm's product or service. Parts of the report will include a situational analysis, a SWOT analysis and matrix, goals and objectives, and strategies. The plan is a written business report followed by a detailed presentation. The assessment of this component will be done on continuous basis. There will be periodic assessments of the Marketing Plan (Initial phase), mid review and	40

towards the end of the course transaction.	
End Term Assessment	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 .....meeting held on.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEVD)
Course title	**Entrepreneurial Finance**
Course code	SBP2EV063
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG (Second Module – First Semester)
Course coordinator and team	Dr Kanwal Anil

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

This is a foundational course in Finance and Accounting which has been tailor made specifically to meet the requirement of the Entrepreneurs in assisting them in starting their new ventures. Some units of the course coincide with the Financial Accounting and Corporate Finance courses offered in the school's MBA 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)

There are no pre requisites for this course as it is a core course of the programme.

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

10

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

Module-long course

5. Proposed date of launch:

Monsoon 2020

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

Finance is a foundational element of business linked to providing control, stability, and accountability to a business's investments as well as finances and thus is likely to be in demand always. It is a field driven by analytics and analytical interpretations, and the information derived from such functions provides a business with a record of its financial health and stability which further assist in envisioning goals for the future. Thus knowledge of basic Finance will not only promote participants to become able wealth managers but also wealth creators and hence the course connects very well to the mandate of the School and the University.

7. Course Details:

A. Summary

The Entrepreneurial Finance course prepares participants to be competent in accounting and finance management skills necessary for an Entrepreneur. This course imparts basic financial knowledge needed in conceptualising and operating start-ups to entrepreneurs or would-be entrepreneurs. It also aims to enable entrepreneurs and would-be-entrepreneurs to understand the "language of finance" and successfully make all the decisions related to the financial management of their businesses and start-ups planned.

B. **Objectives**

This is a foundational finance course for the budding entrepreneurs and will essentially help them develop a good grounding in finance & accounting and enable them to make 'optimal utilization of their firms' financial resources and build sound investment decision skills. The course is model-based and IT driven and emphasizes on learning through assignments and projects. Application of the tools and techniques using empirical data would be a frequent practice during the course.

C. **Expected Learning Outcomes**

On the successful completion of the course participants would be able to apply the knowledge and skill set achieved to a wide variety of real-world situations spanning personal finance, corporate decision-making and financial intermediation. The participants will thus learn how to apply the finance tools to evaluate their projects (which might be at the ideation stage) in terms of the investments as well as financing decisions involved and the exit strategies available.

D. **Overall structure:**

Some of the topics that we will cover in the course include:

I. Introduction to Entrepreneurial Finance:

Basic Lessons; Introduction and Objectives of entrepreneurial finance; Profit vs. Wealth Maximization; Time Value of Money; Importance of Accounting and Finance for Entrepreneurs; Accounting and Finance as an information system.

270

Readings

1. Leach, J. C., & Melicher, R. W. (2015). *Entrepreneurial finance* (5th ed.). South-Western Cengage Learning, ISBN 978-1-285-42575-7
2. Lasher, W.R. (2018). *Financial management Principles and Practice* (6th ed.) Cengage Learning.
3. Selected articles, case studies and other readings will be assigned to the participants, time to time.

II. Reading and Understanding the Financial Statements: The Investment & Financing Side of Business.

Introduction to Financial statements: Balance sheet, Profit and Loss Account and Cash Flow Statements. Techniques for the appraisal of Long term investment decisions: NPV, IRR, Payback etc.; Estimating Project Cash Flow; Cost of Capital and Required Return.

Readings

1. Anthony, R. N., Hawkins D. and Merchant K. A. (2013) *Accounting Text and Cases* (13th ed.). Tata McGrawHill.
2. Leach, J. C., & Melicher, R. W. (2015). *Entrepreneurial finance* (5th ed.). South-Western Cengage Learning, ISBN 978-1-285-42575-7
3. Lasher, W.R. (2018). *Financial management Principles and Practice* (6th ed.) Cengage Learning.
4. Selected articles, case studies and other readings will be assigned to the participants, time to time.

III. Financial Statement Analysis: Understanding the bigger picture.

Analysis of financial Statements: Tools of analysis-Ratio Analysis, Trend Analysis, Comparative Statements and Common size Statement Analysis.

Readings

1. Anthony, R. N., Hawkins D. and Merchant K. A. (2013) *Accounting Text and Cases* (13th ed.). Tata McGrawHill.
2. Leach, J. C., & Melicher, R. W. (2015). *Entrepreneurial finance* (5th ed.). South-Western Cengage Learning, ISBN 978-1-285-42575-7
3. Lasher, W.R. (2018). *Financial management Principles and Practice* (6th ed.) Cengage Learning.
4. Selected articles, case studies and other readings will be assigned to the participants, time to time.

IV. Working Capital for Business:

Principles of working capital: Determinants; Current Asset financing; Operating Cycle and Cash Cycle; Estimation of working capital requirements; emerging trends in working capital financing.

Readings

1. Leach, J. C., & Melicher, R. W. (2015). *Entrepreneurial finance* (5th ed.). South-Western Cengage Learning, ISBN 978-1-285-42575-7
2. Lasher, W.R. (2018). *Financial management Principles and Practice* (6th ed.) Cengage Learning.
3. Selected articles, case studies and other readings will be assigned to the participants, time to time.

V. Relevant Costs, CVP Analysis, Budgeting Control:

Cost Behavior, Concept and importance of Relevant costs in managerial decision making: Make or buy decisions, replacement decisions, special order decisions, outsourcing, add or drop a product; Sunk Costs. Cost Volume profit Analysis: Concept of breakeven point, contribution margin & margin of safety, CVP relevance in decision making. Budgeting, Strategic planning and Variance Analysis: How budgets are prepared: Fixed, Flexible, Cash Budget and Master Budgets.

Readings

1. Anthony, R. N., Hawkins D. and Merchant K. A. (2013) *Accounting Text and cases*, 13th ed., Tata McGraw Hill.
2. Colin, D. (2014) *Management and Cost Accounting*, 8th ed. Cengage Learning India.
3. Horngren, C. T., Datar S. M., and Rajan M.V. (2014) *Cost Accounting*, 15th ed., Pearson Education.
4. Jiambalvo, J. (2012), *Managerial Accounting*, 6th ed. John Wiley & Sons.
5. Kaplan R. S. & Anthony A. A., (1998) *Advanced Management Accounting*, 3rd ed. Pearson Education.
6. Ronald W. H., Ramesh G., and Jaydev M., (2008) *Managerial Accounting*, 7th ed., Tata McGraw Hill.
7. Selected articles, case studies and other readings will be assigned to the participants, time to time.

Additional Readings

1. Rogers, S., & Makonnen, R. (2014). *Entrepreneurial Finance and Business Strategies for the Serious Entrepreneur.* McGraw Hill, ISBN 978-0-07-182539-9 3.

2. Gibbons, G., Hisrich, R. D., & DaSilva, C. M. (2014). *Entrepreneurial finance: A global perspective*. Sage Publications. ISBN 978-1-4522-7417-1.
3. Keith A. Allaman (2007) *Modelling Structured Finance Cash Flows.* John Wiley &Sons Inc. ISBN 978- 0-470-04290-8.
4. Tjia, J. S. (2009). *Building financial models*. McGraw-Hill. ISBN 978-0-07162-126-7.
5. Pignataro, P. (2013). *Financial Modelling & Valuation.* Wiley Finance Series. ISBN 978-1-118-55876-8.
6. Pinto, J. E. (2020). *Equity asset valuation* (3rd ed.). John Wiley & Sons. ISBN 978-1-119-10426-1.

8. Pedagogy:

a. Instructional design

The interactive sessions will be interspersed with conceptual discussions and lectures along with exercises and cases injected at relevant places to discuss the applications of the relevant concept taught. Real life data shall be emphasized upon in class discussion and assignments. Data would be culled primarily from Capitaline Financial Database. Other sources like company website, websites of SEBI, NSE and BSE may also be used. Cases shall be provided well in advance before the discussion. Participants are expected to read in advance and come prepared to the class for discussions on the issues raised.

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

Classroom with a functional projector, at least two writing boards and one black board and audio and video system required. Hence there is requirement of Smart classes for the concerned group of participants.

c. Expertise in AUD faculty or outside

In house expertise available in the area however experts from the field will also be invited to cover specific sections of the course which need a practitioner's approach.

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

Facilitator will form linkages with external experts in the area and hold invited lectures during the course delivery for practical exposure of the participants.

9. Assessment structure (modes and frequency of assessments)

Class Assignment	20
Mid term	20
Project	20
End term	20

Class participation and attendance	20

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA (IEVD)
Course title	Managerial Economics and Environment in India for Entrepreneurs
Course code	SBP2EV071
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG (Second Module – First Semester)
Course coordinator and team	Dr. Kritika Mathur

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

This course covers aspects related to micro economics and macroeconomics with special reference to entrepreneurs. Similar courses are taught at BA(Hons) Economics, BBA and MBA.

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):

10

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

Module-long course

5. Proposed date of launch:

Monsoon 2020

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

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

7. Course Details:

C. Summary

This course provides an introduction to a broad range of economic concepts, theories and analytical techniques. It considers both microeconomic and macroeconomic concepts and their applications in decision making.

D. **Objectives**

The course will equip students to:

- Familiarize students with basic concepts of economics
- Understand and predict the economic forces shaping real-world business decisions
- Develop and strengthen overall analytical skills of economic decisions
- Examine how incentives affect and are affected by entrepreneurship in economic systems

E. **Expected Learning Outcomes**

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

- Demonstrate the use of economics to analyse entrepreneurial markets and behaviours
- Display an understanding of public policy and constraints on entrepreneurs
- Analyse and present an analysis of policies for encouraging entrepreneurship
- Take appropriate decisions based on policy and constraints on entrepreneurs

F. **Overall structure:**

Some of the topics that we will cover in the course include:

I. Introduction to Economics
II. Theory of Consumer Choice
III. Theory of Cost and Production
IV. Market Structures
V. Decision Making under uncertainty
VI. Determination of Income and Employment
VII. Money Markets
VIII. Fiscal and Monetary Policy
IX. International Linkages

I. Introduction to Economics (6 Hours)

In this unit, the participant will be exposed to the scope and method of economics, the economic problem of scarcity and choice, production possibilities and opportunity cost. They will be introduced to microeconomic concepts of demand, supply, market

equilibrium, price controls and price ceilings. This unit will also deal with macroeconomic concepts of National Income, Unemployment and Inflation.

Readings: Chapter 1 of Mankiw, N. G. (2020). *Principles of economics*. (8th ed.) Cengage Learning.

II. Theory of Consumer Choice (3 Hours)

This unit deals with how consumers make decisions about what to buy through concepts – Law of Demand, Marginal and Average Revenue, Elasticity of Demand, Utility, Indifference Curves, Budget Constraint

Readings: Chapter 5, Chapter 21 of Mankiw, N. G. (2020). *Principles of economics*. (8th ed.) Cengage Learning.

III. Theory of Cost and Production (3 Hours)

In the unit, the participants will be exposed to concepts about fixed costs, variable costs, marginal costs, average costs, total costs, costs in the short run and long run as well as Economies and Diseconomies of scale, Economies of scope, learning curves. This unit will cover aspects related to production function, returns to variable factor, stages of production, returns to scale, optimization.

Readings: Chapter 13 of Mankiw, N. G. (2020). *Principles of economics*. (8th ed.) Cengage Learning.

IV. Market Structures (3 Hours)

In this unit, the salient features of different market structures – Perfect Competition, Monopoly, Monopolistic Competition will be discussed. The participants will also be exposed to the different mechanisms of determination of Equilibrium across different market structures.

Readings: Chapter 14,15,16,17 of Mankiw, N. G. (2020). *Principles of economics*. (8th ed.) Cengage Learning.

V. Decision Making under uncertainty (4 Hours)

This unit examines how economic agents make decisions under conditions of uncertainty – expected utility, risk aversion, utility paradoxes and rationality, information and informational decisions

Readings: Chapter 1 and 5 of Bikhchandani, S., Hirshleifer, J., & Riley, J. G. (2013). *The analytics of uncertainty and information*. (2nd ed.) Cambridge University Press.

VI. Determination of Income and Employment (4 Hours)

This unit will begin with aspects of measuring national income, cost of living, Keynesian model for two sectors; Fiscal Policy in Keynesian Framework; Interest Rates and investment; The IS (investment-saving curve) and movements in the curve with changes in fiscal policy

Readings: Chapter 23 and 24 of Mankiw, N. G. (2020). *Principles of economics*. (8th ed.) Cengage Learning.
Chapter 2 and 10 of Dornbusch, R., Fischer, S., & Startz, R. (2018). *Macroeconomics*. (13th ed.) Tata McGraw Hill.

VII. Money Markets (2 Hours)
This unit will address aspects of Money Markets - Components of Money; The Financial System; Money Market Equilibrium; The LM curve; Determination of Interest Rates and Output in an ISLM Framework; Quantity Theory of Money

Readings: Chapter 11 of Dornbusch, R., Fischer, S., & Startz, R. (2018). *Macroeconomics*. (13th ed.) Tata McGraw Hill.

VIII. Fiscal and Monetary Policy and AD-AS Model (4 Hours)
In this unit, the discussion will revolve around the instruments of monetary and fiscal policy and effect on output and interest rates in the economy. This unit will cover how equilibrium is achieved in the goods and the money markets and what happens when prices are flexible; Aggregate Demand Curve; Long run and Short run aggregate supply curves; short run and long run equilibriums; Inflation – causes, types and consequences. This unit will also look at policy where emphasis is laid on taxation and government allocation for schemes to encourage entrepreneurial activities.

Readings: Chapter 5,6 and 12 of Dornbusch, R., Fischer, S., & Startz, R. (2018). *Macroeconomics*. (13th ed.) Tata McGraw Hill.

IX. International Linkages (3 Hours)
In this unit, aspects related to Exchange rates - Fixed and Flexible Exchange Rate Regimes; Relationship between Exchange Rates and Domestic Prices and Interest Rates; Fiscal and Monetary Policy in an Open Economy; Balance of Payments would be discussed. The unit will also look into the role of International Capital Flows in the form of Foreign Direct Investment and Foreign Institutional Investment on the Startup Environment.

Readings: Chapter 13 and 23 of Dornbusch, R., Fischer, S., & Startz, R. (2018). *Macroeconomics*. (13th ed.) Tata McGraw Hill.

8. Pedagogy:

a. Instructional design: There will be lectures and class discussion of case studies and seminar papers.

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

   Smart classroom

c. Expertise in AUD faculty or outside

278

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

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

None

9. Assessment structure (modes and frequency of assessments)

Class Assignment	10%
Mid term	20%
Group Project	40%
End term	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 .....meeting held on.....and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA in Innovation, Entrepreneurship and Venture Development
Course title	Capstone Project II - Introduction to Design Innovation and Business Model Generation
Course code	SBP2EV083
Credits	3
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG (Second Module – First Semester)
Course coordinator and team	Prof. M. S. Farooqi

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

   This course is the second Capstone Project of the MBA – IEVD programme. Project is a student led learning mode that includes undertaking of a specific task within the given theme, by individual students in an independent manner. The project mode emphasises a learning by doing methodology and most often situated around a challenge that is expected to be addressed by the student with appropriate research and understanding of related subject matter, analysis of the information gathered, drawing of conclusions to suggest an action plan and ideation of alternative directions towards recommending a viable solution in the given context.

   The Capstone Project II builds on Capstone Project I of the MBA IEVD as well as overlaps with the courses 'Innovation and Entrepreneurship' of MBA programme, SBPPSE and 'Social Entrepreneurship and New Economies' MDes programme, Social Design, SoD at 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)**

Successful completion of Capstone Project I

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

10 (As per the Cohort Size of the Programme)

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

Half Semester in Project Mode

5. Proposed date of launch:

Monsoon 2020

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

The primary objective of a project oriented course is to inspire and motivate a student to take responsibility and ownership of his/ her own learning and development. This is achieved through extending sufficient freedom complemented by close mentoring and monitoring of a student's work and progress with providing critical feedback and observations by subject experts as well as peers.

The Capstone Project II, focuses on enabling an attitude to keep exploring alternatives to solve a given problem and thus developing a creative mindset. Further, the project emphasizes bringing the learning of a student together in a manner that it becomes actionable and application oriented. Though the larger context of application is business and venture development, the key emphasis on bridging theoratical understanding with practice, deeply alignes the project with the broader vision of AUD as well as the concerned programme having the objective to train competent professionals who would create newer opportunities for theselves and others.

It is expected that undertaking the project would motivate students to become action oriented and build an ability to rationalize their thought process to find productive and relevant application of the knowledge gained.

7. Course Details:

a. Summary

The project would focus on preparing a tentative business model using and exploring creative processes, around the value proposition drafted during the capstone project I. Students shall be introduced to a number of techniques and tools from the world of design that can help to design a better and more innovative business model. Considering that the objective of innovation in a business is to extend the boundaries of thought to generate new options and ultimately create value for users, the project would attempt to enable the students with tools and attitudes of the design profession, towards successful business model generation.

The project intends to take the student through this process in a practical and applied manner. Students would be expected to carry out assignments to understand and practice creative thinking techniques and its application to design business models and subsequenly, refine their respective business ideas for setting up new ventures.

The work done by the students shall be taken for critical observations and feedback from working professionals and experts in order to make the out put more suitable for real-life implementation at a leter date.

b. Objectives

1. To build a mindset to be innovative in any problem solving activity and develop an explorative attitude when working towards new possibilities.
2. To develop an ability to put together diverse information and understanding gained about a subject, into an action and application oriented framework, especially to do with business and venture development.
3. To learn to use the Business Model Canvas for visualizing new or existing propositions related to business and enterprise development.

c. Expected Learning Outcomes

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

1. Understanding of the concepts of creative thinking tools of design discipline and their significance in a variety of business and non-business situations.
2. Apply the creative thinking tools of design discipline to generate and innovate business model.
3. Use and apply the Business Model Canvas to imagine and visualize new possibilities.

d. Overall structure

Unit 1 (1 Week): Need for Innovation in Business

27, 282

The unit will discuss the significance and nature of innovation needed to respond to the present rate of change, arguably faster than ever before. Businesses have been most affected by, the recent disruptions in technology and social communication. As a result, proven management tools and techniques are being questioned for their validity and effectiveness. Most were designed for a very different world and operate based on organizational designs well beyond their best-before date.

Through sharing of case studies, relevant examples as well as crash assignments, the unit would encourage critical reflections and debates on how the older mindsets are failing and fresh explorations and approaches are necessary.

Unit 2 (2 Weeks): Design Tools and Attitudes

The unit will introduce the students to explore design tools and techniques such as Customer Insight, Ideation, Visual Thinking, Prototyping, Storytelling and Scenarios. Introduction to each technique would also include demonstration of how the same is to be applied to business model design.

The unit will also include introduction to some of the essential attitudes related to design profession and how these attitudes complement a creative output while using the design tools and techniques.

Unit 3 (6 Weeks): Applied Design Thinking for Business Model

The unit will take the students to apply the design tools and techniques, to their respective busines models and develop the same to a higher degree of clarity and conclusiveness.

The work done by the students will be presented to industry experts and professionals for observations and feedback. The students will be expected to integrate the feedback received through various forums, into their individual projects before moving further.

Readings:

1. Mootee, I. (2013). *Design thinking for strategic innovation: What they can't teach you at business or design school*. John Wiley & Sons. ISBN 978-81-265-7269-4
2. Osterwalder, A., & Pigneur, Y., (2011). *Business Model Generation*. Wiley. ISBN 978-81-245-3367-1
3. Brown, T. (2009). *Change by Design*: How Design Thinking Transforms Organizations and Inspires Innovation full. Harper Collins. ISBN 978-0-06-233738-2

4. Kelly, T. & Kelly, D. (2013). *Creative Confidence*. Currency. ISBN 978-0-00-759251-2
5. Fisher S. & Duane, J. (2016). *The Startup Equation.* McGraw-Hill Education . ISBN-13 978-93-5260-195-0

8. Pedagogy:

1. Instructional strategies:

   Learning by doing is the primary approach to followed for the project (course) and shall be guided by the following references:

   - Individual specific inputs and mentoring.
   - Continuous process of bridging theory and practice at all levels.
   - Practical and field-based learning.
   - Continuous monitoring and feedback from faculty, experts and peers.

2. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

   Co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

   Close linkages with external agencies including business enterprises, companies and startups as well as other organizations involved in training and supporting young entrepreneurs and enterprises.

9. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	Total	30	30	40	**100**

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

Signature of Course Coordinator(s)

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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

Signature of the Dean of the School

285

Appendix-7

SBPPSE SCHOOL OF BUSINESS
PUBLIC POLICY
AND
SOCIAL ENTREPRENEURSHIP

Post Graduate Diploma in
Social Innovation and Entrepreneurial Leadership

1. Proposal for Launch of Programme
2. Concept Note
3. Features of Proposed Programme

Ambedkar University Delhi

286

1. Proposal for Launch of Programme

School	SBPPSE
Programme Name	Post-Graduate Diploma in Social Innovation and Entrepreneurial Leadership
Programme Type (Professional/Liberal/Research/ etc.)	Professional
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	PG Diploma
Total Credits	54
Proposed Date of Launch	August 2020
Programme Coordinator and Team	Prof. M. S. Farooqi and Dr. Nidhi Kaicker

1. **Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):**

   Minimum Qualification: Bachelors Degree in any discipline, from a recognized institution in India and abroad.

   No prior knowledge or experience is essential, however, preference will be given to candidates with an entrepreneurial aptitude and having been engaged with an area of social or environmental concern.

2. **Entrance process (test, interview, cut-offs, etc.):**

   Candidates will be selected based on their statement of purpose submitted as per a prescribed format designed to assess the entrepreneurial motivation, clarity of purpose, inclination to work with communities and social issues as well as personal traits such as creative thinking, depth of observation and quality of engagement with one's surroundings.

   Personal interview would also be conducted to ensure candidates' awareness level, communication skills and intentional integrity.

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

   The programme is hands-on and practical and would require close monitoring, mentoring and development of individual specific learning paths and opportunities for all candidates. Further, as the teaching learning methodology is largely distributed beyond the classroom through projects, seminars and workshops as well as real-life exposure and engagements, the overall management of the programme would require elaborate and intensified logistics.

4. **Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):**

   18 Months with Three Semesters

5. What are the intended aims of the programme?

The primary objective of the proposed programme is to enhance personal and professional capacity of early-stage entrepreneurs, especially those intending to engage with the social sector, and prepare them to be ready to setup their desired enterprises.

Based on varied experience of incubating social startups during the past four years of ACIIE at AUD, it is felt that many young individuals, who are keen to engage with social development from an entrepreneurial perspective, need technical inputs, contextual understanding and emotional support to shape their preliminary ideas into viable and realistic action plans. Though there are many support schemes in this regard offered by public and private agencies in the country, very few focus particularly on social entrepreneurship with a holistic view that involve self, society, innovation and business dimensions as essential components for envisioning and building-up an entrepreneurial venture.

Given the proposed contents and approach of delivery, it is envisaged that subsequently, the programme would also prepare qualified human resource oriented with an entrepreneurial mindset, to serve the social startup and development sector and thus widen employment opportunities for young people.

It is expected that such a programme would greatly benefit a large and growing number of individuals inclined to explore entrepreneurial careers in the country.

6. How does the programme link with the vision of AUD?

The fundamental objective of the programme is to groom competent entrepreneurs who would explore entrepreneurship as an alternative means to address a wide variety of needs, issues and challenges and thus contribute in social and commercial development of the country. The graduates of the programme are expected to become self-reliant in identifying opportunities for themselves that will ensure meaningful career paths as well as enhance livelihood possibilities for others.

The programme is to be hands-on and practice oriented in nature together with bringing interdisciplinary inputs and a multidisciplinary approach to teaching and learning mostly tailored to individualistic needs of students, providing close mentorship and emotional support by internal faculty and external experts in the field.

The contents and the approach of the programme would lead to bringing out informed, confident and motivated individuals who are empowered to lead change and positively influence lives of their own as well as others.

The key features of building self-reliance and empowerment to be productive for society and environment in general, development of practical skills, inter and multi disciplinarily approach, wholly aligns the programme to the central vision of AUD. To combine equity and social justice with excellence and build a culture of non-hierarchical functioning, teamwork and creativity are core themes of social entrepreneurship and this is also the central focus of the proposed programme.

7. **How is the proposed programme positioned vis-à- vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?**

Social Entrepreneurship is inherently embedded in the School of Business, Public Policy and Social Entrepreneurship at AUD and thus the programme is a natural extension towards the key objective of training competent human resource for social business and related areas.

The School has a regular MBA programme and an MBA in Entrepreneurship, Innovation and Venture Development and it is envisaged that the proposed programme will be complimentary in terms of creating an overall ecology and environment for business management and entrepreneurial learning as well as suitably draw upon the internal and external faculty, expert resources and industry associations already existing.

Further, it is expected that the introduction of the programme would bring a fresh set of students having a socially motivated mindset together with mainstream business and thus further enrich peer learning opportunities through co-working, interactions, dialogues and debates among students and scholars of the MBA and Phd programmes of the School.

8. **Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?**

Yes, the programme has several overlaps with other programmes of the University as well as activities of a few Centers. These include MPhil in Development Practice, MDes in Social Design, BVoc in Early Childhood Centre Management and Entrepreneurship and Startup support initiatives from the AUD Centre for Incubation, Innovation and Entrepreneurship (ACIIE).

The Social Design programme offered by the School of Design is largely centered around creative thinking and innovation and is expected to provide its expertise and experience towards similar components that are key to the proposed programme in Social Entrepreneurship. Similarly, the MPhil programme in Development Practice takes a hands-on and field based approach to learning and engagement with social and environmental issues that would provide valuable references for similar aspects of the proposed programme.

It is also envisaged that the existing infrastructure and expert resources of ACIIE would be extended to the students of the new programme wherein providing a forward linkage and facilities to those having viable enterprise creation plans and needing financial and mentoring help. Further, since ACIIE is already supporting several social startups and has a wide community of young entrepreneurs, the same shall be useful in bringing real-life experiences as well as interning and collaborative opportunities for the students and graduates of the proposed programme.

9. **How is it positioned in relation to other similar programmes in the field?**

Many Business Schools in India offer social entrepreneurship as an elective / elective area of the MBA degree. But there are prominent examples from India with respect to a Masters degree programme in Social Entrepreneurship. An interesting and highly reputed is the 'Master of Social Entrepreneurship' offered by the Tata Institute of

Social Sciences. The two-year full-time residential programme is aimed at fostering entrepreneurial responses to social sector problems. Distinctive features of the curriculum are inductive pedagogy, blending classroom teaching with experiential learning through fieldwork, problem solving assignments and interacting with social entrepreneurs. Other examples include Deshpande Foundation and Rajiv Gandhi National Institute of Youth Development, which offer courses in Masters in Social Innovation and Entrepreneurship and Masters in Social Entrepreneurship.

Entrepreneurship Development Institute of India offers a 2-year long Post Graduate Diploma in Development Studies focusing on social entrepreneurship. Another interesting model is that of Narsee Monjee Institute of Management Studies, which offer a MBA in Social Entrepreneurship and Sustainability Management.

The Centre for Social Initiative and Management offers a full-time Post Graduate Diploma, which is spread over a year into two semesters. The course curriculum includes Development topics such as Social Diagnosis, Social Research, Social Entrepreneurship, Legal Aspects, Fund Development and Governance as well as some Management topics such as Human Resource Management, Financial Management, Public Relations and Communication.

The School of Social Entrepreneurs India offers a 9-months fellowship programme in social entrepreneurship. The programme is entirely based on developing and starting a social enterprise for which it provides expert witness sessions, action learning teams, project visits and mentoring sessions. It enables the aspiring social entrepreneurs to be ready and equipped to address the challenges they would face in their start-up journey.

10. Is there a sufficiently defined body of knowledge and literature to support the programme?

Yes, the discipline and practice of social entrepreneurship has a sufficient and significant body of knowledge and literature availability, having existed from some time in the national and global context. It may be appropriate to mention that at present, the subject area is primarily practice oriented and the kind of scholastic resources available, may be inclined towards learning by doing rather than theoretical knowledge contents at a wide level.

However, Entrepreneurship still has a long way to go in terms of earning the status of a preferred course among management students in India. The primary obstacles to teaching entrepreneurship in India include lack of institutionalization, indigenous experience, trained teachers, short-term focus on results, limitations with pedagogy and the subject not being considered as important. In the present scenario, the challenge is to overcome the prevalent myopic treatment of entrepreneurship education and shift the focus from its short-term objectives. Given the obstacles of teaching or developing entrepreneurship in the realm of management education, creating an effective entrepreneurial ecosystem seems to be the only solution. Apart from encouraging the practice of entrepreneurship in the short run, there is a need for an overall knowledge abstraction based on research and practice pertaining to the specific emerging economies. Such knowledge creation should in turn add to the pedagogical wealth, thereby increasing the rigor and effectiveness of the course that should lead to further development of entrepreneurship as a core discipline.

11. What are the professional trajectories that the graduates of the programme may pursue?

Social enterprise creation and support being the fundamental objectives of the proposed programme, it is expected that the two broad trajectories of the graduates would be self-employment in the given area or provide services as employers or consultants to existing social startups as well as other development oriented govt. or non-govt. agencies.

Further, based on observing the profiles and nature of work of existing enterprises focused on social development in the country, the value proposition of graduates of the programme is likely to be multifaceted, combining a bouquet of activities. Because of the nature of social entrepreneurship and development sector that interfaces people, communities, resources, govt. policies and administration, it becomes inevitable to separate business and struggles of daily life. This means that every challenge is an opportunity around which value can be created through appropriate interventions. This is exactly what the graduates of the programme will be trained to do and unexpected requirements of work are likely to emerge with future immersion in the field.

Other typical work opportunities for the graduates also lie within the existing and fast upcoming infrastructure to support entrepreneurial and CSR activities in India and abroad. Such infrastructural and support facilities are widely present in both govt. and non-govt. setups and increasingly need competent and qualified human resource to run their respective mandates.

12. Are there sufficient in-house faculty resources available for the programme?

At present, the School does not have adequate faculty resources to run the programme entirely. It may be appropriate to mention here that the programme requires additional faculty with hand-on proficiency and motivation to engage with practice outside the classroom as well as proactively create external networks to facilitate alternate learning opportunities for students.

13. Rationale for the nomenclature of the programme

Programmes similar in content and duration from other well-known national and international institutions have nomenclature such as "Studies in Social Innovation", "Entrepreneurship, Innovation and Design", "Masters in Social Innovation and Entrepreneurship", "Social Entrepreneurship and Sustainable Management", etc.

The nomenclature of the proposed programme "Social Innovation and Entrepreneurial Leadership" is thus suggested to keep parity with the prevailing norm as well as emphasize 'entrepreneurial leadership' being one of the critical pillars necessary to be engaged with the subject area. Entrepreneurship and more so social entrepreneurship need proactive commitment, perseverance, and abilities to generate trust and confidence from others and inspire people to move ahead. And thus, focus on building leadership qualities and self-reliance is an essential component of the programme and its nomenclature.

14. **Programme Details:**

a. Concept (attach concept note, if needed): Attached

b. Objectives:

i. To enhance personal and professional capacity of early-stage entrepreneurs, especially those intending to engage with the social sector, and prepare them to become self-employed and employment creators through setting-up innovative and sustainable enterprises.
ii. To prepare qualified human resource oriented with an entrepreneurial mindset, to serve the social startup and development sector.

c. Expected learning outcomes:

The graduate of the proposed programme is expected to develop the following acumen based on the inputs received during the course of the programme. This is outlined keeping in view the concerns that are sought by potential incubators and early-stage startup investors within the context of social entrepreneurship. The graduate profile is also visualized with reference to issues and concerns that most aspiring social entrepreneurs are seen struggling with while setting-up their ventures and seeking possible support from the related ecosystem. A few critical skills are highlighted as illustration below:

- Ability to introspect and assess/ identify self-motivation
- Ability to clearly articulate and communicate intent and mission.
- A broad understanding of problems and issues that need solutions in the social sector.
- Ability to imagine innovative business models to address social problems.
- Ability to visualize revenue projections and manage finances.
- Ability to build and manage teams.
- Ability to network and collaborate with stakeholders.

After attending this program:

An individual would have acquired familiarity with the state-of-the-art knowledge and practice of digital and disruptive business models, design thinking, innovation strategy, management of resources, lean start-up methods and tools and marketing and finance for new entrepreneurs and innovators;

The individual would have developed a creative mindset and innovation skills of a leader in the space of social enterprise;

The individual would have broadened his/ her network by meeting entrepreneurs, innovators and CEOs of innovative companies, innovation and entrepreneurship labs and master project during the programme;

The individual would know how to convert a creative idea into a successful business that matters for society.

d. Overall structure (programme template with course organisation, course titles, credits, etc.):

Attached

15. Teaching-learning:

a. Instructional strategies:

With the belief that real learning is the ability to do something new and not just knowing a concept or a theory, the teaching-learning modes are visualized largely outside the classroom. These include participation in workshops and seminars, leading independent projects by individual students and intensive field exposure as well as interaction with practicing professionals and experts.

The curriculum structure thus attempts to distribute the contents over different modes in an affective and efficient manner to enhance the overall learning experience.

The overall approach to the delivery of the programme shall be guided by the following references:

- Individual specific inputs and mentoring.
- Continuous process of bridging theory and practice at all levels.
- Practical and field-based learning.
- Continuous documentation to develop relevant knowledge base.
- Build peer network to evolve community and culture for social entrepreneurship.

b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

In addition to spaces for direct teaching the programme needs a co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

Close linkages with external agencies are imperative for the delivery of the programme. These include existing enterprises, foundations and NGOs engaged with related work and promotion of social entrepreneurship. Additionally, networking with other organizations involved in training and supporting social entrepreneurs and enterprises such as incubation and accelerator facilities, investment and funding, event management, partnering and collaboration would be required to make the programme successful.

Signature of Programme Coordinator(s)/Convenor(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

2. Concept Note

Post-Graduate Diploma in 'Social Innovation and Entrepreneurial Leadership'

A new professional programme in the area of social innovation and entrepreneurial leadership is intended to be launched by the School of Business, Public Policy and Social Entrepreneurship, with close support of AUD Centre for Incubation, Innovation & Entrepreneurship (ACIIE) at AUD.

Introduction

The objective of the proposed programme is to prepare young individuals for a career in social entrepreneurship. Based on varied experience of incubating social startups during the past four years of ACIIE, it is felt that many young individuals, who are keen to engage with social development and entrepreneurship, need conceptual inputs, practical insights and emotional confidence to shape their preliminary ideas into viable and realistic action plans. Though there are many support schemes in this regard offered by public and private agencies in the country, very few focus particularly on social entrepreneurship with a holistic view that involve self, society, innovation and business dimensions as essential components for envisioning and building-up an entrepreneurial venture.

The programme is expected to develop entrepreneurial abilities of individuals wishing to set-up social enterprises as well as prepare qualified human resource oriented with an entrepreneurial mindset, to serve the development sector. It is expected that such a programme would greatly benefit a large and growing number of young people inclined to explore entrepreneurial careers in the country.

Rationale and Need Assessment

In spite of high risks and heavy failure rates, entrepreneurship is progressing at a fast pace in India. This is evident from the fact that many educational and professional development programmes together with an ecosystem to support and fund entrepreneurs are continuously emerging across private and public sectors. At large, such initiatives are meant to provide different kinds of support in starting an enterprise, community project or charity and are targeted at aspiring and early stage entrepreneurs to nurture their entrepreneurial ambitions and enable them launch new ventures.

AUD led by its essential mandate of bridging equality and social justice with excellence has set up exemplary benchmarks through conceiving and creating various initiatives like the MPhil programme in Development Practice, MDes in Social Design or BVoc in Early Childhood Centre Management and Entrepreneurship. Further, given the inherent objective of the School of Business, Public Policy and Social Entrepreneurship, the proposed programme must be socially meaningful and create value for the development sector and promote social entrepreneurship. The focus on social entrepreneurship and development would distinguish the programme from similar offerings in the business management and entrepreneurship space. The programme would also create significant entrepreneurial and employment opportunities for young people. This is so because the social sector is widening work openings compared to the traditional industries, MNCs and Corporates that will have shrinking prospects and intense competition in the future.

It is envisaged that the proposed programme would also draw upon the experience and expertise within AUD, especially in the disciplines of Social Sciences and Humanities and thus leverage the existing resource base of the University. As a matter of fact, the present activities and short term training programmes of ACIIE have already seen plentiful engagements, exchanges and collaborations with the students and faculty of development practice, social design, business management, vocational studies and psychology from AUD. Further, in reciprocation, such exchanges have been helpful in promotion of entrepreneurial thinking and confidence building within other disciplines of the university.

At the same time, during the last four years, the engagement of ACIIE with a wide range of entrepreneurs working for social impact, social enterprises, NGOs, developmental organizations and experts, has emphasized the need of trained, sensitive and socially motivated individuals for driving the entrepreneurial revolution of the country as well as provide expertise and services to the development sector at large. Given the background that successful entrepreneurship is characterized by creative value propositions and the developmental sector is increasingly pushed towards self-sustenance, there lies a significant need of capabilities to innovate, provide leadership, and build teams and organizations while having the acumen and skills to mobilize and manage resources to lead a positive transformation.

It is thus intended that the proposed programme would address the requirement for relevant inputs, exposure and support systems for a large section of young individuals by offering an intensive capacity development programme in social innovation and entrepreneurial leadership.

Objective

The primary objective of the proposed programme is to enhance personal and professional capacity of early-stage entrepreneurs, especially those in the social sector, and make them incubation and investment ready. It is expected that the programme would also create qualified workers to act as catalyst to innovation and self-reliance for the development sector of the country.

Graduate Profile

The graduate of the proposed programme is expected to develop the following acumen based on the inputs received during the course of the programme. This is outlined keeping in view the concerns that are sought by potential incubators and early-stage startup investors within the context of social entrepreneurship. The graduate profile is also visualized with reference to issues and concerns that most aspiring social entrepreneurs are seen struggling with while setting-up their ventures and seeking possible support from the related ecosystem. A few critical skills are highlighted as illustration below

- Ability to introspect and assess/ identify self-motivation
- Ability to clearly articulate and communicate intent and mission.
- A broad understanding of problems and issues that need solutions in the social sector.
- Ability to imagine innovative business models to address social problems.
- Ability to visualize revenue projections and manage finances.
- Ability to build and manage teams.
- Ability to network and collaborate with stakeholders.

After attending this program:

An individual would have acquired familiarity with the state-of-the-art knowledge and practice of digital and disruptive business models, design thinking, innovation strategy, management of resources, lean start-up methods and tools and marketing and finance for new entrepreneurs and innovators;

The individual would have developed a creative mindset and innovation skills of a leader in the space of social enterprise;

The individual would have broadened his/ her network by meeting entrepreneurs, innovators and CEOs of innovative companies, innovation and entrepreneurship labs and master project during the programme;

The individual would know how to convert a creative idea into a successful business that matters for society.

Eligibility of Candidate will be based on the following:

An entrepreneurial spirit.

A Bachelor's degree in any discipline from a recognized university, with or without work experience.

It would be desirable to have a field exposure to the development sector through informal or formal engagement.

A statement of purpose that demonstrates a sincere intent for solving a social challenge and interest in starting up one's own enterprise in the short or long term.

An open-mind to explore creativity as well as for working/ collaborating with people from diverse fields.

3. Features of the Proposed Programme

The key features of the proposed programme are essentially i. a focus on **Social Entrepreneurship and Development**, ii. emphasis on **Learning by Doing** through practice and immersion and iii. imbibing a rationalized **Approach to Innovation** based on research and deep understanding of problems and challenges in a given context.

These features are described in some details below:

Focus on Social Entrepreneurship and Development

The proposed programme is focused on Social Entrepreneurship and Development Sector and thus requires specific contents, exposure and an overall learning environment for building necessary understanding, mindset and capabilities. This is based on the view that social entrepreneurship is primarily led by the intent to bring a positive change and social or environmental transformation compared to commercial businesses where success and progress are chiefly determined by wealth accumulation and profits.

It is expected that focus on social entrepreneurship and development would distinguish the programme from similar offerings in the business management and entrepreneurship space. It is further envisaged that the proposed focus of the programme would also draw upon the experience and expertise within AUD, especially in the disciplines of Social Sciences and Humanities and thus leverage the existing resource base of the University.

Social Entrepreneurship is inherently embeded in the fundamental objectives of the School of Business, Public Policy and Social Entrepreneurship as well as aligned to the primary vision of AUD to combine equity and social justice with excellence and build a culture of non-hierarchical functioning, teamwork and creativity.

Emphasis on Learning by Doing through Practice and Immersion

With the belief that real learning is the ability to do something new and not just knowing a concept or a theory, the teaching-learning modes are visualized largely outside the classroom. These include participation in workshops and seminars, leading independent projects by individual students and intensive field exposure as well as interaction with practicing professionals and experts.

The curriculum structure thus attempts to distribute the contents over different modes in an affective and efficient manner to enhance the overall learning experience.

The learning by doing approach is based on cross-fertilization of ideas and practice that continuously moves between theoretical concepts and practical application towards an action and outcome oriented objective.

The learning by doing approach suggests a close association with the field where a real-life space is available to quickly tryout new concepts and develop them little by

little based on feedbacks collected. Such an approach is understood to be more productive and successful and has not usually been a part of our schooling and academic upbringing.

Imbibing a Rationalized Approach to Innovation

Commonly regarded as creative flair and out of the box thinking is often misunderstood as a whimsical act not based on any rigorous process. The ability to innovate however has to be learned and cultivated and is best acquired based on elements from the designer's toolkit.

Implied here is 'Design Thinking' enabling ways for meaningful enquiry, translating observations into insights, generating ideas and bringing ideas to life through building pilots and prototypes and thus acquiring an ability to innovate in a deep and human-centric manner.

In contrast, it has been observed that most young entrepreneurs hurry away to solution finding based on their personal understanding of the context in question rather than discovery and real evidence. Most often this approach leads to ultimate failure or an ordeal learning process with regard to their core value propositions for business.

The proposed programme addresses the subject of innovation as a matter of building a culture and attitude in students, through repeated practice and reiteration at many junctures rather than a stand alone and disconnected input.

Curriculum Structure

Year	Semester	Focus	Courses, Field Projects and Interactive Learning
1st Year	1st Semester	Understand Social, Entrepreneurship and Marketing Management Concepts	**Module-I:** Introduction to Value Creation for Social Impact **Core Courses (4 Credits)** • Entrepreneurship and Social Entrepreneurship • Startup Environment in India **Workshops/ Seminars (2 Credits)** Mind Mapping, Visual Thinking, Brainstorming for Ideas, Foreseeing and Interpreting Trends, Design Thinking, Blue Ocean Strategy **Project-I (4 Credits)** Research, Problem Identification and Value Proposition Design **Interactive Learning** Theme: Social Impact and Entrepreneurship Talks, interaction and feedback by Industry Leaders, Field Visits and participation in related Events

			Module-II: Introduction to Marketing Management **Core Courses (4 Credits)** • Market Environment and Marketing Management for Social Enterprises • Operations and Supply-Chain Management for the Unorganized Sector **Workshops/ Seminars (2 Credits)** Go to Market Strategy, Revenue-Profit-Impact Modeling, Digital Marketing, Social Marketing and Rural Marketing **Project-II (4 Credits)** Develop Go-to-Market Strategy **Interactive Learning** Theme: Innovations in Marketing Management Talks, interaction and feedback by Industry Leaders, Field Visits and participation in related Events
	2nd Semester	Understand Social Enterprise Context to Make Business Ideas Tangible	**Module-III:** Learning to Translate Ideas into Business Models **Core Courses (4 Credits)** • Finance Management • Economics for Managerial Decision Making **Workshops/ Seminars (2 Credits)** Vision Development and Leadership, Lean Startup, Quick Prototyping, Business Model Validation, Financing Business and Revenue Model **Project-III (4 Credits)** Design Innovation and Business Model Generation **Interactive Learning** Theme: Managing Social Businesses Talks, interaction and feedback by Industry Leaders, Field Visits and participation in related Events
			Module-IV: Learning from Field Immersion **Internship (8 Credits)** Internship with Social Enterprise / Startup having focus on understanding Market and Customer Research, Business Model Validation, Organization Building, Fund and Resource Mobilization. **Interactive Learning** Theme: Sharing and Presentation of Internship Learning

2nd Year	3rd Semester	Visualize and Execute Business Plans	**Module-V:** Business Planning and Orientation to Legal Frameworks **Core Courses (4 Credits)** • Team Building and People Management • Risk Management and Mitigation **Workshops/ Seminars (2 Credits)** Scaling-up Social Business, Return on Investment and Venture Capital Valuation, Legal Frameworks for Social Enterprises **Project-IV (4 Credits)** Write Business Plan **Interactive Learning** Theme: Internal Capacity Development and Building High Performance Organizations Talks, interaction and feedback by Industry Leaders, Field Visits and participation in related Events
			Module-VI: Generating Proof-of-Concept **Workshops/ Seminars (2 Credits)** Investment Readiness, Fund Raising and Capital Management (Equity, Debt, Hybrid, Sweat Equity), Return on Investment, Managing Non-Profits and NGOs, Banking and Microfinance and Hybrid Business Models **Project-V (4 Credits)** Build Prototype/ Run Pilot and Test **Interactive Learning** Theme: Valuation, Funding and Partnerships Talks, interaction and feedback by Industry Leaders, Field Visits and participation in related Events

Curriculum Overview and Credit Rationalization

Objective	Module	Classroom Courses	Outside Classroom Learning		
		2 Credits Each Course	**Workshop/ Seminar** 2 Credits Each Module	**Project/ Internship** 4 Credits Each Project 8 Credits for Internship	**Talks/ Interactions/ Feedback**
SEMESTER I Understand Social, Entrepreneurship and Marketing Management Concepts	**Module-I** Introduction to Value Creation for Social Impact	• Entrepreneurship and Social Entrepreneurship • Startup Environment in India	Mind Mapping, Visual Thinking, Brainstorming for Ideas, Foreseeing and Interpreting Trends, Design Thinking, Blue Ocean Strategy	Research, Problem Identification and Value Proposition Design	Theme Social Impact and Entrepreneurship
	Module-II Introduction to Marketing Management	• Market Environment and Marketing Management for Social Enterprises • Operations and Supply-Chain Management for the Unorganized Sector	Go to Market Strategy, Revenue-Profit-Impact Modeling, Digital Marketing, Social Marketing and Rural Marketing	Develop Go-to-Market Strategy	Theme Innovations in Marketing Management
SEMESTER II Know Social Enterprise Context to Make Business Ideas Tangible	**Module-III** Learning to Translate Ideas into Business Models	• Finance Management • Economics for Managerial Decision Making	Vision Development and Leadership, Lean Startup, Quick Prototyping, Business Model Validation, Financing Business and Revenue Model	Design Innovation and Business Model Generation	Theme Managing Social Enterprise
	Module-IV Learning from Field Immersion	-	-	Internship	Theme Sharing and Presentation of Internship Learning
SEMESTER III Visualize and Execute Startup Plan	**Module-V** Startup Planning and Orientation to Legal Frameworks	• Team Building and People Management • Risk Management and Mitigation	Scaling-up Social Business, Return on Investment and Business Valuation, Legal Frameworks for Social Enterprises	Write Business Plan	Theme Internal Capacity Development and Building High Performance Organizations
	Module-VI Generating Proof-of-Concept	-	Investment Readiness, Fund Raising and Capital Management (Equity, Debt, Hybrid, Sweat Equity), Return on Investment, Managing Non-Profits and NGOs, Banking and Microfinance and Hybrid Business Models	Build Prototype/ Run Pilot and Test	Theme Valuation, Funding and Partnerships
	TOTAL	**16 Credits**	**10 Credits**	**28 Credits**	

302

Appendix-8

AMBEDKAR UNIVERSITY DELHI

Minutes of the 48th Meeting of the Standing Committee of Research (SCR) held on 18th February 2020 and 25th February 2020, Kashmere Gate Campus, AUD

The 48th Meeting of the Standing Committee Research (SCR) of AUD was held on 18th February 2020 and 25th February 2020, at AUD. The following were present:

Ms. Neetu Sarin	Member
Dr. Anita Cherian	Member
Dr. Lovitoli Jimo	Member
Dr. Kanwal Anil	Member
Dr. Urfat Anjem Mir	Member
Dr. Balchand Prajapati	Member
Dr. Bindu K.C.	Member
Dr. Budhaditya Das	Deputy Convenor
Prof. Dhirendra D. Dangwal	Member
Dr. Shailaja Menon	Member
Prof. Bodh Prakash	Member
Dr. Deepita Chakrvarty	Member
Dr. Hemlata Oinam	Member
Prof. Anup Dhar	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Dr. Mamatha Karollil	Member
Prof. Praveen Singh	Member
Prof. Radha Chakravarty	Member
Prof. Sanjay Kumar Sharma	Member
Dr. Suresh Babu	Member
Prof. Geetha Venkataraman	Convenor
Prof Salil Misra	In the Chair
Prof. Suchitra Balasubrahmanyan	Member
Prof. Babu P Remesh	Member
Dr. Sunita Singh	Member
Dr. Shad Naved	Member
Dr. Taposik Banerjee	Member
Dr. Monimalika Day	Member

Regrets (On 18.02.2020): Dr. Anita Cherian, Dr. Anuj Bhuwania, Mr. Deepan Sivaraman, Prof. Satyaketu Sankrit, Prof. Kartik Dave, Prof. Rachana Johri, Dr. Santosh Singh, Prof. Sitansu Sekhar Jena and Monimalika Day could not attend the meeting on 18.02.2020

Special Invitees (On 18.02.2020): Mr. Dinesh Taneja (Director IT Services)

Regrets (On 25.02.2020): Dr. Anuj Bhuwania, Dr. Kanwal Anil, Dr. Urfat Anjem Mir, Dr. Balchand Prajapati, Dr. Bindu K.C., Prof Bodh Prakash, Mr. Deepan Sivaraman, Prof. Satyaketu Sankrit, Prof. Anup Dhar, Dr. Suresh Babu, Prof. Geetha

Venkataraman, Dr. Santosh Singh, Dr. Sunita Singh, Prof. Sitansu Sekhar Jena and Dr. Shad Naved could not attend the meeting on 25.02.2020

Special Invitees (On 25.02.2020): Prof. Anita Ghai

The following agenda items were discussed:

1. Recommendation of award of MPhil degree to the students of SHS, SoL and SLS who have completed their respective programme requirements.

   SCR recommended the award of MPhil degree to the following students of SHS, SoL and SLS who have completed their respective programme requirements. These degrees will be awarded at the next convocation after the approval by the Academic Council.

S. No.	Name / Enrolment No	Programme Name	School	Date of Viva	Date of AES approval (verification)	Date of SCR approved
1	Deepika Pandey **(S164CDP01)**	MPhil in Development Practice	SHS	04.11.2019	18.11.2019	18.02.2020
2	Mohammad Irfan **(S174LCL04)**	MPhil in CLTS	SoL	19.11.2019	11.12.2019	18.02.2020
3	Deepak **(S174LCL03)**	MPhil in CLTS	SoL	19.11.2019	11.12.2019	18.02.2020
4	Shivani Sharma **(S174DMA04)**	MPhil in Mathematics	SLS	16.10.2019	03.01.2020	18.02.2020
5	Shalini Rana **(S174DMA03)**	MPhil in Mathematics	SLS	11.11.2019	03.01.2020	18.02.2020
6	Shweta Dharamdasani **(S154CPS08)**	MPhil in Psychoanalytic Psychotherapy	SHS	13.11.2019	03.01.2020	18.02.2020
7	Monalisha Choudhury **(S154DHS02)**	MPhil in History	SLS	11.11.2019	03.01.2020	18.02.2020
8	Aakanksha Dcruz **(S174CWG01)**	MPhil in Women's and Gender Studies	SHS	29.11.2019	15.01.2020	18.02.2020
9	Shrutika Lakshmi **(S174CWG09)**	MPhil in Women's and Gender Studies	SHS	29.11.2019	15.01.2020	18.02.2020
10	Kanika Tyagi **(S174CWG06)**	MPhil in Women's and Gender	SHS	20.12.2019	17.01.2020	18.02.2020

		Studies				

2. To discuss the matter of renewal of Turnitin software, arising from the decision taken in the 47th meeting of the SCR (held on 29.11.2019) to continue using Turnitin as an anti-plagiarism tool along with URKUND software.

   In light of the decision taken in the last meeting of SCR (47th Meeting), Director (IT Services) raised concerns related to renewal of the Turnitin software. After detailed deliberations, it was recommended that the requirement for anti-plagiarism software, including its technical specifications, should be worked out for the University before purchase/renewal of existing software. For the said purpose, a Committee is constituted, consisting of Dr. Suresh Babu, Associate Professor (SHE), Dr. Bindu K.C., Assistant Professor (SHS), Dr. Budhaditya Das, Assistant Professor (SHE) and Mr. Ashutosh Kumar, System Administrator (IT Services). The committee will examine/ propose the technical specifications to be used for the purchase/renewal of anti-plagiarism software for the university and submit its report to the Administration.

3. To discuss the issue raised by the Research Studies Committee (RSC) of **School of Development Studies** (SDS) regarding the application of Mr. Karan Sachdeva (S135ADS01, DoR- 29.08.2013), PhD Student (2013-14 batch) for an extension.

   The SCR considered the RSC report regarding the progress of student's thesis work and the fact that Mr Karan Sachdeva has availed the provision of two extensions as well as a null semester to submit his PhD thesis, due to which no further extension could be recommended for the student, as per the AUD's Research Studies Regulations.

   After detailed discussion, it was decided to recommend the de-enrolment of Mr. Karan Sachdeva from the PhD programme as he has exhausted the entire period of active registration (including two possible extension periods).

   The SCR will forward its recommendation for de-enrolment to the Academic Council for approval.

4. To discuss the matter of the number of seats in admission 2020 for foreign students in MPhil and PhD programs.

   The SCR discussed the matter of the number of seats in admission 2020 for foreign students in MPhil and PhD programs. After discussion, SCR considered the following number of supernumerary seats in admission 2020 for foreign students in MPhil and PhD programs. The numbers have been duly discussed and approved by the RSC of each School.

S.No. (1)	School/Centre (2)	Programme Name (3)	No. of seats for Foreign Students (4)
1	School of Human Studies	MPhil Development Practices	1
2		MPhil Women And Gender Studies	0
3		PhD Women And Gender Studies	1
4		PhD Psychology	1
5		MPhil Psychoanalytic Psychotherapy	0
6		MPhil Disability Studies	1
7	School of Liberal Studies	MPhil Mathematics	1
8		MPhil History	2
9		PhD Mathematics	1
10		PhD Sociology	1
11		PhD in History	2
12		PhD Economics	1
13	School of Letters	MPhil Hindi	0
14		MPhil in Comparative Literature and Translation Studies	0
15		PhD in Comparative Literature and Translation Studies	1
16		PhD Hindi	0
17		PhD English	1
18	School of Development Studies	PhD Development Studies	2
19	School of Human Ecology	PhD Human Ecology	1
20	School of Business, Public Policy and Social Entrepreneurship	PhD in Management	2
21	School of Culture and Creative Expressions	PhD Film Studies	1
22		PhD Literary Art	
23		PhD Visual Art	
24	School of Education Studies	PhD in Education	2

5. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Human Studies** (SHS) on the following :

   i. To discuss the matter of non-renewal the MoU with the Centre for Women's Development Studies (CWDS)

   The Dean, SHS and the programme coordinators of MPhil Women and Gender Studies and PhD Women and Gender Studies, presented a brief overview of the background and conditions of the first MoU signed with

				B. Based on the discussion, she was given the following instructions: 1. To re-register for the MPhil Elective course on Hermeneutics in WS 2020. 2. To submit her synopsis for approval, by February 2020. The scholar agreed to follow the instructions of the RAC. However, she has not submitted her synopsis to date.

ii. To note the formation of the Research Advisory Committee (RAC) of the PhD CLTS students (2019-20 Batch) of SoL

The SCR took note and recorded the formation of the Research Advisory Committee (RAC) of the following PhD CLTS students (2019-20 Batch) of SoL

S. No.	Name	Enrolment no.	Date of enrolment	RAC)
1	Mr Abhimanyu Singh	S195LCL01	19.08.2019	Dr. Shad Naved (Supervisor), Mr Sandeep R. Singh, Mr Shelmi Sankhil
2	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	Prof. Radha Chakravarty (Supervisor), Dr Anita Cherian (Co-supervisor), Mr Shelmi Sankhil
3	Mr Mohammed Irfan	S195LCL03	19.08.2019	Dr Shad Naved (Supervisor), Prof. Radha Chakravarty, Mr Sandeep R. Singh
4	Ms Pali Sarkar	S195LCL04	21.08.2019	Prof. Radha Chakravarty (Supervisor), Dr Pallavi Chakravarty (Co-supervisor), Dr Shad Naved

iii. To note completion of the coursework (1 compulsory and 1 elective) of the f 8 PhD English Students (2019-20)

The SCR took note and recorded the completion of the coursework (1 compulsory and 1 elective) of the following 8 PhD English Students (2019-20)

Sl.no	Name	Enrollment No.	Date of Registration
1	Aadarsh Narayan Prabat	S195LEN01	26-08-2019
2	Aishwarya Kumar	S195LEN02	21-08-2019
3	Gurpreet Kaur Saini	S195LEN03	29-08-2019
4	Jenisha Singh	S195LEN04	21-08-2019
5	Rahul chauhan	S195LEN05	19-08-2019
6	Shreeya Malhotra	S195LEN06	19-08-2019
7	Shubham Dabas	S195LEN07	19-08-2019
8	Zakra Saiwa	S195LEN09	20-08-2019

iv. To note about the admission of Ms. W. Neetha Subhashini Senevirathna,

an international student in PhD Hindi Programme for Winter Semester 2020 on 04.01.2020.

The SCR took note and recorded the same.

9. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Liberal Studies** (SLS) on the following :

i. To discuss the matter of Ms. Deepanjali Baisoya, MPhil History student regarding extra time to complete the course (as women student)

S.No	Name	Enrolment No	Date of Registration
1	Deepanjali Baisoya	S184DHS02	14.08.2018

The SCR noted that Ms. Baisoya was unable to complete her course work in the three semesters since her enrolment. Since the normal registration period for women candidates is three years (as per the RSR), the SCR recommended that Ms. Baisoya be given one more semester (i.e. Winter Semester 2020) to complete her course work.

ii. De-enrolment of Ms. Rashmi Bala, MPhil History Student

S.No	Name	Enrolment No	Date of Registration
1	Rashmi Bala	S164DHS05	19.08.2016

The SCR accepted the recommendation of the RSC of the SLS for De-enrolment of Ms. Rashmi Bala, MPhil History Student in SLS from the programme. The SCR will forward it to the Academic Council for approval.

iii. To consider the second extension of Mr.Yugank Mishra (S174DHS07), MPhil History to complete the programme (Date of Registration - 14.08.2017)

SCR noted that the student has taken the first extension (14.08.2019-13.02.20) after his normal registration period ended on 13.08.2019. Following the recommendation of the RSC, the SCR recommends that the student is given a second extension to complete his research work.

iv. To discuss the matter of Ms. Bharti, MPhil Mathematics student regarding extra time to complete the course work (as women student)

S.No	Name	Enrolment No	Date of Registration
1	Bharti	S184DMA02	24.07.2018

The SCR noted that Ms. Bharti was unable to complete her course work in the three semesters since her enrolment. Since the normal registration period for women candidates is three years (as per the RSR), the SCR

CWDS in 2012, and the second MoU signed in 2017. The reasons for non-renewal of the current MoU, whose period of agreement is ending in 2020, were briefly discussed. Data regarding the number of students working with CWDS faculty was provided to the SCR.

The SCR will request the competent authority to seek legal opinion on matters arising from non-renewal of the current MoU. Specifically, legal opinion is sought for

a) Financial implications for AUD, if any, with regard to the ICSSR-CWDS fellowship holders in the MPhil and PhD programmes, and
b) Issue of dissertation supervision of enrolled students and teaching commitments of CWDS faculty, after the current MoU ceases to operate.

ii. To discuss the proposal for PhD programme in Disability Studies

Prof. Anita Ghai, Special Invitee to the SCR, presented the outlines of the proposed PhD programme on 25.02.2020. Members suggested several changes in the draft programme to bring it in line with the structure and rules of the PhD programme in AUD. Dr. Monimalika Day (Associate Professor, SES) was requested to assist Prof. Ghai to incorporate the suggested changes. The SCR recommended that a revised outline of the programme be placed before it for consideration.

6. To discuss the UGC letter regarding two Credit Courses for awareness about publication ethics and publication misconducts entitled "**Research and Publication Ethics (RPE)**" to be made compulsory for all PhD students for pre-registration course work

SCR noted that the UGC vide its D.O. No. F.1-1/2018(Journal/CARE) dated December, 2019 has requested all universities to offer a compulsory two-credit course on "Research and Publication Ethics (RPE)" for all PhD students, as part of their coursework. SCR will request the Centre for Research Methods (CRM) to offer the RPE course in a workshop mode to all PhD students, who have not yet completed their course work, from the forthcoming academic session. Faculty members who meet the eligibility criteria (as per the outline circulated by UGC) may be co-opted by CRM for teaching the course. The timing of running the course and number of students in each workshop/ semester may be decided by CRM.

7. To consider the request of Ms. Alprata Ahuja, student of School of Education Studies for course work exemption.

The SCR noted that Ms Alprata Ahuja has completed MPhil in Education from the University of Delhi and hence is granted exemption for one 2-credit elective course in the second semester.

8. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Letters** (SoL) on the following :

i. To note the report of Six-monthly work-in-progress of the MPhil CLTS Students (Batch 2018)

The SCR took note of the same and recorded the Six-monthly work-in-progress report of the following MPhil CLTS Students (Batch 2018)

.

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussion/ Suggestions from RAC
1.	Ms Minu Mathew	S184LCL02	20.08.2018	The candidate failed to attend the RAC meeting scheduled on 25 November 2019. Subsequently, she met members of the committee on 28 November 2019. She informed the committee that she had been unwell. A. Coursework: The committee noted that the scholar had not completed all her coursework in the firs two semesters. B. Synopsis: The committee noted that the scholar had not submitted her synopsis for approval. She discussed her ideas for the research project, and agreed to submit her synopsis at the earliest. C. Based on the discussion, she was offered the following advice: 1. To re-register for the MPhil Elective course on Hermeneutics in WS 2020. 2. To submit her synopsis for approval. The scholar agreed to follow the advice offered by the RAC. **RAC meeting on Synopsis:** A. Synopsis: The committee noted that the scholar had not submitted her synopsis during her third semester. She discussed her ideas for the research project, which will focus on historical novels by Anita Nair and Keki N. Daruwalla. She agreed to submit her synopsis by 2 February 2020. She informed the committee that she expects to complete all the requirements for the MPhil programme within a period of two years from her date of registration.

recommended that Ms. Bharti be given one more semester (i.e. Winter Semester 2020) to complete her course work.

v. To consider the two new courses for Mathematics MPhil/PhD programmes

The SCR recommended the following courses of the Mathematics MPhil/PhD programmes for consideration by the Academic Council:
(1) Discrete Functional Analysis (SLS3MA012)
(2) Approximation Theory (SLS3MA041)

vi. To consider the request of Ms. Charu Gupta (S175DMA02) PhD Mathematics student for extra semester (after 5th semester) to defend her PhD synopsis presentation

Following the recommendation of the RSC, the SCR approved the request of the student for one extra semester to defend her PhD synopsis.

vii. To note the six monthly progress report of the M. Phil / PhD students:

The SCR took note and recorded the six monthly progress report of the following M.Phil / PhD students

Sl No	Name	Enrollment Number	Programme
1	Mobeen Ahmad	S184DHS04	MPhil History
2	Divya Sharma	S185DEC03	PhD Economics
3	Anandita Sharma	S185DEC01	PhD Economics
4	Mansi Mehta	S185DEC04	PhD Economics
5	Shivani Yadav	S185DEC06	PhD Economics

viii. To note the Medical certificate submitted by Ms. Nidhi Pandey (S195DEC05), PhD student in Economics (2019) for considering zero semester (matter was discussed in last SCR meeting)

The SCR in its last meeting of SCR noted that Ms. Nidhi Pandey has been diagnosed with depression and anxiety and was under medication and also taking psychotherapy at Ehsaas (AUD). Due to this reason she was not in a position to continue her studies. SCR noted and recorded her Medical certificates. In view of these circumstances, SCR on the recommendation of the School RSC accepted the request of Ms Nidhi Pandey and recommended her Monsoon Semester 2019 as Zero Semester. She has been asked to produce a medical certificate earlier by the SCR. She will get one additional semester beyond her normal registration period.

10. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Culture and Creative Expressions** (SCCE) on the following :

i. To consider the second extension of Mr. Anup Kumar Bali (S145GLA01), PhD in Literary Art (Batch 2014)

Following the recommendation of the RSC, the SCR recommended that Mr. Anup Kumar Bali be given a second extension to complete his PhD thesis from 28.02.2020 to 27.08.2020.

ii. To consider the request of Mr. Anup Kumar Bali for financial assistance from AUD for translation his dissertation in English (arising from the language policy for PhD programmes, approved by the Academic Council, in its Ninth Meeting dated 31.01.2017).

In view of the language policy for PhD Programmes that *University will make financial and other resources available to facilitate the creation of a certified translation*, it was recommended that Dean SCCE should send a note sheet (with both hard and soft copy of the Thesis in Hindi) to the Chairperson SCR regarding to arrange translation of the said thesis from Hindi to English. AUD will through due process get the translation done within a requisite time period.

11. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Human Ecology (SHE)** on the following:

i. To note the PhD thesis submission of M. Ojit Singh on 28/11/2019

The SCR took note of this and recorded the same.

ii. To note the approval of synopsis of the following three PhD Students

Sl. No	Name	DoR	Date of Synopsis defend	Topic
1.	Sonam Mahalwal	01.09.2016	9th September, 2019	Forest Dependence and Adivasi Livelihoods: A case study of *Boswellia serrate* gum value chain in Central India
2.	Syed Shoaib Ali	01.09.2016	11th September, 2019	**States of Science** Apples and Agriculture Extension in Western Himalayas
3.	Anchal Dhiman	31.08.2016	12th December, 2019	Understanding Socio-Ecological Change in Peri-Urban Areas: A study of South-West Delhi

The SCR took note of this and recorded the same.

12. To discuss/note the report submitted by the Committee regarding design/format of transcript for PhD Scholars exempted from course work.

The report regarding design/format of transcript for PhD Scholars exempted from course work was placed before the SCR. The SCR accepted the report and is forwarding it to the Academic Council for approval.

13, Any Other matter(s) with the permission of the Chairperson

With the permission of the Chair, the SCR took up the following recommendations of the School of Human Studies (SHS).

(i) To note reporting items related to MPhil Women and Gender Studies

SCR noted and recorded the following related to MPhil Women and Gender Studies

A. M Phil WGS

1. Pre-submission presentations and submission for the following student was conducted.

S.No	Enrollment	Name	Title	Date of Pre-submission & Presentations and Submission
1	S174CWG07	Ridhi Anupriya Tirkey	Customary laws and legal rights in Jharkhand: A case study of Oraon Women	24-1-2020 & 27-1-2020

2. Synopsis approved for 2018 M Phil students

(RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following M Phil Women's and Gender Studies (Batch 2018-19) scholars. RAC meetings conducted. Synopsis submitted. Titles are also approved as follows:

S. No.	Enrolment No.	Name	Date of registration	Approved Title	Discussions/ Comments and Suggestions from	Discussions/ Comments and Suggestions	RAC members (supervisor first)

					Progress Presentation (Date: 3-11-2019 & 4-11-2019)	**from RAC**	
1	S184CWG01	Abhishek	30-07-2018	Disability and Masculinity: Glimpses into disabled men across disabilities	The student was advised to explore the topic more theoretically. The interviews are not time constrained and the participants should not be judged.	RACs were conducted on 20th and 2ist November 2019. The student was asked to gain perspectives over masculinity from professors working on it and to use standard qualitative questionnaire method. The interviewees should be limited to 10 and there is a need to work on analysis section.	Anita Ghai, Dr. Tanmoy Bhattacharya, Associate Professor, Centre for Advanced Studies in Linguistics, University of Delhi and Dr. RenuAddlakha, CWDS
2	S184CWG02	Mansa	30-07-2018	Mapping Gender and Space in NihalVihar- "Plotting Young Women's life in a Delhi Neighbourhood"	It was suggest-ed that the student should study young girl's aspiration studying in off campus college and to refrain from having preconceived notions about their lives	RAC was conducted on 2nd September 2019. It was recommended that the student must differentiate between the materialistic and non-materialistic aspiration and should not limit	Prof. RachnaJohri,Prof. Krishna Menon & Prof. Jatin Bhatt

						herself only to the field of higher education. She must study aspirations in other areas as well among the people of Nihal Vihar. Further, the link between family aspirations and that of the children could also be explored. Also, the entrepreneuri al efforts in the functioning of beauty parlours are an interesting field to look at young women's aspirations. It was opined that case study method will lead to fruitful results.	
3	S184C WG03	Megha Rani	01-08-2018	Young Girls,Ca ste and Higher Educatio n; Explorin g the Experien	Student was advisedto read literature on the History of Reservation as well as to	The RAC meeting was conducted on 28th November 2019. The student was recommende d to study	Dr. Vandana (CWDS), Dr. SeemaKaz (CWDS), Prof. Mary John & Dr. ShubhraNa

				ces Of Young OBC Girls in Higher Educatio n	look into the literature apart from just discriminatio n of OBC girls in higher education. .	the history of Mandal Commission, discussion about sub quotas by Mina Dhanda, Mark Gallanters'hi story of reservation(c ompeting Equalities).	galia
4	S184C WG04	Priyanka Nirwan	30-07-2018	Gender (in) equality and the Environ mental Studies (E.V.S.) Classroo m	The student explained her interest in choosing school for study which is unique owing to its status of being an experimental for studying gender socialisation among students.	It was recommende d that the student work out syllabus, assessment and curriculum documents of EVS and the multiple aims associated with it. Further, align her proposal and problematise gender inequality within the frames of constitutiona l notions of equality as reflected in the EVS curriculum. Some readings and qualitative interpretive	Dr. SeemaKazi (CWDS), Dr. Manish Jain, Dr. Nidhi Gulati, Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi & Prof. Mary John

						research were suggested.	
5	S184C WG05	Rohini Tyagi	30-07-2018	Drawn and Withdrawn: An inquiry into the work of women 'waste-pickers' in Delhi	No comments.	RAC held on 28/11/2019. Based on the presentation given by the student, the RAC members recommended that the student should include a section on gendered aspects of waste picking as well as the financial reasons concerning women's work with their husbands and the relationship they formed in their exchanges with the godown owners. The practice of repeated probing questions leading to significant reshaping of research questions is	Prof. Mary John, Prof. Neetha N & Prof. Rukmini Sen

						suggested to be given importance in methodological section.	
6	S184CWG07	Soumya Johri	30-07-2018	Courting Arrests: A Fragmented History of 'Self-fashioning' by Women Politicals during the Indian Nationalist Movement	The student was asked to do away with the category of 'linearity' on discourse on women's movement.	RAC was conducted on 21/11/2019. A draft of synopsis was sent to the committee members for discussion. It was suggested that the synopsis requires empirical base. Moreover, the draft has multiple entry points which need to be streamlined at the most to two research questions for a smooth drafting of the thesis.	Dr. Rachna Chaudhary, Dr. Lovitoli Jimo &Prof. TanujaKothiyal
7	S184CWG08	Suparna Majumder	30-07-2018	Marriages are 'not' made in heaven: Conceptualizing	The student was advised to visit the family court where the divorce preceedings	The RAC meeting happened on 2nd December 2019. The student was	Prof. Rukmini Sen, DrNiharika Banerjea& Dr. Lovitoli

				the aftermath of marital breakdown in Delhi	are held to get a better understanding of how divorce works.	asked to explain why she is looking at divorce cases/ case judgement after 2000s. Further, to explore whether the women after divorce prefer remaining single or opt for second marriage through newspaper articles.	Jimo
8	S184CWG10	Tanushri Barman	30-07-2018	Visual Kei: Subcultural Phenomenon, Gender Performance and Media Circulation	The student was suggested to read on classical Japanese aesthetics (theatrical forms like Kabuki) for comparison and clarity. As well as to focus on new theories of new forms of gender representation. Further, in the section on methodology, it was	Synopsis is passed by RAC. Conceptual part of the research is not clear; there is a need for clear and concrete arguments.	

					recommended to reflect on auto-ethnography with respect to availability of Japanese Popular Cultural forms in India.		

3. Results of 2019 1st semester for M Phil WGS Course Work

All students have cleared the first semester except the following students who have not passed the following courses.

Sl. No.	Roll No	Full Name	Course Name	Course Code	Course Instructor	Final Grades
1	S194CWG03	DEEPIKA	Sexualities	SHS301131	Niyati Sharma	Absent
			Feminist Theories	SHS301105	Bindu K.C	Absent
			Research Methods through Exemplary Works	SHS301108	Rachna Chaudhary	Absent
2	S194CWG01	Cecilia TinthenlamHaokip	Feminist Theories	SHS301105	Bindu K.C	C Only
			Research Methods through Exemplary Works	SHS301108	Rachna Chaudhary	B Minus

(ii) To note reporting items related to PhD Women and Gender Studies

SCR noted and recorded the following related to PhD Women and Gender Studies

1. (RAC) and Six-monthly work-in-progress seminar (2015-20)

(RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following Ph.D Women's and Gender Studies (Batch 2015-20) scholars

S. No.	Enrolment No.	Name	Date of registration	Approved Title	Discussions/ Comments and Suggestions from Progress Presentation (Date: 3-11-2019 & 4-11-2019)	Discussions/ Comments and Suggestions from RAC	RAC members (supervisor first)
	S155CWG02	AanchalDhull	22/01/2015	Understanding housework: Gender, labour and domesticity in urban households	Time-use from other countries might help build the argument on cooking	Following suggestions were made in the meeting held on 29. Nov.2019. 1. Need to historicize the data so as to understand the "change" better, which is a constant theme emerging in the narratives. Data from 1980s and 1970s to understand the nature of housework. These could be accessed from various resources; magazines, novels, advertisements etc. 2. Some works that	Prof. Neetha N, Prof. MaitreyeeChaudhuri & Prof. Rachana Johri

						help in this direction. Susie Tharu, Vol 2. Leela Dubey, MaitraiyeeKrishnaraj, Bina Agarwal. Purnima Mankekar 3. Another round of interviews with elder women, to map Vasant Kunj and Ayanagar and the changing forms of domesticity 4. Market Research data for products like Harpic etc. which participants mentioned in order to understand their usage and consumption patterns. 5. Pictures from the field of older houses and what they looked like; bathrooms; kitchen etc. 6. Questions related to ageing, health	

						and their impact on work 7. Data on laundry and utensils could added in the cleanliness chapter. It was discussed with RAC members that extension for one year has been requested (under provision offered to women students) till 21 January 2021. This time frame was considered feasible by the committee.	
	S155CWG03	Arpita Anand	22/01/2015	Women's Studies in India since the 1990s: Questions of curriculum, pedagogy and composition of	The faculty suggested that more writing should be done. It was also suggested that looking at the historiography of tribal studies can be useful.	The RAC members were satisfied with the progress of the work. They suggested writing more intensively to move towards completion. Prof Maitrayee Chaudhuri	Prof. Mary John, Prof. Maitreyee Chaudhuri & Dr. ShubhraNagalia

				students		(meeting held on 29.11.2019) suggested that the changing context of higher education during the period of research must be discussed in the thesis. This should be linked to tracing how the object of study itself has shifted in this period. Dr. ShubhraNagalia (15.11.2019 and 03.12.2019) emphasized that the women's studies/gender studies debate needs to be brought out strongly. Both the RAC members were consulted regarding the candidate's request for an extension of one year till 21 January 2021 that AUD allows	

						for women students. They have approved of the extension and felt that the thesis could be completed in the extended period.	

2. (RAC) and Six-monthly work-in-progress seminar (2016-21)

(RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following Ph.D Women's and Gender Studies (Batch 2016-21) scholars

S.No.	Enrolment No.	Name	Date of registration	Approved Title	Discussions/Comments and Suggestions from Progress Presentation (Date: 3-11-2019 & 4-11-2019)	Discussions/Comments and Suggestions from RAC	RAC members (supervisor first)
1	S165CWG04	Aastha Dang	13.01.2016	Vimla Dang: Constructing the life and time of a socio-political revolutionary in Punjab	Prof Mary John: Boundary of context – 1930s was Karachi declaration of sex, women's movement came on its own. Communalism - set context, women's question. How are you reading these decades and contextualising them? History of her time. Are you reading through her memoirs and then deciding boundaries on the context, movement which needs to be looked at? Take a	Date(s) of RAC 11 th September 2019 – Prof. Yogesh Snehi Nature of sources – focus on the individual, but also context and the state (Punjab) around it. Material should be both from women's movement, also material during the militancy. Nature of source should be diverse to include various voices in the study. People not from the CPI, but can provide insights for work and the movement in Chhehartha	Dr. Rachna Chaudhary, Prof. Indu Agnihotri&Dr.YogeshSnehi

					call on what is significant and what is tackled or absent. All of this should be mentioned in the methodology chapter, the choices made for historical context looked at. Prof Bindu KC: Methodology: Ethnography was in one period, Archival research dealt with the 1930 and 1940. MythilySivaraman – build on the speculation aspect – she worked on her grandmother, used the half fictional biographical rendering. Speculation as a tool of analysis. Biography seems to be a methodology she uses. Look at Jahangir by Parvati Sharma's work. Using archival method – where fiction comes, psychological aspect. Careful about the use of speculation in the PhD thesis. Possible ways: Semi fictional	□ UshmaiRekhi (try to locate her diaries/papers. Daljeet Amin can help with the same □ Laxmi Kant Chawla (talk to her again), newspapers also she wrote, Vimla position on militancy -several things emerge, CPI took a stand against militants, point of convergence between BJP and CPI that time. She can provide diverse views/opinions on her life and that era since she is from BJP □ Daljeet Amin: BBC Punjabi, he is a Punjabi. Resource for the progressive movement of Punjab. □ SP Arora: HoD of MCVP -DAV Amritsar. He has done a lot of documentary work around Amritsar, Chhehartha. He is in Kangra these days □ Rana Bahl: He has worked on the labour movements, in and around Amritsar. Has used oral history and memoirs. He has referred to Chhehartha. Will provide insights	

					and speculation, to access those lives which are no longer there. Also, bring yourself in and your relationship with her in the methodology. How would you define the role? Would you look at her life from her memoirs or from the historical context? When event has to take precedence, then the person would subside and vice versa. Look at specific sections from the KumkumSangari reader.	around the militancy period. □ Anjali Mehra: Professor of Economics in Guru Nanak Dev University, can interview her for insights on the textile industry in Amritsar □ SukhdevSohal: Historian from GNDU, now retired □ Harish Puri: Taught Political Science in GNDU □ SP Singht, senior journalist from that era □ VirinderWalia: Senior Journalist from Tribune, has covered a lot of news/ articles for Amritsar □ Rupinder Brar: He is a poet, the only person to write a book on communist movement in Punjab. Some Material that can be referred to: □ Look at some magazines: Vimla is contributing some journals like Preetlahri. Its archive is now in JNU, look at the period around which this work is, during the period of militancy they	

						have a radical comment □ PhDs around textile industry in GNDU, access that. Go to GNDU, and access the library., find out if they made an attempt to compile some literature around that era. □ Women hostel: Inaugurated by Punjab Istreesabha, women hostel. It's the only place where women hostel exists and unused. Who inaugurated and how did the women hostel come in; it was unthinkable at this time. Now it is dysfunctional. □ Refer to the book 'Social and Political Movement in Punjab' Edt. By Harish Puri and Paramsingh Judge. Recently published □ Rupinder Brar book on communist movement in Punjab □ Rana Bahl's paper shared by Dr. Yogesh. Rana's papers make use of several diaries. Can use these sources. □ Archives of Nehru Memorial: Important communist leaders, also look at CPI party office.	

						□ Sector 22 in Chandigarh, Punjab bookstore – they have a lot of literature on Communist movement, and Russia. □ Library of institute of development and communication, director is Pramod Kumar, they have a good library collection in Chandigarh. They have a new building and place in Mohali. They keep doing projects, and they have reference and library collection. □ Punjab digital library have digitized material on Punjab in 19 th and 20 th century. It is located behind sector 25 (opposite DainikBhaskar office). They have been doing a lot of work. Look at the website. □ Punjab state archives: if you want to explore period in 1940's, it is a good resource. □ Anand Patwardhan: Documentary on Punjab, 'In the memory of friends', it was shot during the period of militancy. Footage. Narrative is	

						communist as it situates bhagat sigh around the time of militancy. He interviews hard core militants and communists. He may have footage which can be useful. 25 Nov 2019 – Prof. InduAgnihotri □ Chapterisation: Look at her contribution in the women's movement. What are the struggles in which she was involved? There should be a separate chapter on the women's movement that emerged in Chhehartha. □ Uniform Civil Code: Around 1983, there was a move around Sikh personal code. This demand was from AnantpurSahab resolution. There is also a pre-history to it, in 1909 a Bill was placed in the legislative assembly. Look at the changing stances of women's movement around Uniform Civil Code. Refer to Brinda Karat's article on Equal rights, equal laws.	

						Need to rethink about religion, their change in stance in the context of all these debates. Shah Bano case Muslim women did not favour the demand of UCC. Examine these debates in the present context also – fundamentalism and UCC, how positions of women's movement are linked to the historical context. Communalised intervention on triple talaq. AIDWA did a one-line signature campaign -retain sec 125, part of criminal law. It is for maintenance. Pushing homogenisation but pushing for certain kinds of rights of women. Examine the stance of various sub- committee on UCC. Movement is having to strike that balance, and opposition to personal law may be coming. Examine the debate between secularism and religion. Through the debates -the movement grows. □ Emergency: Role of the CPI in the 1970's. Their	

						proximity to Indira Gandhi led to emergence of AIDWA. Examine the stance of CPI and NFIW on Emergency. Don't gloss over emergency - look at it critically – it paralysed the CPI and their women organisations. AIDWA had to negotiate with them on every issue. Negotiate for a united action, and cohesive understanding -joint platform minimum understanding. Party congress critique - read up on self-criticism of the emergency process. □ Dowry charter: Examine the different debates and stances among the women's movement that finally led to the dowry charter. Stance on the family court -AIDWA and NFIW stance on it. □ Life of an activist: Sensitive political ideological line and their position on the ground. (On Kollontai by Spivak – look at negotiations through that. Negotiate their political and	

						personal – look at sex work statement and their position on the gays. Sex work conference (AIDWA) and NFIW stance. Externally people think there was fight between CPI and CPM – there is no uniform left position, but in the movement, one has to negotiate. An activist has to implement these stances among women – one has to see if ordinary lay women will accept the political position and find ways to make it acceptable and also understand if they will be able to take it. An activist has to negotiate the social reality. Do not speculate too much about their life -use them to theorise politics. It is a process on the ground. Ground level process formulates a position, women organisation stance also has to be negotiated in the party. Continuous reflexivity. Examine the national and international context in which she as an activist had to work. She was part	

						of the WIDF -it was toing the Soviet line. Individual experience of the person, larger political context and condition in which it is working.	
2	S165CWG06	Dona Biswas	13.01.2016	Making of Bodoland: An Ethnographic Study on Women in the Movement	Among three of the faculty from CWDS, who were presented during my Presentation. Dr.SeemaKazi suggested me to look into literature on Assam Movement, book *The Accord, The Discord* by SangeetaBarooah . Whereas, Prof. Mary John like the socio-cultural aspect of Bodo society that I focused in this presentation. However, she suggested me to do the analytical work which would help me to get into in-depth and theoretical focuses for my study. And, my argument on the rice-beer tradition of my participant's society which I discussed from the perspective of indigenious knowledge and marginalization process. She asked me to consider the reading on Anti-Arrack movement in Andhra, but I	Date(s) of RAC 5.12.19 1. Dr.Papori suggested me to look critically to the terms "advanced society" that I used in my description of Assamese caste society, as she pointed that it was a recent emergence of various ethnic identity into amalgamation of becoming Assamese. The history of Northeast India and the traditional practices which was targeted in different ways and are subordinated found a limited place in the academic circle of India, which need to build through using of references and selection of books. For this she suggested to consult Dr.Dharitri in my future course of PhD. 2. Both the RAC member asked me to look into chapterisation, and especially Dr.Dharitri asked me to start with the socio-political understanding of the Bodoland movement, why and how does it start? What is the position	Dr.Bindu KC, Dr.Papori Bora &Dr.DharitryNarzary

					emphasis the tradition branding by privilege society on the marginalized people's culture and tradition which I would be discussing in the work-in-progress paper.	of women in the Bodo society? But, then they suggested me to complete my field work report by finishing transcribing interviews and writing notes on observation, and put it into thematic division of chapters.	
3	S165CW G01	Himani Bajaj	13.01.2016	Contraception and the negotiation of sexuality: A Study on experiences of young women in urban Delhi	1.- elaborate on the deatils of the sample . If all are working women, chances are that the sample is biased and so justify. 2.- Think of the theoretical framework. If Heterosexuality is one of them, problemtaise its presence as a framwork in the Indian context rather than directly adopting it a framework often used in West. 3.- The angle of heterosexuality is nonetheless important and novel apart from studying the political economy of contraceptives in India.	Date(s) of RAC - Thematic analysis needs to begin and initially the focus should be on keeping it as broad as possible. - Visit Marie Stopes cemtre to get data on contraception and abortion. Could be helpful. - Critically engage with the concept of Market and Medicine and locate the politics of Contraceptives within it. - Problematise the idea of "middle-class women" through engaging with texts and work which has already analyzed this category and in what ways - Locate experinecs of women with doctors in the larger scheme if things	Prof. Rachana Johri, Prof. Sadhana Arya &Dr.Bijoya Roy
4	S165CW G02	Nancy Yadav	13.01.2016	Being Remo: Analysing Bonda (PVTGs) identity in Ethnography and Fiction.	Was abroad for a research exchange programme	Date(s) of RAC	Prof. Rukmini Sen, Prof. Anuja Agrawal &Prof. Sanjay Sharma

5	S165CWG03	Renu Singh	13.01.2016	Changing Contours of Women's Aspirations, and the World of Interpersonal Ties: Youth and Higher Education in the Time of Liberalisation: A study of Undergraduate Students in Urban North India	I presented a draft of chapter three during the progress presentation. It was suggested to look at at some more studies on Allahabad city to be able to strengthen the context of the place. Along with looking at academic work on the city it was suggested to refer to fictional writings as well. The data on the students number and caste background would be seek through RTI.	Date(s) of RAC (26.11.19) 1.Chapter outline of thesis and draft of third chapter was shared with RAC members. It was suggested to introduce the data in detail in third chapter. 2. Few research subjects to be introduced in details at the beginning of the chapter. It was advised to use lot of description and narratives in the chapter. 3. To see the patterns of choice of subject and discipline, what meaning does it holds in these young women's plan of future? Are these subjects relevant to their future plans at all? 4. What are their motivations, and are they working towards their own aspirations or is it someone else's aspirations they are working on. 5. It was suggested to discuss the usage of particular term in the thesis for example 'aspirations' or 'negotiations', the rationale behind using certain terms and not using others.	Prof. Mary John, Prof. Poonam Batra&Dr. Bindu K.C

6	S165CWG05	SudeshnaSengupta	13.01.2016	Social and Political Economy of Paid and Unpaid Work: Lives of Women Informal Sector Workers in Urban India	Presented the overall observations of the 3rd and 4th Chapter ut of the seven chapters written in last six months. The observation was that whether 60 as a sample large enough to make sectorwise claim. It was clarified that there is no claimon sectors but observations on how different types of working conditions and workplace was influencing women's organisation of work.	Date(s) of RAC (6.12.19)Dr.RajniPalriwala 1. The literature review should discuss theory from where the thesis later draws upon while discussing findings. Theories that are not discussed later, but important for coming to the research questions and also important as a theoretical background need to be indicated. There should be clear elaboration of what is framing and informing the research and other pieces can be indicative. 2. To be precise about use of words, for example, generalization only when there is commonality otherwise not to use any general terms. 3. Reorganise the material. The core chapter must contain materials on marriage and migration. Presently everything stands as standalone disconnected chapters. The continuity is missing. The core chapter should be written is such a way so that it establishes the link between different chapters. 4. Childhood and marriage chapter can be clubbed. Childhood of women can be looked at firstly, as	Prof. Neetha N. Prof. RajniPalriwala&Prof. Sumangala Damodaran

						a phase of life with little tension and secondly influencing choices of what she is found to be doing when she was interviewed. Retain the central focus in all chapters. 5. Childhood chapter should have poverty, work burden, lack of education that is influencing the work organisation at present. 6. Use full names first but then only surnames. Long quotes to come in the form of indented paragraphs. Use quotes to make only important points otherwise praphrase. Dr. Sumangala Damodaran 1. Footnoting is minimal. Footnotes are needed to elaborate areaswhich are not relevant to the content of the Study but explains why it is there. Context to be elaborated in the footnotes. 2. Methodology section needs more elaboration. It needs to have more details on where data was collected, dates. It should also have own trajectory (from gender activism)how one feeds into other. 3. Thee number of quotations need to be minimized. Paraphrasing is required. 4. Themes to be looked at as what is	

						contradicting and what is corroborating with the existing literature. 5. Profiles should go into methodology and choice of occupation to come in the core chapter. Choice of occupation is to be linked to who chooses what after coming to the cities. 6. Look at different thesis to understand flow. Names suggested – Sakshi, KanikaKakkad, Ishida De.	

3. (RAC) and Six-monthly work-in-progress seminar (2017-22)

RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following Ph.D Women's and Gender Studies (Batch 2017-22) scholars.

S. No	Enrolment No.	Name	Date of registration	Approved Title	Discussions/Comments and Suggestions from Progress Presentation (Date: 3-11-2019 & 4-11-2019)	Discussions/Comments and Suggestions from RAC	Supervisor first, RAC members
1	S175CWG01	AshikaBhargav	07/12/2016	Visual Disability, Gender and Society in India	Suggestions were given on how to anonymize data and to gradually distance myself from my field	**Date(s) of RAC** 08/11/2019 and 13/11/2019 1) To complete data collection	Dr. Renu Addlakha, Shubhangi Vaidya &Prof. Anita Ghai

					for now.	in next 3 months 2) To read on Feminist Methodology on Dilemmas in the field and on Reflexivity. 3) To chalk out similarities and differences between research participants in Lucknow and Delhi. 4) To finish data collection and transcription process 5) To focus on writing and publications emerging from the research work.	
2	S175CW G02	G.S. Mamatha Devi	07/12/2016	Women as Trade Unionists in India: A Case Study of the Centre of Indian Trade Unions	Suggestions were given to look at the questions of class and gender and the link between these two concepts	**Date(s) of RAC** 03/12/2019 1) Look into debates that took place when women's organisations were sought to be established in Soviet Union, the arguments that Lenin, Edward Bernstein made regarding this.	Prof. Neetha N, T.G. Suresh & Prof. Krishna Menon

						2) Read the writings of Clara Zetkin, Alexandra Kollontai, Nadezhda Krupskaya, in order to grasp the debates around the question of having separate women's organisations, which will give the work the required theoretical strength. 3) The larger context in which the need for the setting up of a working women's sub-committee was felt in the union, should be given in detail. 4) The combination of sources used for the study – published and unpublished material along with oral history – should be written out so that it can later be incorporated into the section on methodology. 5) The questions raised in the	

						chapter should be explored with greater details. 6) There should be more focus on the analysis of the data collected.	
3	S175CW G03	Sanjana	07/12/2016	Scripting Dalit Selfhood : Dalit Women Writings in Hindi Literatur e	A proper distinction is advised to look Dalit women writers in Hindi and Maharashtra. 2)Proper reference details and publications details were mentioned to read carefully	**Date(s) of RAC** 28/11/2019 1. To read existing literature on Maharashtra in English to connect Dalit question with the thesis work. 2. Carefully reading of content with time period is required. 3. Formation of structure with proper organization in the work is required. 4. Dr. Rajkumar's work and Gail Omvedt's work {Dalits and the Democratic Revolution} were referred. 5. Hindi Dalit magazines with proper	Dr.ShubhraN agalia, Dr.SmitaPatil & Prof. Mary John

						publication period and their details are advised to see carefully. 6. Apeksha Magazine was mentioned to see the Dalit questions. 7. The latest Novel of Anita Bharti was mentioned for reading. 8. A proper distinction is advised to look Dalit women writers in Hindi and Maharashtra.	
4	S175CW G04	Shailly	07/12/2 016	A study of construct ion of boyhood s in governm ent school spaces of Delhi	Focus on child development theories in addition to theoretical perspectives in Education.	**Date(s) of RAC** 13/12/2019 Internal Member DAC meeting held with Dr.Anandini Dar School of Education Studies, Ambedkar University Delhi on 13th December 2019. Four thesis chapters shared with the Dr.Anandini. The suggestions given by her on	Prof. Krishna Menon, Prof. Sanjay Srivastava & Dr.Anandini Dar

						Chapter 2 Construction of Childhood as follows 1.emphasize on gendered childhood 2. literature on identity and performity should be included in the chapter. 3. more readings by Prof. SaradaBalgopalan on childhood in Indian context. External Member Prof. Sanjay Srivastava, Institute of Economic Growth Delhi University. DAC meeting held on 20 th December 2019. . Four thesis chapters shared and field work discussed. As he was out of station not able to finish the reading of all written work shared with him. Prof. Srivastava will share the detailed feedback on	

						chapters over mail next week.	
5	S175CWG05	T Khyochano Ovung	07/12/2016	Orality to Textuality: Shifting Tropes of Gendered Naga Subjectivity	I presented my 'work in progress' focusing on the concept of 'orality', the history and concept of childhood, Naga Morung System, socio/cultural life of pre-literate LothaNagas and the emergence of modern education in Naga Hills from 1872 to 1950/60's. In addition to this, I discussed on my research fieldwork respondents experience and few findings which she took in the villages of Wokha district among older generations (male/female) among the Lotha Naga Community in Nagaland.	**Date(s) of RAC** 25/12/2019 and 28/12/2019 1)The 'title' of the study has to be revised and renamed. 2) More in depth analysis of the 'respondents' and focus on how to take the 'testimony' from the narratives. To be more critical and sensitive on the subject that is coming out of the narratives. The 'stories' that are narrated, how are they still recalled toady. 3)To focus more on the 'before and after' of pre-colonial knowledge system and the emergence of 'modern education'. Look more into the debates, the continuity that is taking shape and placed in the communities and	Dr.ShubhraNagalia, Prof. Mary John & Dr. Lovitoli Jimo

						its linking to identities etc. 4The question on 'Why am I entering' into the subject matter of my research study. 5.To focus on 'gender' and its retelling 'today'. 6.To remember that the study is not done to get the history right 7.The study of 'pedagogy and language' to be left out from the study. 8.Link 'Morung system' to childhood, age, marriage system. 9.To work on the research questions more deeply and see its relevance and then only, go back to the respondents for second interview. 10.More field work/visitation to be conducted in Nagaland Baptist Church Council (NBCC) Kohima for	

						archival materials on early period of modern education among the Nagas, Council of Baptist Church Guwahati, and Impur SchoolMokokchung and also read I Ben Wati 'autobiography'. 11. To visit Hornbill Festival to conduct interviews from different Naga Communities like the KonyakNagas, AoNagasetc pertaining to Morung system in their specific communities. To focus on Morung in relation to their community. 12. To inquire more on the concept of Childhood and the stage between childhood and puberty of the LothaNagas. 13. To narrow the time period from 1875 to 1950's/60's and exclude	

						contemporary issues. 14. Female respondents can be anyone and not only 'storyteller'	
6	S175CWG06	Vikas Singh	07/12/2016	Gendered Aspirations: An Ethnographic Study of an Ancillary Film Training Institute in Noida, UP.	The chapter names and a brief detail (a paragraph) for each is required. Interviews of the respondents need to be systematized with their names, proper date, time and place. Maintain achieve of each chapters in a digital folder. **Introduction** will include the mapping of the commencement of Marwah Studios (1988), AAFT (1993), and School of Cinema (2004). Who was in the power during 1988? **Chapter One** need to have scholarships NCR Govt. Websites Media Infra.	**Date(s) of RAC** 18/11/19 The RAC members (names mentioned above have suggested for DEREGISTRATION for a year w.e.f. 19th November 2019. The request letter has been forwarded to the Dean, SHS as on 18th November 2019.	Dr. Anita Cherian, Dr. ShikhaJhingan &Dr. Bindu K.C.

					Policies Real estate policies Urban planning Policy framework of U.P. If mentioning "global admission" then support with admission data year-wise (2004-2019) **Chapter Two** Collect each brochure, prospectus, from 2004 to 2019, arrange in the order. See the shift in the visuals and language. File up every information. Prepare questionnaires for each chapter and discuss it with the supervisor. Prepare the Bibliography for each chapter. Scholarships to refer and include: Ravi Sundaram		

					Brian Larkin TejaswiniGhanti Ashish Rajadhyaksha Books or Online library Behind the Curtain: Making Music in Mumbai for Ethnography The Materiality of Cinema by Brian Larkin libgen.is Essay by ShikhaJhingan 'LataMangeshkar: Voice in the age of Cassette' Power & Contestation-India since 1989 by Nivedita Menon and Aditya Nigam Nicolas Jaoul-Dalit Movement after 1980s for understanding the Ethnography.		

4. (RAC) and Six-monthly work-in-progress seminar (2018-23)

(RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following Ph.D Women's and Gender Studies (Batch 2018-23) **scholars**

.

S. No.	Enrolment No.	Name	Date of registration	Approved Title	Discussions/Comments and Suggestions from Progress Presentation (Date: 3-12-2019 & 4-12-2019)	Discussions/ Comments and Suggestions from RAC	Supervisor & RAC members
1	S185CWG01	Ajeya Deep	30/7/2018	Emergence of NGO's during Women's Movement and Now	Add more parts to the literature review. Look into the annual budgets of the organisation. Decision of taking action India as a research organisation. Finalize the proposal.	**Date(s) of RAC: 16.11.2019** Maintain a daily diary of the work you are doing. Bibliography of the articles and books according to the themes should be sorted out. Add national and international policies.	Prof. Krishna Menon, Prof. Pamela Singhla & Dr. Bindu K.C
2	S185CWG02	Alpaxee Kashyap	08-01-2018	Addressing	Need to rework on my research question.	**Date(s) of RAC:**	Prof. Krishna

				domestic violence against women through women's collectives Introduction	Although I looked into a lot of literature there is a need to synthesize them in order to arrive at what I am trying to look into. Particular comments are to look into how I am adding a value to all the work that has been already done on SHGs.	**14/11/2019** Dr. Pamela Singla suggested to go ahead developing the first chapter on the literature review and said it was coming out well. She added a valuable suggestion to rethink on the methodology - if the research will be completely secondary or there will be any element of primary research. Alpaxee explained the Key Informant Interviews (KIIs) with the government officials of NRLM and the feminist NGO activists. However, it was discussed that some insights from the women of	Menon, Prof. Pamela Singhla & Dr.Saumya Uma

						the NRLM SHGs would also add value to the work. It was discussed that in the next round of DAC, Alpaxee could further work on the methodology and get it reviewed by Dr. Pamela Singla and also seek her help in finalising the methodology section. Dr. Pamela Singla also spoke about her work on SHGs and suggested Alpaxee to read her paper on her work with PRADAN. She also suggested Alpaxee to look into the work of PRADAN.	
3	S185CWG03	Chaitanya Khandelwal	30/7/2018	Production Organisations, Technol	Chaitanya presented basic information and details	**Date(s) of RAC:** November 19, 2019	Prof. Neetha N, Dr. Rinju Raisaly &

				ogical Changes and Women Workers: A Case Study of Handblock Printing Industry of Rajasthan	about her field in her presentation. It was suggested that Braverman's work might not be apt to look through the transition in the working conditions of women workers in Sanganer and Bagru in Rajasthan. It was also suggested that Sylvia Walby's work can be looked at.	All the DAC members, Prof. RinjuRasaily, Prof. Maya John and Prof. Neetha N. were present. The research proposal was shared with all the members of the DAC beforehand. The meeting started with a brief presentation by Chaitanya on her work and an introduction about the field. She highlighted the caste and gender aspect and the transition in the work pattern and labour process in the field locations - Bagru and Sanganer in Rajasthan. Following	Prof. Mary John

						suggestions were made : Mapping of all aspects related to handblock printing including all the players and agents involved, outlining the various production arrangements and mapping of the various networks related to handblock printing. The changes in the industry needs to be seen in connection with the reforms in labour laws and industrial policy changes both in Rajasthan and in India and thus there is a need to map out the changes in policies that	

						might have significant influence over labour process and production arrangements . Within these policy changes, it was also suggested to look at critically on cluster development programs and their effects in Sanganer and Bagru, if any. Another important point was to look at the relation between migrant and local workers in both the areas. Further, it was suggested that later it could be seen whether there have been any	

						movements, resistances by the women workers. What has been the role of the community at large in challenging the production changes, if any, would help in understandin g the role of community Changes in designs and patterns over time is another aspect that have influenced the market. Thereforeacc essibility to it and changing production opportunities are important issues. Hence it was even more useful to look at the price of the product and how it	

						determines trade.	
4	S185C WG04	Hemantika Singh	30/7/2018	Parodying the Popular, Talking Feminism: The Gender Politics of Web Shorts in India	- Consider pairing down the materials for the benefit of the research - Using visual materials for upcoming presentations/submissions to get a sense of the kind of videos this research is looking at. - Look for readings that sit at the intersection of Gender Studies and Film/Media Studies	**Date(s) of RAC: 5/12/2019** -Discuss the long history of referencing Bombay cinema and using film songs for the articulation of the social and the political: reference Punathambekar and Mohan (2017), Duggal (forthcoming), Larkin (2008), Eisenberg (2015) - Try and move away from saying exploration, examination in the longer run, okay for this print. Must work towards crafting of a conceptual	Dr. Bindu K.C, Prof. Ranjani Mazumdar & Dr.Vebhuti Duggal

						narrative. - There is the possibility of an argument about media affordances i.e. specifically the ones that are digital in nature that allow the posing of questions of/on gender. - The transnational perspective: Is the audience only located in India? What is the nature of comments/circulation taking place? How do the diasporic/other spaces respond – considering this is all online data/material -Rethink the literature you're	

						referencing. To what extent do you need the arguments about the gaze? Or, if you need it – how do you want to use technology/ the web short form and the subject matter of the video materials to stage the arguments about the gaze? -You may drop the parody/pastiche section, it's very dated and too textually oriented unless you are able to rewrite it or introduce newer perspective.	
5	S185C WG05	Jasleen Arora	30/7/2018	Historicizing Punjabi Women's Periodic	The faculty felt that working with multi genres – newspapers, magazines and	**Date(s) of RAC: 16/12/2019** The Committee	Prof. Anita Ghai, Prof. Indu Agnihotri

35360

				als of the Late Ninetee nth and Early Twentie th Century Colonia l Punjab	pamphlets might be difficult. It might also be quite ambitious to work with multiple languages.	suggested me the following things: 1. Go with specific research questions to the archives and library 2. Try thinking around the two World Wars and see if there are research questions that interest you 3. Are there any different discourses being raised I magazines of different languages? Keep a lookout while looking at material in the library 4. It is important to understand how the world of Punjabis is being framed then – for this one has	& Dr. Yogesh Snehi

						to see materials across genres and languages even though one works with any particular languages and genres. So, looking up works of Ahmadiyah, the Arya Samaj and Singh Sabha is important. 5. How are the discourses around women getting framed I newspapers as against magazines? 6. How were important events such as Jallianwala Bagh etc. were discussed in these periodicals and newspapers?	

35362

6	S185C WG06	Kunzang Angmo	30/7/2018	Women and Change after 1991: A social study on the life of Ladakhi women.	Have to be careful while mentioning the difference between the custom of two ethnic groups.	**Date(s) of RAC: External: 26/11/2019** **& Internal 29/11/2019** RAC(external) Due to shortage of literature my external RAC suggested to read: Subaltern Studies Historiography of oral history women and kinship: understanding women and their silence. Suggested a temporary title: Understanding the Politics of Ladakh through the lens of Marriage from the	Dr. Seema Kazi, Dr.Papori Bora & Prof. Krishna Menon

						1990s. RAC(internal) Suggested to read on the inter-faith marriage in India through the perspective of Gandhian, Ambedkar, Savarkar and Gowalkar's view. Suggested to understand the cause of resistance towards the interfaith marriage. Suggested to see the economics background of the people of the region	
7	S185C WG07	Riya Singh	30/7/2018	Crimes Against Dalits during Mayawati Regime	Discussion was centered around the Prevention of Atrocities Act. Some scholars had basic questions	**RAC Date: 20/11/2019** I introduced Dr. Sukumar to my topic and the issue I am	Prof. Mary John & Dr. RachnaChaudary,

				Narratives &Counter Narratives	around the act. My agenda for this semester was to develop clear research questions for my study. I had shared that in the meeting and I had also presented the details of the pilot study I conducted in this semester. One of the faculty members had offered to share connections for data collection. Suggestion was to work on methodology part.	interested in. It involved a basic discussion around the legislation and some clarification on the topic. This meeting too was around the field experience of the small pilot study I conducted in two districts of Uttar Pradesh & Haryana. Suggestion that was given was to now work on my synopsis and methodology.	Dr. Vandana & Prof. N. Sukumar
8	S185C WG08	Shefali Kishore	30/7/2018	"The Growth and Diversity of Infertility Market in Jharkha	The presentation which took place on the 4th of December, 2019 at CWDS, New Delhi went well. The title of the thesis	**RAC Internal – 28/11/2019, RAC external: 22/11/2019** After a long chat around the field, and how the ART	Dr. Bijoya Roy, Prof. N. Nakeeran &Dr. Sunita Reddy

				nd"	has been changed to "(In) Visible Women's Bodies, Assisted Reproductive Technologies and the Growth of Fertility Market: An Exploratory Study of Jharkhand". The literature review is ongoing. Need to focus on the nuanced reading of the literature and analysis of secondary data. Shubra Ma'am in her comment said that the topic is interesting and that the field of Jharkhand will be new. She also said that I may take up her readings from Health in order to understand its	market has evolved in past 19 years, following points were suggested by Dr. Reddy To look at how overall education and class of Jharkhand makes a difference in general and especially when it comes to understand infertility, ART and fertility market. To look at male v/s female infertility; gender dimensions in treatment involved in infertility. To look at how women in general is treated in social context; what all she has to go through	

366

					nuances.	when facing fertility issues (social, psychological and mental health) & their ways of coping To look at the social capital of women suffering from infertility; her own agency and desire to achieve motherhood; to look at the glorification of motherhood. Loot at the modes and mediums of marketing strategy and try to understand the pattern how and why few names excels in market; on what parameters, one service provider has to face the	

						competitions with others. In order to understand the proliferation of infertility market, look at from a) institutional perspective b) women's perspectives; Explore through case studies, narratives, financial negotiations, pain and sufferings (both physical and mental) --- combine together to look at the exploitative nature of IVF The following points were suggested by Prof. Nakkeeran: To look at the National Population	

						Policy of 2000 and National Health Policy. To look at any other ongoing government program data related to infertility/ ART (for example, RSBY) To look at journals like Reproductive Health Matters; nursing journals on women's lived experiences of infertility and especially prior the advent of IVF. To keep the respondent size small, do a deep interview, touching upon their (women's) lived	

						experiences and then make case studies focusing on their ideas of bodies, physiology of infertility, comprehending of IVF and technologies. To understand women's body and technology---read Donna Haraway; Bourdien for social capital/ network.	
9	S185C WG10	Vandana Chaudhary Palta	30/7/2018	Understanding Political economy of Parenting: A Study of the Market of Parenting through the Gender	It was advised and suggested to deal with the category of 'Play school'. How it will be differentiated, compare and contrasted with the other alternative institute and agencies for instance, Aganwadi	**RAC (Internal Member): 01/12/2019** **RAC** **(Supervisor) : 02/12/2019** **RAC (External): Has not happened yet** Dr.Anandini	Dr. Rachna Chaudhary, Dr. Shraddha Kapoor & Dr. Anandini Dar

361 370

				Lense	schools. Rationale for the age-group for the study. (Age-group, gender, caste specificity.) Situate the study to more specific time frame. (like past 20 years) Discourses around play school socialization. Map out other play school alternatives. (Day care, schools that get aid and land from government.) Engage with discourse of motherhood.	Dar Suggested to engage with more literature on 'child-rearing' and 'parenting' from sociological anthropological and psychological point of views. Advised to recapitulate the courses covered in previous semester. Instructed to write summaries of all the readings and share with her and supervisor for feedback and suggestions. Read Annette Larean's– "unequal childhood" and discuss in next meeting.	

						Share revised proposal in February. Discuss these suggestions with supervisor and then share revised RAC foe feedback. To what extent will you engage with childhood's literature and build arguments around childhood studies. Through children's playschool (and globalization). Engage with works on 'cultural relativism". Also, to what extend will you engage with childhood/child rearing literature for your topic and argument. To	

353372

						what extent will the emphasis remain on motherhood and mothering ideology that are constructed in play schools? Supervisor: Dr. Rachana Chaudhary Work around the suggestions of Dr.Anandini Dar Ma'am. Read feminist discourse of Motherhood, Fatherhood and Parenthood. Send and discuss the interview transcripts of 2 informant's interviewees. Read the list of works she shared and	

						get back to her with summary and debates.	

5. Results of 2019 1st semester for Ph.D WGS Course Work

All students have cleared the first semester except the following student who has not passed the following course.

Sl. No.	Roll No	Full Name	Course Name	Course Code	Course Instructor	Final Grades
1	S195CWG08	ZianaRazianreiliuPanmei	Family	SHS301131	Rachna Chaudhary	Absent

The said student has written that she wanted some more time to do her assignment because she is in her 1st trimester and is experiencing physical difficulties.

RSC decided to consider her case favourably.

Please see under "Course Work, Degree Requirements, Registration Periods, de-registration, re-registration." 12 (1) of REGULATIONS CONCERNING DEGREES OF DOCTOR OF PHILOSOPHY (Ph.D.), 2017 which states: "A student who is unable to pass a course or is unable to achieve a prescribed minimum grade average in the course(s) shall be allowed to repeat and pass the course(s) or equivalent assignments/examinations of the course(s) within twelve months."

(iii) To note reporting items related to PhD Psychology

SCR noted and recorded the following related to PhD Psychology

The RSC recommends/ reports the following:

1. The programme proposes to 4 seats for admissions in 2020.

2. The DAC forms and 6 monthly reports from the 4th semester (conducted before August 2019) are submitted (attached as *Appendix 1. DAC form. August 2019 PhD Presentations).*

3. The DAC forms and 6 monthly reports of the 5th semester where students presented their synopses are also submitted (attached as *Appendix 2. DAC Forms. December 2019 PhD Presentations).*

4. Of the 8 students of the 2017 batch, Ms. Hsing-Wen had already presented her synopses and got it approved in a previous semester. The synopses of the remaining 7 students were presented in December 2019. The details are as follows:

Sl. No.	Roll No	Full Name	PhD Supervisor	Title	Year of Award
1	S175CPS01	Deepti	Anup Dhar	What do we renounce when we call revolution a 'revolution'?: Studying the Leninist Revolutionary Group from a Psychoanalytic Lens	Ongoing Synopsis presented and accepted on 29.11.2019
2	S175CPS02	Hsingwen Chang	Anup Dhar	Psychoanalysis and Critical Consciousness: Investigating the Role of the Teacher in the Asian Present	Ongoing Synopsis presented and accepted.
3	S175CPS03	Meena Sawariya	Anita Ghai	Identity of Dalit Women in Higher Education: A Psycho-social study	Ongoing Synopsis presented and accepted on 29.11.2019
4	S175CPS04	Nikita Jain	Shifa Haq	Understanding the Experiences of Disordered Eating	Ongoing Synopsis presented and accepted on 29.11.2019

5	S175CPS05	Priya Tiwari	Honey Oberoi	Transformations in infantile helplessness to forming of the subject and uses of dependence in its becoming.	Ongoing Synopsis presented and accepted on 29.11.2019
6	S175CPS06	Ritika Arora	Honey Oberoi	Separateness and linkages	Ongoing Synopsis presented and accepted on 29.11.2019
7	S175CPS07	Urvashi Agarwal	Rachana Johri	Fathers and daughters: women and femininity.	Ongoing Synopsis presented and accepted on 29.11.2019
8	S175CPS08	Vikas Deepak	Shifa Haq	Survival and creativity in the Clinical Dyad	Ongoing Synopsis presented and accepted on 29.11.2019

(iv) To note reporting items related to MPhil Psychoanalytic Psychotherapy

SCR noted and recorded the following related to MPhil Psychoanalytic Psychotherapy

Reported to RSC on 22nd January 2020 of the following changes/correction in Supervisor and RAC members

1. Changes in RAC member for Ms. Haj Bincee, S174CPS09 from Ms. Neetu Sarin to Dr. Lovitoli Jimo
2. The supervisor for Tarun Vohra S174CPS15 is Dr. Shifa Hag and RAC member is prof. Anita Ghai.

Student name/ Enrolment number	**Supervisor**	**Co-supervisor**	**RAC member 1**	**RAC member 2**
Aanchal Bhatnagar **S174CPS01**	Prof Anita Ghai (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Dr Shivani Nag (SES)
Anjali Verma **S174CPS02**	Prof Rachana Johri (SHS)	N.A	Prof Anup Dhar (SLS)	Ms Anshumita Pandey (SHS)
Anuradha S. Panchmatia **S174CPS03**	Prof Rachana Johri (SHS)	N.A	Prof Honey Oberoi (SHS)	Ms Anshumita Pandey (SHS)
Ayushi Madan **S174CPS04**	Dr Shifa Haq (SHS)	N.A	Dr Usha Mudiganti (SLS)	Dr Ashis Roy (SHS)
Durgesh Ojha **S174CPS06**	Dr Shifa Haq (SHS)	N.A	Dr Mamatha Karolil (SHS)	Prof Ashok Nagpal (SHS)
Epshita Sandhu **S174CPS07**	Prof Honey Oberoi (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)
Gagandeep K Alluwalia **S174CPS08**	Dr Mamatha Karollil (SHS)	N.A	Dr Shifa Haq (SHS)	Ms Anshumita Pandey (SHS)

Haj Bincee **S174CPS09**	Prof Anup Dhar (SLS)	N.A	Dr Lovitoli Jimo (SHS)	Dr Taw Azu (D.N Govt. College (Arunachal Pradesh)
Indu Chauhan **S174CPS10**	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Honey Oberoi (SHS)	Dr Shifa Haq (SHS)
Jayati Singh **S174CPS11**	Prof Honey Oberoi (SHS)	N.A	Prof Krishna Menon (SHS)	Prof Rachana Johri (SHS)
Jyoti Sagar **S174CPS12**	Dr Mamatha Karollil (SHS)	N.A	Dr Bindu KC (SHS)	Ms Deepti Sachdev (SHS)
Rohan Prashar **S174CPS13**	Dr Vatsala Saxena	Ms Nupur Dhingra (SHS)	Dr Shelley Pandey (SHS)	Ms Nupur Dhingra (SHS)
Savi Khanna **S174CPS14**	Prof Anup Dhar (SHS/SLS)	N.A	Prof Rachana Johri (SHS)	Ms Deepti Sachdev (SHS)
Tarun Vohra **S174CPS15**	Dr Shifa Haq (SHS)	Ms Nupur Dhingra (SHS)	Prof Ashok Nagpal	Prof Anita Ghai (SHS)
Ujjwala Singh **S174CPS16**	Prof Rachana Johri (SHS)	N.A	Ms Neetu Sarin (SHS)	Prof Anita Ghai (SHS)
Vasundhara Singh **S174CPS17**	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)	Ms Neetu Sarin (SHS)
Verakholu Veyie **S174CPS18**	Prof Anita Ghai (SHS)	N.A	Ms Neetu Sarin (SHS)	Ms Shefali singh (SHS)
Zenab Ansari	Prof Honey Oberoi (SHS)	N.A	Dr Urfat Anjem Mir (SLS)	Dr Shifa Haq (SHS)

S174CPS19				

(v) To consider the second extension of Ms. Sanjana Biswas (S174CDP15) (DoR 18.07.2017) to complete her MPhil thesis.

Following the recommendations of the RSC, the SCR approved a second extension for Ms. Biswas to enable her to complete her research work.

(Geetha Venkataraman)
Convenor

(Salil Misra)
Chairperson

Appendix – 9

AMBEDKAR UNIVERSITY DELHI

Minutes of the 49th Meeting of the Standing Committee of Research (SCR) held on 9th June 2020 via Google Meet

The 49th Meeting of the Standing Committee Research (SCR) of AUD was held on 9th June 2020 via Google meet. The following members were present:

Ms. Neetu Sarin	Member
Dr. Anita Cherian	Member
Dr.LovitoliJimo	Member
Dr.Kanwal Anil	Member
Dr.Urfat Anjem Mir	Member
Dr.BalchandPrajapati	Member
Dr. Bindu K.C.	Member
Dr.Budhaditya Das	Deputy Convenor
Prof. Dhirendra D. Dangwal	Member
Dr.Anshu Gupta	Member
Prof. Bodh Prakash	Member
Dr.DeepitaChakrvarty	Member
Dr.HemlataOinam	Member
Prof. Anup Dhar	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Prof.SatyaketuSankrit	Member
Prof. Praveen Singh	Member
Prof. Anup Dhar	Member
Prof. Sanjay Kumar Sharma	Member
Dr. Suresh Babu	Member
Prof. Geetha Venkataraman	Convenor
Prof SalilMisra	In the Chair
Prof.SuchitraBalasubrahmanyan	Member
Prof.Babu P Remesh	Member
Dr. Sunita Singh	Member
Dr. Shad Naved	Member
Dr.Taposik Banerjee	Member
Dr.Monimalika Day	Member
Dr. Shailaja Menon	Member

Regrets: Mr.Deepan Sivaraman, Dr.Santosh Singh, Prof. Sitansu Sekhar Jena and could not attend the meeting

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCR in its deliberations.

The following agenda items were discussed:

1. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

a) Approval for admission seats in the MPhil and PhD programme for Monsoon Semester 2020

The SCR accepted the recommendations of the RSC of SHS and granted permission on the number of seats for each programme for MS 2020 subject to the approval of Academic Council. For each programme the seats are as follows:

MPhil Women and Gender Studies: No Admission (seats)
PhD Women and Gender Studies - 10
MPhil Development Practice: No Admission (seats) (zero year)
PhD Psychology: 04
MPhil Psychoanalytic Psychotherapy: No Admission (seats)
MPhil Disability Studies: 08

b) To consider the request regarding relaxation of requirements for conference presentation for SHS MPhil students who are on the verge of submission.

It was noted that the UGC has recommended that MPhil students may be allowed to submit their thesis, including completion of pending formalities, within six months from the date of expiry of regular prescribed period. The SCR Guidelines for completing the milestones for MPhil/ PhD programmes have also given a six month extension to all scholars due for submission between 12th March and 31st December 2020.

In view of this, it was decided that MPhil scholars may be encouraged to present in online conferences to complete the requirement for conference presentation. Schools could also encourage various programmes to organise online conferences which enable them to network with the academic community. Presentations in online conferences organised by state/ central universities and academic institutions, may also be accepted to fulfil the requirement, if approved by the RSC of the School.

c) To note -- change of the supervisor/RAC members of the MPhil/PhD WGS students

The SCR took note of the change of the supervisor/RAC members of the following MPhil/PhD WGS students as per the following:

S.No	Name	Programme	Date of Registration	Ex Supervisor	New Supervisor
1	Ms Megha RaniS184CWG03	Mphil, WGS	01-08-2018	Dr Vandana Dr SeemaKazi	Prof Krishna Menon

S.No	Name	Programme	Date of Registration	Supervisor	RAC members
2	Ms Vandana Chaudhary Palta S185CWG10	PhD WGS	30.07.2018	Dr Rachna Choudhary	Dr Anandini Dar and Prof Rachana Johri

d) To note passing of course work of Family Course with course code SHS301131 by Ms ZianaRazianreiliuPanmei, S195CWG08.

The SCR took note of the same and recorded this.

2. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Culture and Creative Expressions** (SCCE) on the following:

a) Approval for admission seats in the following PhD programme of the SCCE:

The SCR accepted the recommendations of the RSC of SCCE on the number of seats for each programme. For each programme the seats are as follows:

PhD Film Studies: 02
PhD Visual Art: It will be submitted to the Chair SCR
PhD Literary Art: 02

b) To note – Re-registration of Mr Abhishek Kukreja, Student of PhD Film Studies

The SCR took note for re-registration of Mr Abhishek Kukreja as per the following details:

Sl No	Enrolment Number	Student Name	Date of Registration	Date of Deregistration	Date of re-registration
1	S145ADS01	Abhishek Kukreja	29.08.2014	01.01.2019	01.06.2020

3. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Development Studies** (SDS) regarding approval for 10 admission seats in the PhD programme of the SDS.

The SCR endorsed the recommendations of the RSC of SDS and agreed to allow admission to **Ten** (10) seats for PhD programme in Development Studies in Monsoon Semester 2020.

It was suggested that reservation of seats for all research programmes will be done according to the roster that the Student Services will prepare.

4. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Education Studies** (SES) on the following:

a) Approval for admission seats in the PhD programme of Education

The SCR endorsed the recommendations of the RSC of SES and agreed to allow admission to **Ten** (10) seats for PhD programme in Education in Monsoon Semester 2020 subject to the approval of Academic Council.

b) To note/discuss the revised composition of RSC of SES

The SCR noted and approved the reconstitution of the RSC of SES. The RSC members are as follows:
Dr Sunita Singh, Dean (Officiating)
Dr Anandini Dar, SES
Dr Gunjan Sharma, SES
Dr Monimalika Day, SES
Dr Shivani Nag, SES
Dr Manasi Thapliyal, SES
Dr YogeshSnehi, SLS
Dr ShubhraNagalia, SHS
Dr Manish Jain (Convenor & PhD programme coordinator)

5. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Liberal Studies** (SLS) on the following:

a) Approval for admission seats in the MPhil/PhD programme of the SLS

The SCR accepted the recommendations of the RSC of SLS and granted permission on the number of seats for each programme for Monsoon Semester 2020 subject to the approval by the Academic Council. For each programme the seats are as follows:

Mathematics:	MPhil=6 seats
	PhD= 6 seats
History:	MPhil=10 seats
	PhD=10 seats
Economics:	PhD= 6 seats
Sociology:	PhD= 10 seats

6. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Letters** (SoL) on the following:

a) Approval for admission seats in the MPhil/ PhD programme of the SoL

The SCR accepted the recommendations of the RSC of SOL and granted permission on the number of seats for each programme for Monsoon Semester 2020 subject to the approval by the Academic Council. For each programme the seats are as follows:

PhD CLTS: 02 seats
MPhil CLTS: Nil
PhD English: 08 seats
PhD Hindi: Nil
MPhil Hindi: Nil

b) To note the Six monthly progress reports (Nov 2019-May 2020) of the PhD CLTS students of SOL

The SCR took note of the presentation of six-monthly progress (Nov 2019-May 2020) by the students of PhD CLTS to their respective RACs. Details of the scholars are as following:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Mr Mohammed Irfan	S195LCL03	19.08.2019	A. Initial proposal: -An examination of colonial popular historical novels: Sharar and Zaydan. Trends in historical novels from the nineteenth century to twenty-first. -Representation of gender as many novels revolve around women. -Historical layers in colonial historical novel: conflict of politics and religion. Suggestions: - clarify connections with the MPhil CLTS project finished by the scholar in order to show development of ideas. Development of project after coursework: -Importance of tafsir as a genre of interpretation in the recreation of faith, as a modern identity.	Shad Naved (S), RadhaChakravarty, Sandeep Singh

				-Historical novel in the recreation of faith as a modern identity. -Novel and contemporary religious movements, particularly tabligh, and modern Urdu TV series. B. Coursework: Finished Guided Reading coursework (4 credits) in MS 2019. **COURSEWORK APPROVED** Learning Arabic – Beginner's level: Quranic Arabic; need for Modern Standard Arabic classes since the main text is a modern Arabic writer. C. First paper: Textual Politics of Faith in Sharar's novel *Firdaus-e-Bareen* Suggestions: - Central idea was commended - Clarify notion of "Islamic history" and "Islam" and Islamic history as a colonial invention. - Clarify the author's using of the novel form: his "modes" and "effects" - Urdu public sphere and the Urdu religious movement needs to be expanded on. Urdu is much more than a linguistic phenomenon. Refer to recent work on Urdu cosmopolitanism by Jennifer Dubrow. - relation between lyric and novel: clarify claims based on these in the paper. - differences from the medieval episteme should be brought out. - copyediting is necessary. D. Keywords: textual form, melodrama, interpretation,	

				mass culture and Urdu public sphere, faith The scholar agreed to follow the advice offered by the RAC.	
2.	Ms JemsyClaries Alex	S195LCL02	20.08.2019	A. The Committee noted that the scholar has completed the prescribed coursework (4 credits of Research methodology in MS 2019). B. The scholar informed the Committee about her preliminary research plan, and the reading she has done so far. C. The Committee observed that the research idea has potential, and deserves to be pursued. Based on the discussion, the scholar was offered the following advice: 1. To explore the practice of transmission of narratives through families of practitioners, via oral texts and performance, in the absence of standard written texts. 2. To go beyond textual study and engage with embodied carriers of form. 3. To include in the introductory chapter an account of the values that the figure of Charlemagne signified for medieval Christian Europe. 4. To trace how these medieval European values have travelled, and been reproduced or altered, in the versions of the Charlemagne myth prevalent in Kerala 5. To address trans-lingual	Radha Chakravarty (S), Anita Cherian, ShelmiSankhil

				and transnational aspects of the transmission of the Charlemagne myth across the Atlantic and the Indian Ocean. 6. To examine how a historical figure such as Charlemagne is used by the medieval Portuguese to produce an imperialist logic. 7. To study how a myth created in the West gets embodied in local performance traditions of Kerala. 8. To incorporate elements of translation in the project of retrieving the text/s of the Charlemagne performances in Kerala. The scholar agreed to follow the advice offered by the RAC.	
3.	Mr Aniruddha Nagaraj	S185LCL02	21.08.2018	A. The scholar informed the committee about the initial stages of his writing, his progress with collection of archival material, as well as his plans for further research. B. Based on the discussion, he was offered the following advice: 1. To trace a genealogy of Basavanna in the Kannada literary tradition, as an iconic symbol for anti-caste movements. 2. To chart this trajectory, focusing on the figure of Basavanna not as a man or a religious icon, but as a cultural archetype in Kannada literature. 3. To relate literary historiography to contemporary political discourses. 4. To connect the argument with the key concepts of the	Radha Chakravarty (S), Shad Naved, Bindu KC

				thesis. 5. To consult the sources suggested for further reading. 6. To combine chronological arrangement with thematic study of source material. The scholar agreed to follow the advice offered by the RAC.	

During the discussion, it was decided that a common format / template of six monthly reports to be used by the school RAC would be prepared by the SCR office. For this purpose, all the schools were requested to send their format to the SCR office, which is being used by them so that a uniform format can be prepared.

c) To note withdrawal of admission of Ms Aashima Rana (PhD CLTS batch 2018; Enrolment no. S185LCL01), PhD CLTS scholar.

The SCR took note of the same and recorded this.

7. To note the six monthly progress report of PhD Batch 2018 of SBPPSE.

The SCR took note of the presentation of six-monthly progress by the students of PhD of SBPPSE (Batch- 2018 to their respective RACs. Details of the scholars are enclosed as Annexure-I

8. Any other matter(s) with the permission of the Chairperson.

I. It was suggested that the Schools whichhave not submitted the number of seats to be offered for admission in the MS 2020, should do the sameafter discussing it in their RSC and report to Chair SCR so that it can be further submitted for AC approval.

II. Dean, SBPPSE raised the requirement of a software to maintain the database of the research students. It was noted that currently approx. 600 students have enrolled in 24 MPhil / PhD programs, which require continuous evaluation throughout their program for course work, Synopsis Approval, Progress Report etc.
In response, Dean (R & C) informed that SCR office has explored some software's and planning to have demo on them by their vendors. It was suggested that a subcommittee of SCR may be constituted to look at the demo of the software. The subcommittee will place its report about the software before the SCR for consideration.

III. Deputy convenor, SCR reported that the technical committee constituted to examine the renewal of Turnitin software met virtually on 22nd May and submitted its recommendations (minutes of meeting) to the competent authority. Following points were the key recommendations of the committee:

1. In terms of the technical capabilities of Turnitin and Urkund, the committee members are of the opinion that Turnitin has significant advantages in terms of its searchability (specifically with repositories that are not open access), user interface, detailed outputs out of the similarity, and in terms of online assessment/grading options).

2. The University has a range of learning scenarios, and a diversity of assessments. The outputs of plagiarism checks/ similarity, needs to be discerned by a faculty member - because similarities can be all kinds and do not contribute to plagiarism. This ability to discern and exclude sections for e.g. bibliography/citations, legal text, quotations, is a decision that only an instructor/supervisor can take due consideration. Plagiarism check cannot not be implemented as a blunt instrument; faculty oversight is critical.

3. The Turnitin licences are used quite intensively by Faculty; several schools have BA assignments/MA Thesis and Project/assignments that are submitted on Turnitin directly for Plagiarism check.

4. At this crucial time in the University Calendar with AES deadlines and large grading work coming in, the licences of Turnitin must be renewed (expiring on 9th June as informed by Dir, IT). There is also a high likelihood that in the coming academic year also, we will rely heavily on online assessment, and there again we will need this support.

5. A detailed Two Bid process may be initiated at a later stage before next renewal in 2021, with technical specifications drawn up and proposals can be invited from vendors, so that by the end of this Annual Extension, we are in a position to award work for subsequent period.

SCR noted the above recommendation for its record.

(Prof.GeethaVenkataraman)
Convenor

(Prof.SalilMisra)
Chairperson

Appendix-10

389

ज्ञान–विज्ञान विमुक्तये

प्रो. रजनीश जैन
सचिव
Prof. Rajnish Jain
Secretary

सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)
बहादुरशाह जफ़र मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002
Ph :. 011-23236288/23239337
Fax : 011-2323 8858
E-mail : secy.ugc@nic.in

D.O.No.F.1-1/2018(Journal/CARE)

December, 2019

Respected Sir/Madam,

University Grants Commission in its 543rd meeting held on 9th August, 2019 approved two Credit Courses for awareness about publication ethics and publication misconducts entitled **"Research and Publication Ethics (RPE)"** to be made compulsory for all Ph.D. students for pre-registration course work (**attached as Annexure**).

In view of the above, you are requested to ensure that the above two Credit courses may be made compulsory for all Ph.D. students for pre-registration course work undertaken in your University from the forthcoming academic session.

With regards,

Yours sincerely,

(Rajnish Jain)

TO THE VICE-CHANCELLORS OF ALL UNIVERSITIES

ANNEXURE

Course Title:

- **Research and Publication Ethics (RPE)**-Course for awareness about the publication ethics and publication misconducts.

Course Level:

- 2 Credit course (30 hrs.)

Eligibility:

- M.Phil., Ph.D. students and interested faculty members (It will be made available to post graduate students at later date)

Fees:

- As per University Rules

Faculty:

- Interdisciplinary Studies

Qualifications of faculty members of the course:

- Ph.D. in relevant subject areas having more than 10 years' of teaching experience

About the course

Course Code: CPE- RPE

Overview

- This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

Pedagogy:

- Class room teaching, guest lectures, group discussions, and practical sessions.

Evaluation

- Continuous assessment will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.

Course structure

- The course comprises of six modules listed in table below. Each module has 4-5 units.

Modules	Unit title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
Practice		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	Total	**30**

Syllabus in detail

THEORY

- **RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)**

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions

- **RPE 02: SCIENTIFICCONDUCT (5hrs.)**

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

- **RPE 03: PUBLICATION ETHICS (7 hrs.)**

1. Publication ethics: definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

- **RPE 04: OPEN ACCESS PUBLISHING(4 hrs.)**

1. Open access publications and initiatives

2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

- **RPE 05: PUBLICATION MISCONDUCT (4hrs.)**

A. Group Discussions (2 hrs.)

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools (2 hrs.)

Use of plagiarism software like Turnitin, Urkund and other open source software tools

- **RPE 06: DATABASES AND RESEARCH METRICS (7hrs.)**

A. Databases (4 hrs.)

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics (3 hrs.)

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

****

393

Appendix-11

डॉ बी आर
अम्बेडकर विश्वविद्यालय दिल्ली

Dr. B.R.
Ambedkar University Delhi

School of Letters

Doctor of Philosophy in Hindi

Transcript

Student's Name:Ragini Sankrit

Enrolment Number:S135DHI01

Year of Enrolment:2013

2013-19	**Dissertation Title**	Hindi Kahani mein Swadhinta Andolan ka chitran: ek Vishleshnatmak Adhyayan
	Course Work	Exempted
	Date of Submission	13 June 2019
	Date of Viva Voce	27 September 2019
	Year of Award of Degree	2019

Dean
School of Letters

Dean
Assessment, Evaluation and Student Progression

394

Prepared by: _____ Checked by: _____ Verified (by Programme Coordinator): _____

395

डॉ बी आर
अम्बेडकर विश्वविद्यालय दिल्ली

Dr. B.R.
Ambedkar University Delhi

School of Human Studies

AUD-CWDS Doctor of Philosophy in Women's and Gender Studies

Transcript of Grades

Student's Name: _____

Enrolment Number: _____

Year of Enrolment: _____

Academic Year/Semester	Course Code	Course Title	Credits	Grade

2020-2021	Dissertation Title	
	Course Work	
	Date of Submission	
	Date of Viva Voce	
	Year of Award of Degree	

Overall Course Work Grade: _____
Overall Course Work Grade Point Average: ____
Completed the Programme

Dean
School of Human Studies

Dean
Assessment, Evaluation and Student Progression

396

TRANSCRIPT GUIDE

CREDIT: Each Credit in a taught course requires one hour of teaching or two hours of Seminar /Group Work/ Laboratory Work/Field Work per week for 16 weeks.

GRADING SYSTEM

Letter grades	Grade Points	Grade Point Range	Qualitative description
A+	10	Greater than or equal to 9.5	Exceptional: performance beyond expectations
A	9	Greater than or equal to 8.5 but less than 9.5	Excellent: demonstrating mastery of all learning or assessment situations
A–	8	Greater than or equal to 7.5 but less than 8.5	Very good: demonstrating mastery of most learning or assessment situations
B+	7	Greater than or equal to 6.5 but less than 7.5	Demonstrating thorough competence in most situations
B	6	Greater than or equal to 5.5 but less than 6.5	Demonstrating moderate competence in most situations
B–	5	Greater than or equal to 4.5 but less than 5.5	Acceptable: showing moderate competence in some situations, minimal competence in others
C+	4	Greater than or equal to 3.5 but less than 4.5	Minimally acceptable: demonstrating minimal competence in most situation while showing scope for improvement
C	3	Greater than or equal to 2.5 but less than 3.5	Not passing and showing considerable scope for improvement or development
C–	2	Greater than or equal to 1.5 but less than 2.5	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts
D	1	Greater than or equal to 0.5 but less than 1.5	Complete lack of engagement or comprehension
F	0	Less than 0.5	Non-participation or invalid/blank answer
AB	0	Absent	Absent or withdrawn from a course

- The passing grade for each course is C plus.
- This is a linear grade point scale ranging from 0 to 10 e.g. 6.4 can be considered equivalent to 64% or Grade B Can be considered to be equivalent to 55% and above but less than 65%.
- AUD-Ambedkar University Delhi
- CWDS-Centre for Women's Development Studies

Prepared by: _____ **Checked by:** _____ **Verified (by Programme Coordinator):** _____

Appendix-12

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

School/Centre proposing the course	SLS
Programme(s)	Mathematics
Course title	Discrete Functional Analysis
Course code	MPCDFA
Total Credits	2 Credits
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	(M Phil And Ph D)
Course coordinator and team	Dr Mradul Veer Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This is a core course proposed as part of the course work of M Phil/ Ph D students. While it has connections to and will serve as prerequisite for some of the elective courses, there is no other course in AUD which covers the material in this 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)
   The subject is accessible to students who have merely a background of Real analysis and Linear Algebra.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Not more than 10 students will be admitted in total to the MPhil and PhD programmes in Mathematics.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   One semester course to be offered in monsoon semester

5. Proposed date of launch: Monsoon semester, 2019.

6. How does the course link with the vision of AUD?
   This course has been developed as the initial core offering in Discrete Functional Analysis for the students wanting to pursue research in the area.

7. **Course Details:**

   Review of function spaces: Metric and Normed Spaces, Banach Spaces, L_p and l_p-spaces, Inner Product spaces, Orthogonality, Hölder and Minkowski Inequalities, Generalised Minkowski Inequality.

   Trigonometric Fourier Series (TFS): The genesis of Fourier series, Convergence of TFS in $L_1[0, 2\pi]$, Dirichlet conditions, Riemann-Lebesgue Lemma, Gibb's phenomenon, The Dirichlet Kernel, Divergence of TFS, Weierstrass's approximation theorem.

   Finite Fourier Analysis: The Fourier Transform, Discrete and Fast Fourier Transform (FFT), Plancherel Theorem, Shannon Sampling theorem.

Wavelet Transforms: From Fourier Analysis to Wavelet Analysis, Brief History of Wavelets, Isometric isomorphism between l_2 and $L_2[0, 2\pi]$, wavelet transform, wavelet series, Basic wavelets (Haar/Shannon/Daubechies), multi-resolution analysis.

References:

(i) G. Bachman, L. Narici and E. Beckenstein, *Fourier and Wavelet Analysis*, Universitext, Springer, New York, 2005.

(ii) G. B. Folland, *Fourier analysis and its applications*, The Wadsworth & Brooks/Cole Mathematics Series, Wadsworth \& Brooks/Cole Adv. Books Software, Pacific Grove, CA, 1992.

(iii) C. K. Chui, *An introduction to wavelets*, Wavelet Analysis and its Applications, 1, Academic Press, Boston, MA, 1992.

(iv) L. Debnath and P. Mikusinski, *Introduction to Hilbert spaces with Applications*, First Printed in India, Elsevier Inc. 2006.

Pedagogy:

a. Instructional strategies:
Classroom lectures and self study

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Not Applicable

c. Expertise in AUD faculty or outside AUD faculty
AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not Applicable

8. Assessment Structure (modes and frequency of assessments):
Written Exam, Seminar/Presentation

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	SLS
Programme(s)	Mathematics
Course title	Approximation Theory
Course code	MPEAT
Total Credits	3 Credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	(M Phil And Ph D)
Course coordinator and team	Dr Mradul Veer Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course has connections to other courses at this level in Analysis, but does not overlap with any other course at this level.

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

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Not more than 10 students will be admitted in total to the MPhil and PhD programmes in Mathematics.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   One semester course to be offered in monsoon semester

5. Proposed date of launch: Monsoon semester, 2019.

6. How does the course link with the vision of AUD?
   This course has been developed as the initial core offering in Approximation Theory for the students wanting to pursue research in the area.

7. **Course Details:**

   Concept of best approximation in a normed linear space, Existence of the best approximation, Uniqueness problem, Convexity: uniform convexity, strict convexity and their relations, Continuity of the best approximation operator.

   Weierstrass theorem, Bernstein polynomials, Korovkin theorem, Algebraic and trigonometric polynomials of the best approximation, Lipschitz class, Modulus of continuity, Integral modulus of continuity and their properties.

   Jackson's theorems and their converse theorems, Approximation by means of Fourier series.

   Positive linear operators, Monotone operators, Simultaneous approximation, Lp-approximation.

References:

(i) E. W. Cheney, *Introduction to approximation theory*, reprint of the second (1982) edition, AMS Chelsea Publishing, Providence, RI, 1998.

(ii) G. G. Lorentz, *Approximation of functions*, second edition, Chelsea, New York, 1986.

(iii) I. P. Natanson, *Constructive function theory*. Vol. I, translated from the Russian by Alexis N. Obolensky, Ungar, New York, 1964.

(iv) H. N. Mhaskar and D. V. Pai, *Fundamentals of approximation theory*, CRC, Boca Raton, FL, 2000.

(v) A. F. Timan, *Theory of approximation of functions of a real variable*, translated from the Russian by J. Berry, translation edited and with a preface by J. Cossar, reprint of the 1963 English translation, Dover, New York, 1994.

(vi) P. P. Korovkin, *Linear operators and Approximation Theory*, Fizmatgiz, Moscow, 1959.

(vii) P. J. Davis, *Interpolation and Approximation*, Blaisdell, New York, 1963.

8. **Pedagogy:**
   a. Instructional strategies:
   Classroom lectures and self study

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   Not Applicable

   c. Expertise in AUD faculty or outside AUD faculty
   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):
   Written Exam, Seminar/Presentation

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

401

Appendix-13

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

Minutes of the 50th Meeting of Standing Committee on Academic Programmes – by circulation on email on 17.05.2020

The following members participated in the deliberations over email:

Prof. Dhirendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Mr. Deepan Sivaraman	Member
Prof. Suchitra Balasubrahmanyan	Member
Prof. Salil Misra	In the Chair
Prof. Praveen Singh	Member
Prof. Sitansu Sekhar Jena	Member
Dr.Suresh Babu	Member
Prof. Bodh Prakash	Member
Prof. Babu P. Ramesh	Member
Prof. Satyaketu Sankrit	Member
Dr. Sunita Singh	Member

The following agenda item was circulated for discussion:

1. **To consider the recommendations of the Board of Studies (BOS) of School of Undergraduate Studies on the following English Courses:**
    i. The Epic
    ii. Modern Movements in European Arts
    iii. Greek Drama
    iv. Fiction into Film

Minutes:

The members of SCAP were familiar with the background and the context of the undergraduate programme at AUD. The Undergraduate (UG) programmes at AUD started from the Dwarka campus in 2010 in two rounds. Economics, History and Psychology started in 2010. English, Mathematics, Sociology and Social Science and Humanities (SSH) started in 2011. The authority bodies of AUD were still in the process of being constituted. The Vice Chancellor obtained a general approval from the Board of Management to start these programmes. The Academic Council and the specific Boards of Studies for each School were constituted subsequently. The structure of the programme and the specific courses were approved by the Academic Council at its 16th and 17th meetings held on 10 and 13 July 2018 and on 16 May 2019, respectively. However, four courses of BA (English) got left out of the discussion due to oversight. These courses have gone through the BOS of SUS at its 6th (held on 25.04.2015) and 7th (held on 15.05.2015) meetings and have already been offered.

After deliberations, the members made the following suggestions:

- For the course "**The Epic**" an explanation of the epics chosen for the course would make the course seem more coherent. Page numbers should be mentioned in the Readings list.

- For the course "**Modern Movements in European Arts**" modules of the course need to be described and the movement itself has to be addressed adequately. There are illustrative and landmark texts/paintings/films etc. which are mentioned in the course description. Co relations between the movement and the work of art should be brought out while transacting the course. The choice of starting the course with Impressionism and ending with The Punk Movement requires a credible justification. This would also clarify what is meant by "modern period" or "modern age" in the field of Art.

- For the course "**Greek Drama**" readings are too heavy. Also book chapters or page numbers for the suggested reading should be clearly mentioned.

- For the course "**Fiction into Film**" the reading list is too long and somewhat unspecific. It needs to be made more student-friendly.

After due deliberation on the suggestions and comments received, the SCAP recommended that course outlines of the above English courses that were transacted in earlier academic sessions be placed in the next meeting of Academic Council for ex-post facto approval.

Also, after incorporating the suggestions, revised course outlines of the courses "The Epic", Modern Movements in European Arts, "Greek Drama" and "Fiction into Film" be placed in the next meeting of Academic Council for consideration.

(Salil Misra)
Chairperson, SCAP

40301

Appendix – 14

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

School/Centre proposing the course	School of Undergraduate Studies (SUS)
Programme(s)	BA English, II Semester
Course title	The Epic
Course code	SUS1EN238
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Optional
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Launched in Monsoon Semester 2013
Course coordinator and team	Amit Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD? If it links with any courses taught in the either SUS or builds up to courses taught at Masters

   This course connects with other SUS courses on Ramayana and Mahabharata and their Retellings. It also connects with other SUS courses on Classical Literature. In many ways, the course equips students for courses like Oral Epics offered at MA level.

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 SUS norms

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

5. How does the course link with the vision of AUD?
The study of epics involves an eclectic and interdisciplinary approach that AUD establishes and advocates in its various modes of transactions. This course also prepares students for various other related courses that further AUD's vision of understanding texts and traditions beyond boundaries or in disciplinary silos.

6. How does the course link with the specific programme(s) where it is being offered?
This course is significant for students of literature as it introduces them to one of the oldest genres of literature. It also introduces them to the oldest texts available to human civilization. Thus, the issues, themes, and debates vis-à-vis literature since antiquity gets highlighted in the study of select texts. Various theories, claims, counter-claims, and debates on themes like oral versus written traditions too become relevant for a better insight on literature.

Course Details: All headings to be filled

a. Summary:

Epic as a form in literature holds a very significant position. As the fountainhead of several other forms and the repository of culture and value system for its people, this age-old form carries in itself a great deal of wisdom and experience, a legacy that is passed on from one generation to the other in all possible ways. To begin with, this course would take up some of the epics and discuss them in the light of the origin of the genre itself. It will enable students to appreciate the reasons behind the endurance of epics and the impact epics have had on the value system we live by. Attempts would also be made to investigate the relationship between epic and other literary genres and discourses. This is in-sync with the interdisciplinary approach that seems indispensable today in literary studies. Also, discussions on oral and folk traditions will be the part of the analysis of the chosen texts. The debates pertaining to oral versus written traditions as also the "discovery" and "recovery" of epics will also be considered so as to facilitate discussions on the understanding of the epic genre.

b. Objectives:

The objective of this course is to sensitize students towards the significance of the epic in our routine lives and to familiarize them with the form of the epic. The epic is a living form that not only shapes our colloquial perceptions and language but also provides daily allegories for us to make sense of our surroundings. Keeping these features of the epic genre in mind, this course introduces the students to some of the significant and representative epics across different cultures and ages. This course also takes into account the gaps generally seen in the process of syllabus-making in India. In the process, one expects the students to draw parallels between these epics and the ones with which they have grown up. The course would also prepare them for some of the other courses on epic.

c. Expected learning outcomes: Through the reading and interpretation of select texts, students will be encouraged to understand the chief characteristics of epic genre. They will also be encouraged to investigate the epic traditions that are part of their consciousness through an informed engagement with their implications. Students would be expected to understand the debates surrounding oral versus written traditions as well as the nuances of poetic sequence/ epic cycles that encompass particular moments that have shaped human history. They will also be encouraged to investigate the processes through which epics get adapted by newer media and genre. Thus, they will be acquainted with the requirements of other courses on epic, especially the ones on retellings of epics.

d. Overall structure (course organisation, rationale of organisation; outline of each module): The course is divided into the following modules:

I. Introduction: Lectures on Origin and Development of Epic Tradition, Primary and Secondary Epics, Oral versus Written Traditions, Epic Cycles, and Epics in Our Times would introduce the students to the epic tradition, along with illustrating the aims and objectives of this course.

II. *The Epic of Gilgamesh*: This epic that happens to be the oldest extant and decipherable text available to human civilization seems a significant point of departure for two reasons: 1) Since its discovery in the mid-19th Century, this epic has opened up new windows to the study of epics otherwise confined to the Greek epics, and thus pushed the focus on epic traditions to further east, & 2) The collated cycles of Gilgamesh stories that present to us "the first tragic hero" and grapple with the issues and concerns that range from the ecological to psychological, historical to social, mundane to ethereal, ephemeral to permanent, and fears of the common men to the quest motif of great heroes. The discovery of this epic has been a defining moment in the literary and it introduces the students of literature to all the key concepts related to the study of epics.

III. *The Iliad*: Homer's *The Iliad* based on the Trojan Poetic Sequence is an indispensable text in any course on epics. Apart from its established literary merit that comprises the fascinating oral tradition reflecting the events and deeds of "great heroes" from about 1500 BC to 500 BC, it presents the "contrasts and conflicts" of the Greek World, a cultural matrix comprising different cultures and languages coupled with significant literary traditions.

IV. *Cilappatikaram: The Tale of an Anklet*: This epic introduces students to a tradition where the focus shifts from west to east as well as men to women as central agents and voices in the epic tradition. This also introduces students to the South Indian poetics and literary traditions, while substantiating how native

elements, both human and non-human, form the crux of civilizational aspirations and resilience. The apotheosis of Kannagi, the heroine of this epic, introduces various gender questions significant for the students of literature.

Reading list

Atikal, Ilanko. *Cilappatikaram: The Tale of an Anklet*. Trans. R. Parthsarathy. New Delhi: Penguin India, 2004, Page 1-440.

Konstan, David and Kurt A. Raaflaub. *Epic and History*. Oxford: Blackwell Publishing, 2010, Page 1-44.

Dawood, N. J. Trans. *Tales from the Thousand and One Nights*. London: Penguin, 1973, Page 7-23, 106-112, 243-302, 372-407.

Dutt, Michael Madhusudan. *Meghnad Badh Kavya*. Trans. Clinto B. Seely New York: Oxford University Press, 2004, Page 28-81.

Foley, John Miles. *A Companion to Ancient Epics*. Oxford: Blackwell Publishing, 2005. Page 1-19, 196-245, 302-329, 386-396.

George, Andrew. Trans. *The Epic of Gilgamesh*. London: Penguin, 2003, Page 10-208.

Heaney, Seamus. Trans. *Beowulf: A New Verse Translation*. New York: W. W. Norton & Company, Inc., 2000, Page 1-102.

Homer. *The Iliad*. Trans. E. V. Rieu. London: Penguin, 2003, Page 7-479.

King, Katherine Callen. *Ancient Epic*. Malden: Wiley & Blackwell, 2009, Page 1-80, 189-192.

Knight, W. F. Jackson. *Many-Minded Homer*. Melbourne: Allwin & Unwin, 1968, Page 30-56, 156-170.

Pickett, Niane. Trans. *Sundiata: An Epic of Old Mali*. New Jersey: Prentice, 2006, Page 16-84.

Sharma, Vishnu. *The Panchatantra*. Trans. Patrick Olivelle. New York: Oxford University Press, 1997, Page IX-36, 146-159.

Watson, Burton and Haruo Shirane. Trans. *The Tales of the Heike*. New York: Columbia University Press, 2006, Page 1-170.

Assessment structure* (modes and frequency of assessments):

S. No.	Assessment	Period in which the	Weightage

		assessment will take place	
1.	Class Test	In the First Week of September	10%
2.	Mid-semester Exam (involves open book exam)	As per AUD Calendar	25%
3.	End-Semester Exam	As per AUD Calendar	25%
4.	Class Presentation	In the Last week of October	25%
5.	Question Bank	Throughout Semester	15%

a. Instructional strategies: How it is taught?
Class lectures and discussions around the prescribed readings/texts, coupled with intense investigations through tutorials.

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

c. Expertise in AUD faculty or outside:
Within AUD additional expertise is available in History, CLTS, and SCCE.
Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

Amit Singh
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:

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

408

Signature of the Dean of the School

AUD's vision at establishing an inter-artistic and interdisciplinary mode of study and explication of texts informs the vision of this course too. Therefore, it is in-sync with the ideals and visions of AUD that encourages new experiments in pedagogy and curriculum building.

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

The study of literature is better informed by an overall understanding of other modes of artistic expressions. This is true in case of modern paintings too that influenced heavily the modern poets and authors. Thus, this course seems significant for BA English students for whom this course is primarily offered.

7. Course Details: All headings to be filled

a. Summary:

This course has been designed in keeping with AUD's emphasis on inter-disciplinarity. Literature does not exist in isolation and has important linkages and overlaps with the visual and performance arts. These arts have always responded to changes in the social and cultural milieu through movements which have often changed the direction that the two disciplines have taken in their growth. Born out of contemporary events, changes or radical reactions by artists and writers, these movements may not been long-lasting. However, their impact has often been intense enough to create ripples in the world of art and literature. This course will look at some of the dominant movements in the arts and literature through some representative texts and try to ascertain the influence and commonalities that run between the two. Through this course students will be able to take a more holistic view of literature and appreciate the ways in which the arts and literature respond to social and cultural changes.

b. Objectives:

The course will study some of the major movements that have taken place in the visual arts (painting/sculpture) and in the performance arts (music/drama/cinema) in conjunction with the literature written during modern period. While movements in painting, music, and popular culture have found their literary echoes, literature too has found its shadows etched on the canvases and the notes of music. This course will study the modern movements in literature and in the arts in an attempt to understand the twentieth century. The texts will consist of paintings, music pieces and literary works that are representative of prominent movements in the arts and literature in order to undertake a comparative study of how the texts of the different disciplines complement each other and also explain the modern age.

c. Expected learning outcomes:

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

School/Centre proposing the course	School of Undergraduate Studies (SUS)
Programme(s)	BA English, IV Semester
Course title	Modern Movements in European Arts
Course code	SUS1EN241
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Optional
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Launched in Winter Semester 2014
Course coordinator and team	Amit Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD? If it links with any courses taught in the either SUS or builds up to courses taught at Masters

   The course connects with BA English courses like Modernism, Victorian Age through Paintings and Poetry, along with the courses offered in SCCE.

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 SUS norms

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

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

To begin with students are expected to understand the interdependent relationship between modern movements and modern art. Through representative texts of each movement, the students would be able to understand the modern period through a wider perspective, along with developing a sense of appreciation for artistic expressions. An overall understanding and appreciation of artistic expressions is expected to improve in the students.

d. Overall structure (course organisation, rationale of organisation; outline of each module):
This course is intended to be transacted through direct classroom teaching including time for assessments, presentations etc. However, attempts would be made to visit National Gallery of Modern Art in New Delhi, along with other such places for a better insight on modern art. This course is an inter-disciplinary course with paintings, sculptures, and songs as texts. These texts are shared with students using Cloud technology, specifically through Google Drive as well as DVDs distributed in class. AUD's ERP can also be used for sharing these resources. The course is divided into following modules:

Impressionism and Post-Impressionism: Beginning in the 19th century with Monet's *Impression, Sunrise*, the Impressionist movement seized as well as inspired "the moment" of experiment and rebellion against the dictates and confines of art academies and salons. In that sense it is rightly regarded as the first modern movement in art, and thus it becomes the obvious choice to begin this course. Impressionism attempted to capture the realities, "impressions" to be précise, in the outdoors with the belief that we see only the reflections of light. The dissent against the movement's ideology and practice comes from its own members, later to be identified as post-impressionists. This also makes it pertinent to see this module as an indispensable point of entry to this course. This module will facilitate discussions on the following texts:

Monet's 'Water Lilies' at L'Orangerie (Paintings)
Paintings of other artists like Renoir, Degas, Manet, Pissarro, Morisot, and Cassatt.
Georges Seurat's painting: 'A Sunday Afternoon on the Island of La Grand Jatte' (1884)

Expressionism: A revolt against bourgeois world and worldviews with the genius of pioneers like Vincent van Gogh, Franz Kafka, Edvard Munch, et al, expressionism highlights the similarities between literature and arts in its attempts to deal with the alienation and meaninglessness of life in the conventional bourgeois ways and world. This module introduces students to these sites of convergence in/ through the hapless and helpless existence. This module will facilitate discussions on the following texts:

Franz Kafka's "The Metamorphosis" (1915) (short story)
Edvard Munch's 'The Scream' (1893) (paintings)

Paintings of Vincent van Gogh, chiefly the 'Sunflowers' (1888-9), 'Starry Night' (1889) and 'The Bedroom in Arles' (1888)

Cubism: Regarded as the most radical break from the traditions and conventions in arts and artistic expressions, this avant-garde movement is considered outright modern in its style and practice, wherein the geniuses like Picasso advocated and practiced reassembling the parts of an object into newer combinations, especially the geometrical combinations, to present and perceive reality in newer forms. This module will facilitate discussions on the following texts:

Paintings of Pablo Picasso, chiefly 'Les Demoiselles d'Avignon' (1907), 'Girl with a Mandolin' (1910), and 'Guernica' (1937).

Surrealism: Relying on unexpected, "bizarre", far-fetched, and shocking comparisons and impositions of objects to present realities as they exist within the interiors of mind, and by corollary imagination, this movement brings in the modern experiment via different artistic means and media. This module will facilitate discussions on the following texts:

The Phantom of Liberty (1974) by Luis Buñuel (film)
The paintings of Salvador Dali, chiefly 'The Persistence of Memory' (1931), 'Metamorphosis of Narcissus' (1937), 'The Great Masturbator' (1929), and 'The Disintegration of the Persistence of Memory' (1954).

Pop Art: Originating in England and later developing in America, this art movement blurs the boundary between the "high" and the "low", "elite" and the "mundane", to bring newer experiments in reassembling and juxtapositions in art. It's also seen as a link between the European arts to its influence beyond the fixed boundaries of geography, politics, art, and capital all at once. Thus this module establishes different spaces, both actual and abstract, in an attempt to understand the extensive meanings of the modern movement. This module will facilitate discussions on the following texts:

The paintings of Andy Warhol, chiefly the Marilyn Monroe silk-screens, the Soup Cans and Coke paintings

Harlem Renaissance: A new beginning in the history of African American literary and artistic expressions that celebrated the aesthetics and aspirations of the otherwise marginalized and stereotyped community. Both defined by as well as defining the features of the modern project, the Harlem Renaissance had a major impact on the emerging and newer trends in culture, art and literature in America, reflecting continuities and break with those in the Europe. This module will facilitate discussions on the following texts:

"Mood Indigo" and other jazz by Duke Ellington
"Harlem" (1951) and "I, too" (1926) by Langston Hughes
Paintings by Aaron Douglas, Palmer Hayden, and Jacob Lawrence
Sculptures by Augusta Savage and Meta Warrick Fuller

The Beat Generation: Appropriating the suggestive label of "beat" to indicate the social injustice as well as rhythm and ecstasy, most often under the influence of hallucinating substances, this movement takes issues and concerns, like homosexuality and chastity in artistic expressions, to highlight the concerns and resilience of the voices otherwise marginalized and "othered". This movement also brings together the angst of the youth of both Europe and America. This module will facilitate discussions on the following text:

Allen Ginsberg "Howl" (1956)

The Punk 'Movement': An eclectic counter-culture, perhaps best illustrated in music, "punk" can be seen as a suitable point of closure for a course concerned with the movements that rejected traditional norms and conventions of artistic practice and aesthetics. Through some select songs this course concludes with the culmination of a counter-culture that gets reflected not just in art but also the various ways in which one rejects what is served as infallible and unquestionable "mainstream". This module will facilitate discussions on the following texts:

'God Save the Queen' (1976) by the Sex Pistols (song) and other Punk songs by the Sex Pistols and The Clash

Reading list

Adams, Laurie Schneider. *A History of Western Art*. Rev. 4th ed. Boston: McGraw-Hill, 2008. Print.

Bischoff, Ulrich, and Michael Hulse. *Edvard Munch: 1863-1944*. Köln: Taschen, 2000. Print.

Bismarck, Beatrice Von., Peter H. Feist, and Ingo F. Walther. *Impressionist Art, 1860-1920*. Köln: Taschen, 1997. Print.

Ginsberg, Allen. *Howl, and Other Poems*. San Francisco: City Lights Pocket Books, 1956. Print.

Groom, Gloria Lynn. *Impressionism, Fashion, & Modernity*. Chicago: Art Institute of Chicago, 2012. Print.

Heinzelman, Kurt, and Thomas F. Staley. *Make It New: The Rise of Modernism.* Austin, TX: Harry Ransom Humanities Research Center, 2003. Print.

Howl. Radiant Cool, 2010. Film.

Hughes, Langston. *Vintage Hughes*. New York: Vintage, 2004. Print.

Hutchinson, George. *The Cambridge Companion to the Harlem Renaissance*. New York: Cambridge UP, 2007. Print.

Kafka, Franz. "The Metamorphosis" Tr. David Wyllie. Project Gutenberg. Web.

Kemp, Martin. *The Oxford History of Western Art*. Oxford: Oxford UP, 2000. Print.

Kuhn, Gabriel. *Sober Living for the Revolution: Hardcore Punk, Straight Edge, and Radical Politics*. Oakland, CA: PM, 2010. Print.

Morgan, Bill. *The Typewriter Is Holy: The Complete, Uncensored History of the Beat Generation.* New York, NY: Free, 2010. Print.

Rosenblum, Robert. *Cubism and Twentieth-Century Art*. New York: Harry N. Abrams, 2001. Print.

Trier, Anne, and Uta Grosenick. *Cubism*. Köln: Taschen, 2009. Print.

Note: Students will be encouraged to investigate through presentations etc some of the modern artistic expressions across genres from other traditions, like Russian and Eastern Europe, as well as movements in architecture, photography, murals and classical music. These texts/ traditions would be taken up for discussions in tutorials too.

Assessment structure* (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Class Test	In the First Week of September	10%
2.	Mid-semester Exam (Involves open book exam)	As per AUD Calendar	25%
3.	End-Semester Exam	As per AUD Calendar	25%
4.	Class Presentation	In the Last week of October	25%
5.	Question Bank	Throughout Semester	15%

a. Instructional strategies: How it is taught?
   Class lectures and discussions around the prescribed readings/texts, coupled with intense investigations through tutorials.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   None
c. Expertise in AUD faculty or outside:

Within AUD additional expertise is available in SCCE and School of Design.
Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
None

Amit Singh
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:

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

Signature of the Dean of the School

416

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Greek Drama
Course code	SUS1EN234
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2016
Course coordinator and team	Shiv Kumar

1. Does the course connect to, build on or overlap with any other courses offered in AUD? If it links with any courses taught in the either SUS or builds up to courses taught at Masters

   No, this module is based on initiating reading on Drama which is carried forward by the Shakespeare Course in 6th Semester and Modern World Drama in 5th Semester. As a result it becomes a precursor to a course on Modern Indian Drama taught in MA English programme. However, the MA course is pitched at a much advanced stage and is more theoretical in nature.

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 SUS norms

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

   Semester long

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

   The course has been designed keeping in mind AUD's vision of dismantling hierarchies in all forms and exposing students to various forms of writings that includes classical writings as well. The choice of plays from Greek Society will expose students to a range of dramatic literary expressions and introduce to Tragedy, Greek Tragedy, Comedy, Tragic-Comedy, women and marginalized sections of Greek Society and their importance in their day to day

life. The course includes plays written by Greek playwrights that engage students to explore how some of the dramatic and theatrical traditions of the Greek world and how they led to the development of dramas in West.

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

The BA English Programme at AUD does not conform to existing Literary Studies programmes in many Indian universities. Unlike a chronological, period wise study of any one literature, the programme is structured around fields of study like genres, marginalized literatures, alternative forms of creative expressions like cinema, graphic arts, etc. A study of genres is an essential part of the program. The study of Greek Drama will expose students to the beginning of literary tradition in Greek culture that they explore from multiple perspectives. Their dramatic conventions will be explored and how it develops multiple perspectives to analyze texts from multiple perspectives like, marginalized section, women, supernatural beings etc., would be discussed. This genre will help the students to have a solid base about dramatic conventions that are explored in dramatic forms today.

7. Course Details: All headings to be filled

a. Summary: The course introduces students to Greek drama written by classical writers through English translations. It will familiarize students with realism, existentialism, social criticism and concepts of Tragedy, comedy and tragic-comedy. The course would benefit students by engaging them with a particular genre of literature in depth.

b. Objectives: The course aims to introduce students of English literature specifically to the literary genre called drama translated in English language. By the end of the course the students should be able to analyse drama more critically and creatively. Also the choice of drama from Greek culture in English translation will expose students to different cultures.

c. Expected learning outcomes: The outcomes will be as follows:

i. Develop critical thinking and writing skills
ii. Analysing primary texts
iii. Synthesising ideas discussed in class with their reading of texts
iv. Knowledge of literatures other than those written by postcolonial dramatists

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

The course is divided into three modules. At least one text from each module will be taken up for detailed study in class. Other plays may be discussed during class presentations.

Module I| Introduction to Greek Civic Society:

The theatrical culture as Greek Drama flourished in ancient Greek from 700 BC and later became an institutionalised part of a festival of Dionysia, in the honour of god Dionysus. The festival has cultural, political and military significance in the Greek Society. Tragedy, comedy

and satire as three dramatic genre emerged in the process. These forms of expressions explored Greek society and through their representation produced a critique of the society.

Aristotle. *Poetics*. Trans. Malcom Heath. Penguin Classic, 1997.

Frost, Frank. *Greek Society*. Wadworth Publishing, 1996

Module 2: Tragedies and tradition of play writings

Greek Theatre and its dramatic tradition that transforms the experience of spectacle that produces desired effects on audience will be discussed in this module. Intensive analysis of both the texts will be done to understand the application of dramatic theory of Aristotle and their applicability to both the writers. In this module students will study the theatrical conventions of Aristotle and how or whether Sophocles and Euripides conform to them to add different meaning to the conventions.

Sophocles. *Oedipus Tyrannus*. Trans. Luci Berkpwitz and Theodore F. Brunner. Norton Critical Edition, 1966.

Euripides. *Medea* in *Medea and other Plays*. Trans. Philip Vellacott. Penguin Classic, 1963.

Aeschylus. Agamemnon. The Oresteia: Agamemnon, The Libation Bearers: The Eumenides. Trans. Robert Fagels and W. B. Stanford. Penguin Classic, 1984.

Module 3: Comedy

Comedy as a genre was performed in Greek theatre from 6th century BC onwards and the music and dance of Dionysia was central to the performances. It gave insights into the contemporary playwrights and writings, poked fun of politicians, philosophers and fellow writers with a comic touch. It also gives insights into the Greek Society, social structure, role of women, position of women, political institutions, legal system, religious practices and worldview, education and warfare that determined their lives in Greek society. This module will take up any one representative play from this dramatic tradition.

Aristophanes. *Lysistrata* in *Lysistrata and Other Plays*. Trans. Alan H. Sommerstein. Penguin Classics, 2003.

- *Clouds*

Plautus. *Pot of Gold* in *The Pot of Gold and Other Plays*. Trans. E. F. Watling. Penguin Classic, 2004.

Suggested Secondary Readings:

Angnostoppoulos, Georgios. *A Companion to Aristotle*. Wiley-Blackwell, United Kingdom. 2009.

Easterling, P. E. *The Cambridge Companion to Greek Tragedy*. Cambridge University Press, UK. 1997.

Smith, Tyler Jo. & Dimitris Plántzos Ed. *A Companion to Greek*. Art Vol. II. Wiley-Blackwell Publishing, United Kingdom. 2012.

Vickers, Brian. *Comparative Tragedy, I: Towards Greek Tragedy*. Longman Paperback, United States of America. 1973.

Woodard, Roger D. Ed. *The Cambridge Companion to Greek Mythology*. Cambridge University Press, United Kingdom. 2007.

For the course "Greek Drama" readings are too heavy. Also book chapters or page numbers for the suggested reading should be clearly mentioned.

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Class Participation	Throughout the semester	10%
2.	Mid-semester Exam	Mid-February	30%
3.	Home Assignment	Mid-March	10%
4.	Class Presentation	Mid-April	20%
5.	End-semester Exam	As per AUD academic calendar	30%

e. Instructional strategies: How it is taught?

Although lecture method will be used for teaching the course students would be expected to participate in class discussions which will be graded as 10% of their assessment.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with a good audio/video system required. Some of the plays will be screened during classroom discussion.

g. Expertise in AUD faculty or outside:

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

Shiv Kumar

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:

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

Signature of the Dean of the School

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours) with Major in English
Course title	Fiction into Film
Course code	SUS1EN242
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Launched in Monsoon 2012
Course coordinator and team	Usha Mudiganti

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   There are courses within the BA and MA English programmes which deal with adaptation of literary texts into cinema. In the BA English programme there are courses such as Literature and Cinema, Understanding Cinema and Shakespeare on Screen which are courses on the relationship between literary texts and film.

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 SUS norms

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

5. How does the course link with the vision of AUD?
   AUD's vision of developing the ability to critically connect with the social and cultural world is facilitated by this course which examines the interface of the popular and the literary.

6. How does the course link with the specific programme(s) where it is being offered?
   The BA English course envisions literary studies as extending to popular and cultural texts such as cinema, song and performance. Through this course, which focuses on the relationship between literary texts and their cinematic renditions, the student of literature is not only introduced to the concept of studying a cinematic text through the lens of literature but also gets the opportunity to learn about adaptation, appropriation and translation thereby broadening the scope of literary studies.

7. Course Details: All headings to be filled

a. Summary: The course is anchored on the relationship Indian cinema shares with literature; especially with fiction and folk tales. Cinema seems to have been one of the media into which literary texts have been rendered quite often. The cinematic text becomes the vehicle for a broader dispensation of the story and the sentiment of the literary text. In the case of a text like Sarat Chandra Chattopadhyay's *Devdas*, with various cinematic adaptations, the emergence of a potent Indian archetype can be seen. The course will be transacted in a manner which would make the undergraduate student conversant with the issues arising from translating a literary text into a cinematic text and the politics of adaptation and appropriation will also be examined. The selections of the texts for class discussion have been made to foreground the relationship of popular Indian cinema with a sense of Indian nationalism.

b. Objectives: This course is designed to allow the undergraduate student to understand the synchronous relationship literature shares with the other arts within the Indian context.

c. Expected learning outcomes: Through this course, the student of literature would be expected to gain some understanding of the politics of translation across media, adaptation and appropriation through an in-depth study of a few literary texts which underwent cinematic adaptations across the Indian sub-continent.

d. Overall structure (course organisation, rationale of organisation; outline of each module):
Only **three** of the following list of literary texts and their cinematic adaptations will be taken up for intensive discussion in class each time the course is transacted and the students will be encouraged to pick one text and its adaptation for a class presentation.

1. **Module 1**: Introduction: This module will introduce the concept of adaptation and appropriation through class discussions on the following:
Excerpt from Sanders, Julie. *Adaptation and Appropriation*. London: Taylor and Francis, 2005.
Excerpt from Vasudevan, Ravi. *Making Meaning in Indian Cinema*. Delhi: OUP, 2000.
Excerpt from Gokulsing, K. Moti and Wimal Dissanayake. *Routledge Handbook of Indian Cinemas*. Oxon: Routledge, 2013.

2. **Module 2**: Addressing social issues: In this module, a literary text and its cinematic rendering will be studied to analyse the ways in which an Indian societal issue would be addressed in different ways by the two media. Only **one** of the following pairs of texts would be taken up for a focused class discussion:
Tagore, Rabindranath. *Chokher Bali*. (1903). Trans. Radha Chakravarty. New Delhi: Vintage, 2012.

and

Ghosh. Rituparno. Dir. *Chokher Bali*. 2003.

OR

Tagore, Rabindranath. "The Broken Nest". (1901). *The Broken Nest and Other Stories*. Trans. Sharmistha Mohanty. Delhi: Tranquebar, 2009.

and

Ray, Satyajit. Dir. *Charulata*. 1964.

OR

Bedi, Rajinder Singh, *Ek Chadar Maili Si*. (1965). Trans. Khushwant Singh. New Delhi: Orient Paperbacks, 1967.

and

Dhadda, Sukhwant. Dir. *Ek Chadar Maili Si*. 1986.

3. **Module 3**: Indian nationalism in literature and cinema: This module will focus on the issue of nationalism in Indian literature and cinema through **one** of the following pairs of texts:

Premchand. "Shatranj ke Khiladi". (1924). New Delhi: Prabhat Prakashan, 2007.

and

Ray, Satyajit. Dir. *Shatranj Ke Khiladi*. 1977.

OR

Tagore, Rabindranath. *The Home and the World*. (1916) Trans. Sreejata Guha. Delhi: Penguin, 2005.

and

Ray, Satyajit. Dir. *Ghare-Baire*. 1984.

OR

Singh, Khushwant. *Train to Pakistan*. (1956). Delhi: Penguin, 2007.

And

Rooks, Pamela. Dir. *Train to Pakistan*. 1998.

4. **Module 4**: Adapting into popular cinema: This module will look at the transformations the literary text undergoes when it is adapted into popular cinema through **one** of the following pairs of texts:

Chattopadhyay, Sarat Chandra. *Devdas*. (1917). New Delhi: Penguin, 2002.

and

Bhansali, Sanjay Leela. Dir. *Devdas*. 2002.

OR

Narayan, R. K. *The Guide*. (1958). New Delhi: Penguin, 2006.

and

Anand, Vijay. Dir. *Guide*. 1965.

OR

Ruswa, Mirza Hadi. *Umrao Jan Ada*. (1899). Trans. Khushwant Singh and M A Husaini. New Delhi: Orient Paperbacks, 1970.

And

Ali, Muzaffar. Dir. *Umrao Jaan*. 1981.

Supplementary Reading:

An essay or chapter may be taken up for discussion from the following books:

Gopalan, Lalitha. *Cinema of Interruptions*. London: BFI Publishing, 2002.

Lal, Vinay and Ashis Nandy. *Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema*. Delhi: OUP, 2006.

Virdi, Jyotika. *The Cinematic ImagiNation: Indian Popular Films as Social History*. Rutgers: Rutgers UP, 2003.

Additional texts for presentations and term papers:

Students will be encouraged to add newer pairs of literary and cinematic texts to the following list for the assessments mentioned above:

Bond, Ruskin. *The Blue Umbrella*. (1980). New Delhi: Rupa, 1992. Print.

----. *A Flight of Pigeons*. (1980). New Delhi: Penguin, 2002. Print.

Chattopadhyay, Sarat Chandra. *Parineeta*. (1914). New Delhi: Penguin, 2005. Print.

Chatursen, Acharya. *Dharmaputra*. New Delhi: Rajpal and Sons, 2014. Print.

Devi, Mahasveta. *Hazaar Chaurasi ki Maa*. (1974). Trans. Samik Bandhopadhyay. New Delhi: Seagull Books, 2014. Print.

Hamid, Mohsin. *The Reluctant Fundamentalist*. Orlando, Florida: Harcourt Publishing Company, 2007. Print.

Mishra, Keshav Prasad. *Kohbar Ki Shart*. New Delhi: Rajkamal Prakashan, 2007. Print.

Pillai, Thakazhi Sivasankara, *Chemmeen*. (1956). Trans. Anita Nair. New Delhi: Harper Perennials, 2011. Print.

Pritam, Amrita. *Pinjar*. (1950). Trans. Khushwant Singh. New Delhi: Tara Press, 2009. Print.

Rushdie, Salman. *Midnight's Children*. (1981). London: Vintage, 2012. Print.

Sidhwa, Bapsi. *Ice-Candy Man*. (1988). New Delhi: Penguin, 1989. Print.

Tagore, Rabindranath. "Kabuliwallah". *Kabuilwallah Stories*. Trans. William Radice. Delhi: Penguin, 2011. Print.

Film

Barjatya, Sooraj. *Hum Aapke Hain Kaun*. 1994.
Barua, Pramathesh. Dir. *Devdas*. 1936.
Bhansali, Sanjay Leela. Dir. *Devdas*. 2002.
Bharadwaj, Vishal. Dir. *The Blue Umbrella*. 2005.
Benegal, Shyam. Dir. *Junoon*. 1979.
Chopra, Yash. Dir. *Dharmputra*. 1961.
Dwivedi, Chandraprakash. Dir. *Pinjar*. 2003.
Ganguly, Anil. Dir. *Sankoch*. 1976.
Gupta. Hemen. Dir. *Kabuliwala*. 1961.
Kashyap, Anurag. Dir. *Dev.D*. 2009
Kariat, Ramu. Dir. *Chemmeen*. 1965.
Mehta, Deepa. Dir. *Earth*. 1998.
-----. Dir. *Midnight's Children*. 2013.
Nag, Hiren. Dir. *Nadiya ke Paar*. 1982.
Nair, Mira. Dir. *The Reluctant Fundamentalist*. 2013.
Nihalani, Govind. Dir. *Hazaar Chaurasi ki Maa*. 1998.
Sarkar, Pradeep. Dir. *Parineeta*. 2005.
Sinha, Tapan. Dir. *Kabuliwala*. 1957.
Ray, Satyajit. Dir. *Shatranj Ke Khiladi*. 1977.
Roy, Bimal. Dir. *Devdas*. 1955.
Roy, Bimal. Dir. *Parineeta*. 1953.
Vedantam, Raghavaiah. Dir. *Devdas*. 1953.

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Mid-Term Examination	Middle of March	30%
2.	Class Presentation/ Term Paper	Early April	30%
3.	End of Term Examination	End of April	40%
4.			

e. Instructional strategies: How it is taught?
Film screening and discussion of the film and the literary text
f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with good projection and sound facilities, copies of the films and books in the AUD library
g. Expertise in AUD faculty or outside:
Faculty within SOL and SCCE who work in film studies
h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Usha Mudiganti
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:

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

Signature of the Dean of the School

426

Appendix-15

Agenda Papers for the Academic Council

SGA courses for MS 2020

Table of Content

	Agenda Item	Page No.
	Core Courses of BA Sustainable Urbanism	
1.	Claims to the City	2-12
2.	Cities and Waste	13-22
3.	Mapping and Visualization 1	23-30
	Core Courses of BA Global Studies	
4.	Political Economy of Labour and Work	31-38
5.	Political Economy of Global Institutions	39-49
6.	The Age of the Digital Global	50-62
	Core Courses of BA Social Sciences and Humanities (Literary Humanities)	
7.	Myths, Rumours and Conspiracies	63-71
8.	Ways of Seeing	72-81
	Elective course for BA programmes	
9.	Business in a Globalised World	82-91
10.	Beginners Chinese 5	92-97
11.	Beginners French 5	98-103
	Elective courses for MA programmes	
12.	Anthropology of Infectious Diseases	104-116
13.	Contemporary Buddhism	117-126

428

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Claims to the City
Course code	SGA1SU301
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for BASU
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Dr. Rachna Mehra (Coordinator)

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

   The course is intended for the students of BA 5th Semester and incrementally adds to the earlier taught courses namely 'Urban Worlds' and 'Governing the City' which falls in the domain of Urbanism and Governance in the BASU program structure. As a sequel, this course examines the idea of belonging to and claiming resources from within the cities which have led to the emergence of identity, social collective or dissident movements.

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

   No requirement

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

   The entire cohort of BASU will enroll in the course.

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

5. **Proposed date of launch:** Monsoon 2020

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

The course sensitizes students to the fact that how one inhabits the city may be at variance if not completely autonomous from the way it is planned, built and governed. It relates to the vision of AUD as it underpins the idea of spatial justice through movements which seek a dignified existence for all the city dwellers. It is pertinent for Urban Studies program in SGA as it draws from research spanning across the globe where different social movements have laid claims to spaces based on the slogan 'Right to the City'.

7. Course Details:

a. Summary

The aim of the course is to develop a perceptive understanding of how people shape cities and in turn how they are molded by cities. It approaches analytically the idea that makes a distinction between cities of, by and for the people.

Keeping this dynamic process in mind, the course is organized around five units. The introductory module on Urban Contestations lays out the generic claims, congruence and conflict of interests which exist in cities across the world. The next module highlights these divergent sets of issues through the attempts made to improve and aesthetically organize the city where obsession with the outward form took precedence over reflection on the functional aspects of the space. This is further explored in the next module on spatial justice where analytical framework of approaching, engaging and representation of place intersect with the experience of different set of urban dwellers. The next module on poetics of space looks at the modes of subversion through artistic expression of graffiti, wall art and street plays which are alternate ways of laying claims to a space. The final module focuses on how cities of the people (conceived and implemented through Master Plans and political decisions) should be envisaged for and by the people.

b. Objectives

- To develop an understanding of cities from the viewpoint of its inhabitants who may be born there or come in as immigrants.
- To understand the idea and activism produced from 'Right to the City' for the survival of marginalized in urban spaces.

- To discern the role of visible objects like public art, displays, graffiti and commercial billboards in expressing the sense of belonging in cities.

c. Expected Learning Outcome:

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

- Critically analyze the bureaucratic model of planning.
- Identify and document alliances / conflicts / solidarities emerging in a space
- Bring out the concerns emerging from their neighborhood
- Present the alternative formulation or a 'plebian' plan at a public platform/to policy makers

d. Overall structure:

This course is organized around five units.

	Topic / Unit	Duration
1.	Urban Contestations	3 weeks
2.	City Beautification: Visual Fantasy, Sordid Reality	2 weeks
3.	Spatial Justice	3 weeks
4.	Poetics of Space	2 weeks
5.	Cities for People	2 weeks

e. Contents

Unit 1. Urban Contestations

The City exists at the intersection of various coordinates which connects individuals, communities, ideologies, urban imaginaries, governance and institutions. The introductory module will look at the aspects of urban experience of cities across different geographies and cultures. At present the city is shaped by capitalist processes which have intensified the urban inequalities in the form of gentrification, displacement, segregation and ghettoization. A homogeneous

neighbourhood is replacing the idea of heterogeneous locality. A comparative study of urban disparity spanning global cities of 'North' and 'South' will help in discerning how different fault lines are embedded in social and physical landscape.

Required Readings

- J. Robinson (2006), Ordinary Cities: Between Modernity and Development, Rutledge, pp.93-115.
- M. Davis (2006), Planet of Slums, Verso, pp.151-173.
- Notes from Besiged Neighbourhoods, Nangla's Delhi – Cybermohalla Practitioners https://sarai.net/sarai-reader-06-turbulence/
- Thomas, Charlotte (2012), "Facing ghettoisation in 'riot-city'. Old Ahmedabad and Juhapura between victimisation and self-help." In Muslims in Indian cities: trajectories of marginalisation, ed. Laurent Gayer and Christophe Jaffrelot, Columbia University Press, 43-79.
- Nirja Jayal (2013), Citizenship and its Discontents, Harvard USA, pp.109-135.
- T. Caldeira, (2000) City of Walls: Crime, Segregation, and Citizenship in São Paulo, University of California, pp.213-254
- Veronique Dupont (March 2004), Socio- Spatial differentiation and residential segregation in Delhi: A question of scale? Geoforum, 35 (2): 157-175.

Suggested Reading

- Relevant case studies from India and the global South, http://iihs.co.in/cases/, City lab.com, https://hydlab.in/, Sarai Readers, Greha Seminars.
- Ghazala Jamil (2017), Accumulation by Segregation: Muslim localities in Delhi, OUP, Chapter 2.
- Partha Chatterjee, (2004) 'The Politics of the Governed', CUP, pp.3-26, 131-149.

Unit 2. City Beautification: Visual Fantasy, Sordid Reality

The 'City Improvement' initiative by the British in nineteenth century Colonial India and the 'City Beautiful Movement' which swept the imagination of the American architects in the twentieth century are important moments where the planners were confronted with the issues arising out of the underbelly of the city.

In the wake of widespread epidemics in India, the municipal government created Improvement Trusts in order to stall the contagion. Conversely, the planners in the 'City beautiful' movement laboured under an illusion that moral chaos and social ills of the city could be cured by improving the aesthetics of the city. The production of an exquisite façade where form took precedence over function became a hallmark of such cities. The thrust was on beautification rather than functionality due to the acceptance of the notion that ostentatious veneer could mask the public despair by inspiring civic loyalty and moral rectitude. Although the movement faded away, its resonance is felt in varied forms today wherein the idea of Improvement in a city is intertwined with effacing the 'eye sore' produced by the banal yet ubiquitous existence of slums. The humans living on the edge (informal settlements) and non humans (stray animals) are the pariah whose presence militates against the ideal of cleanliness and aesthetics aspired for the city. The unit will examine the ways in which official attempts at 'ordering' the city have played out and been resisted by vulnerable subjects.

Required Readings

- J Nair, 'Past Perfect: Architecture and Public Life in Bangalore', The Journal of Asian Studies, Vol. 61, No. 4 (Nov., 2002), pp. 1205-1236.
- Metcalf R (1986) "Architecture and Empire: Sir Herbert Baker and the Buildings of New Delhi." in 'Delhi Through the Ages: Essays in Urban History, Culture, and Society', edited by Robert Frykenberg, Delhi: OUP
- D Asher Ghetrner, Chapter 11, 'Rule by Aesthetics, World Class City making in Delhi' in A. Roy and A. Ong (2011), Worlding Cities: Asian Experiments and the Art of Being Global, pp.279-306.
- Emma Tarlo, Unsettling Memories: Narratives of the Emergency in Delhi, University of California Press, pp.94-120.
- Freestone R (2007) 'The Internationalization of the City Beautiful', International Planning Studies, 12:1, 21-34
- James Scott (1998), 'Seeing Like a State', Yale University Press, pp.103-146
- Mario Gandelsonas, (Dec 1998), 'The city as an Object of Architecture', Assemblage, No.37 pp.128-144.
- Ravi Kumar (2008) Globalization and Changing Patterns of Social Mobilization in Urban India, Social Movement Studies, Vol 7, No1, 77-96.
- A look inside Delhi's slums during Commonwealth games preparation https://www.youtube.com/watch?v=s_wgKgRswhQ

433

Suggested Readings

- Freestone, R. (2019), 'City Beautiful Movement', The Wiley Blackwell Encyclopedia of Urban and Regional Studies, 1–6.
- Mark Purcell (2002), The Right to the City and its urban politics of the inhabitant', GeoJournal 58: 99–108, pp.99-108.
- Sapana Doshi, (2012) 'The Politics of the Evicted: Redevelopment, Subjectivity, and Difference in Mumbai's Slum Frontier', Antipode, pp.1-22.

Unit 3. Spatial Justice

The City is a site where privilege or precariousness of existence is determined by a gamut of claims and conflict of interests. Henri Lefebvre's clarion call 'Right to the City' implying a 'transformed and renewed right to urban life' was later popularised by David Harvey and the slogan became a rallying point for articulating activism to support social change. It has enabled a politics of self-representation and fuelled urban uprisings challenging spatial polarization and marginalization. The multifarious resistance movements spurred by radical politics of protest have found expression in the intersection between the rule of law, dispensation of justice and urban transformation. It has enabled the idea to reclaim the city as a co-created space purged of spatial inequalities brought about by commodification and capitalism. RTC is not just an individual right but a collective claim and human affirmation to change the social structure by altering the city and thereby reshaping the processes of urbanization. This unit will focus on the common thread in analyzing the diverse yet connected movements in the context of spatial justice. The students will study and document alliances/solidarities emerging across different sections of societies living in cities within and outside India.

Required Readings

- D. Harvey (2008), The Right to the City, New Left Review, pp.23-53
- David Satterthwate, 'Editorial: A New Urban Agenda', (2016) Environment & Urbanization International Institute for Environment and Development (IIED). 3 Vol 28(1): 3–12
- Peter Herle et al. (2016) Cities Alliance, Cities without Slums, The New Urban Agenda Partnerships, pp.2-30.

434

- John Walton (2002), Urban Conflict and Social Movements in Poor Countries: Theory and Evidence of Collective Action, IJURR, pp.460-481.
- Lefebvre Henri (1968) Chapter 14 'The Right to the City', in 'Writing on Cities', Blackwell, pp.147-159.

Suggested Readings

- Julia Gerometta, Haussermann and Longo (2005) 'Social Innovation and Civil Society in Urban Governance: Strategies for an Inclusive City', Urban Studies, Vol. 42, No. 11, pp.2007–2021.
- T. Samara S. He, and G. Chen, (2013), Locating Right to the City in the Global South, Routledge, pp.23-40

Unit 4. Poetics of Space

The poetics and politics of space share a dialectical relationship which is inventive and subversive at the same time. Ownership of space is expressed through instructive and exclusionary practices like fencing, signage and landscaping which recognizes claims of the occupants but is often challenged by demonstrative, disruptive or provocative 'Writing on the walls' expressing a differing opinion. The spectacle of murals or the scars of spatial defacement embody socially constructed meanings. The topo analysis of the visually creative and silently communicative public artefacts like graffiti, street art can help to unravel the urban semiotics which Italo Calvino potently describes through his comparison of Cities *to dreams "made of desires and fears... the thread of their discourse is secret, their rules are absurd, their perspectives deceitful, and everything conceals something else."* Photography is another tool to analyze the way in which the urban visual culture conceals and reveals power dynamics in public space. In this module we examine visual language emerging from different landscapes, law and its intersection with sites of protest, study of photographs, and graffiti as a source of public art and street plays as form of creative expression in order to understand who influences or lays claim to any city space in dominant or tenuous ways.

This module will involve experts, practitioners and artists who engage with public spaces to share their experience and creative techniques used for producing street art/ plays and photography.

435

Required readings

- Emily Pugh (2015), 'Graffiti and the Critical Power of Urban Space: Gordon Matta-Clark's Made in America and Keith Haring's Berlin Wall Mural' Space and Culture, Vol. 18(4) 421 –43.
- Maura E. Greaney (2002) 'The Power of the Urban Canvas: Paint, Politics, and Mural Art Policy' New England Journal of Public Policy: Vol. 18: Iss. 1, Article 6, pp.7-42.
- Ralf Brand (2009) 'Urban Artifacts and Social Practices in a Contested City' Journal of Urban Technology, 16: 2, pp.35-60.
- Sudhanva Deshpande (2020), The Death and life of Safdar Hashmi, Leftword books. (Chapter1 and 2)
- Rashmi Sehgal (17 Feb 2020) https://www.newsclick.in/how-shaheen-bagh-galvanised-artistic-protest
- Roos Gerritsen (2019) 'Chennai beautiful Shifting urban landscapes and the politics of spectacle' in Intimate Visualities and the Politics of Fandom in India, Amsterdam University Press pp.189-224.
- Sumit Krishna Yadav (11 Feb 2020) https://thebastion.co.in/ideas/the-art-of-protest-shaheen-bagh/

Suggested readings

- Paroma Mukherjee (30 Jan 2020) https://www.livemint.com/mint-lounge/features/shaheen-bagh-s-revolution-highway-11580373131891.html
- https://scroll.in/article/950720/the-art-of-resistance-delhis-shaheen-bagh-has-turned-into-an-open-air-art-gallery (March 26, 2020)

Unit 5. Cities for People

The city apart from being a place for opportunity and survival also fosters a sense of engagement, belonging and allegiance among the community. Public spaces and civil society are inevitably interlinked and the domain where people meet and exchange pleasantries can be a vital indicator to the wellbeing of its inhabitants. The design of public space like parks, malls, supermarkets, and recreational centres should strive to promote inclusivity, safety and accessibility to different groups of people. Keeping the ground realities in perspective, the mandate should be to shape not just liveable cities but a habitat with a human

436

dimension which is amenable and thrives in an all-encompassing way. This module will encourage students to document alternative formulations of the city envisioned by its people.

Required readings

- Dell Upton, 'Architecture in Everyday life, New Literary History', Vol.33, No.4, pp.707-723.
- Fainstein, S. (2009): Chapter 1 'Planning and the just city' in: P. Marcus (eds.), 'Searching for the Just City: Debates in Urban Theory and Practice', London, Routledge, pp. 19-39.
- Jan Gehl (2010), Cities for people, Island Press.
- Campbell, S (1996). Green cities, growing cities, just cities?: Urban planning and the contradiction of Sustainable Development, *American Planning Association. Journal of the American Planning Association*, 62 (3), 296- 312.
- Colin McFarlane, (2004) 'Geographical Imaginations and Spaces of Political Engagement: Examples from the Indian Alliance', Antipode, pp.890-916.
- Marcuse, P. (2009). From Justice Planning to Commons Planning. In P. Marcuse, J. Connolly, J. Novy, I. Olivo, C. Potter, J. Steil (Eds.). *Searching for the Just City*. London: Routledge.
- Neil Brenner et al (ed) (2012), Cities for People, not for Profit, Critical Urban Theory and the Right to the City, Oxon: Routledge (pp.24-85)

Suggested readings

https://www.strongtowns.org/journal/2016/5/25/organic-grown-cities

https://www.bbc.com/future/article/20191011-what-happens-when-a-city-bans-car-from-its-streets

https://www.project-syndicate.org/commentary/urbanization-planning-transport-housing-by-abhas-k-jha-2019-04?barrier=accesspaylog

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures and tutorials.

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

None

c. **Expertise in AUD faculty or outside**

The faculty team teaching the course has training in the field of History and Architecture.

d. **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.

- Essay of 1500 words (30%): Students will be assessed on the basis of their engagement with the educational resources.
- The second assessment will involve field-based exercises in the form of photo/voice story and/or presentations (40%).
- The third assessment will consist of a final 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.

438

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 15 May 2020 has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Cities and Waste
Course code	SGA1SU302
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA Vth Semester
Course coordinator and team	Pritpal Singh Randhawa

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

   The course is intended as one of core courses for the students of BASU, and BASSH who have opted for the urban stream. It builds up on two existing core courses, namely 'Urban Environment' and 'Housing and Society', offered by the BA-SU programme of the School of Global Affairs. The proposed course would focus on understanding municipal solid waste beyond the techno-managerial logic.

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

   Must have passed the first four semester of BASU & BASSH urban stream.

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

   The entire cohort of BASU and BASSH urban stream will enroll in the course.

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

5. **Proposed date of launch:** Monsoon 2020

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

The objective of the course is to situate municipal waste within the larger project of urban sustainability by addressing environmental, health, technological, and social justice concerns. This not only links with the vision of the programme but is also in tune with AUD's thrust on sustainability and social justice.

7. **Course Details:**

a. Summary

This course aims to build an understanding of municipal solid waste (MSW), as a core constituent of the larger urbanization process, and in doing so goes beyond the techno-managerial perspective often employed to analyze it. It will begin with discussing a historical meaning of waste, which will be linked with the forms and flows of urban waste and their intersection at different geographic scales - city, national and international. This will be followed by an analysis of the policies, governance and technologies of MSW in the neoliberal India, particularly the policy reforms of the last two decades. Further, it will discuss the concept and practice of informal waste management and economy, with focus on the role of informal waste pickers and their interface with the formal system. Herein, some of the 'best practices' of municipal waste management, involving decentralized and sustainable solutions from India and abroad, will be highlighted. Having laid out this background, the course will thereafter unpack the ways in which municipal waste is now being theorized, within different types of frameworks including 'circular economy', 'urban political ecology', 'systems approach' and others.

b. Objectives

- To introduce students to different forms of waste in the city through the lens of MSW.
- To train students to critically read policies and evaluate technologies on MSW.
- To understand the interface between formal and informal in the management of MSW.
- To conceptualize MSW beyond techno-managerial perspective.

c. Learning outcomes

On successful completion, students should be able to:

- Critically examine policies and technologies on urban waste and related infrastructure.
- Understand decentralized and sustainable solutions of waste management.
- Understand the role of informal sector and its contribution in the economy of the city.

d. Overall structure:

This course is organized around four units.

	Topic / Unit	Duration (week)
1.	Flows of Municipal Waste	2
2.	Policies, Governance and Technologies of Waste	3
3.	Informal Waste Management and Economy	2.5
4.	Best Practices of Municipal Waste Management	2.5
5.	Theorizing Waste	2

e. Contents

Unit 1 – Flows of municipal waste

The first unit will introduce the core themes and concerns of this course. It will begin with the discussion on the meaning of waste and how value got attached to it. By giving an overview of the types of waste generated in urban areas, it will be discussed that why this course is only focusing on municipal solid waste, which comprises both organic and inorganic waste. This will be followed by a discussion on the 'flows of waste' in the city from household to landfill site/treatment facilities, along with their environmental impacts. The formal mechanisms and infrastructure for managing this waste would be mapped. The story of the city will then be linked with the scenario of MSW at national and international scale and the most prominent ways of handling and dealing with it across the world. The unit will conclude by examining the

442

various environmental, economic, social and political challenges related to the management of MSW in the big and small cities in India.

Essential Readings

Banerjee et al. (2016). Solid Waste Management in India: A Brief Review, Proceeding of 6th IconSWM 2016. *Waste Management and Resource Efficiency*, doi.org/10.1007/978-981-10-7290-1_86

Kaviraj, S. (1997). Filth and the Public Sphere: Concepts and Practices about Space in Calcutta, *Public Culture*, 10 (1): 83–113.

Mirza, S. (2019). Becoming Waste: Three Moments in the Life of Landfills in Mumbai City, *Economic and Political Weekly*, 54 (47), 36-41.

Kumar, S., Stephen, R., Smith, G., Costas, V. S., Jyoti, K., Shashi, A., et al. (2017). Challenges and opportunities associated with waste management in India. *Royal Society Open Science*. 4:160764. doi: 10.1098/rsos.160764

Talyan, V., Dahiya, R. P., and Sreekrishnan, T. R. (2008). State of Municipal Solid Waste Management in Delhi, The capital of India. *Waste Management.* 28, 1276–87. doi: 10.1016/j.wasman.2007.05.017

Wilson, D. C., Rodic, L., Scheinberg, A., Velis, C.A. and Alabaster, G. (2012). Comparative analysis of solid waste management in 20 cities, *Waste Management & Research* 0(3) 237–254

Suggested Readings

Narayana, T. (2009). Municipal solid waste management in india: from waste disposal to recovery of resources?" *Waste Management.* 29, 1163–1166. doi: 10.1016/j.wasman.2008.06.038

Kumar, S., Bhattacharyya, J.K., Vaidya, A.N., Chakrabarti, T., Devotta, S., Akolkar, A.B. (2009). Assessment of the status of municipal solid waste management in metro cities, state capitals, class I cities, and class II towns in India: An insight

Audio-Visual

Don't Waste Your Garbabge, Satyamev Jayate Season 2 available at https://www.youtube.com/watch?v=Fo7qsE5ABRY

Unit 2 – Policies, governance and technologies of waste

Until the year 2000, when the first MSW Management Rules were declared, there were ad-hoc mechanisms of managing MSW in India. In the last two

decades, the policies, governance and technologies of waste have undergone a change, shaped by international discourses and public interest litigation (PIL) led judicial activism. The unit will begin with a brief history of MSW policies and governance in India, unto the present, and herein examine the role of international agencies in influencing Indian national agencies in waste management processes. How the advancement of neoliberalism in the infrastructure sector impacted the shift in waste management policies and governance will be discussed at the length. Through the case of waste to energy plant in Delhi, there will also be critical focus on the issues of technology choices in MSW management.

Essential Readings

Rajamani, L. (2007). Public interest environmental litigation in india: exploring issues of access, participation, equity, effectiveness and sustainability. *J. Environ. Law* 19, 293–321. doi: 10.1093/jel/eqm020

Demaris, F. and Schindler, S. (2016) Contesting Urban Metabolism: Struggles Over Waste-to-Energy in Delhi, India, *Antipode*, 48 (2), pp.

Zhu, Da et al. (2008). Improving Solid Waste Management in India: *A Sourcebook for Policy Makers and Practitioners*, World Bank

Randhawa, P., Marshall, F., Kushwaha, P. and Desai, P. (2020), Pathways for Sustainable Urban Waste Management and Reduced Environmental Health Risks in India: Winners, Losers, and Alternatives to Waste to Energy in Delhi, *Frontiers in Sustainable Cities*, 2 (14).

Mani, S. and Singh S. (2016). Sustainable Municipal Solid Waste Management in India: A Policy Agenda, *Procedia Environmental Sciences*, 35, pp.150 – 157.

Suggested Readings

Garg, A., Kumar, V., and Verma, V. (2007). *Public private partnership for solid waste management in Delhi: a case study. In Proceeding of the International Conference on Sustainable Solid Waste Management* (Chennai), *552–559.*

MOEF (2000). *Municipal Solid Waste (Management and Handling) Rules.* Government of India.

MOEFCC (2016). *Solid Waste Management Rules 2016.* Government of India.

444

Unit 3 – Informal waste management and economy

This unit will highlight the scale and role of the informal sector in the waste management system of almost all Indian cities. Informal waste picking is not just a vital source of livelihood for thousands of poor people in the city but it also significantly contributes in the economy, by saving the expenditure of Urban Local Bodies (ULBs) and adding to the GDP of the city. Despite this contribution, the informal waste pickers have not been given due rights as workers. This unit will discuss the manifold challenges of occupational health, social insecurity and harassment faced by the workers, including the increasing threat to their livelihoods, as posed by privatization of MSW management and new waste treatment technologies (particularly waste to energy). It will further discuss the policy progress and lacunae related to recognition and inclusion of informal workers in sustainable waste system. Finally, this unit will bring into view the dimensions of gender, caste and religion within the occupation of waste picking and management, and will also briefly deal with the impact of Covid-19 on the informal waste pickers.

Essential Readings

Bharati, C., Imran, K., Pujarini, S. (2012). *Give Back Our Waste. Chintan.* Available at https://www.chintan-india.org/sites/default/files/2019-07/chintan-report-give-back-our-waste.pdf

Doron, A. and Jeffrey R. (2018). *Waste of Nation: Garbage and Growth in India*, Harvard University Press, London

Gill, K. (2010). *Of Poverty and Plastic* (Chapter: Waste as Informal Sector Work: Measuring Income Poverty, Inequality, and Deprivation), New Delhi: Oxford University Press.

Beall, J. (1997). Thoughts on Poverty From a South Asian Rubbish Dump: Gender, Inequality and Household Waste, *IDS Bulletin*, 28 (3): 73-90.

Sandhu, K., Burton, P, Dedekorkut-Howes, A. (2017). Between hype and veracity; privatization of municipal solid waste management and its impacts on the informal waste sector, *Waste Management*, 59, 545–556.

Shankar, V. K. and Sahni, R. (2018). Waste Pickers and the 'Right to Waste' in an Indian City, *Economic and Political Weekly*, 53 (48), pp 54-62.

Suggested Readings

Bhargava, S., Gupta, S., and Kumar, A. (2012). *Informal Workers in Solid Waste Management Sector.* Institute of Human Development.

Chintan (2009). *Cooling Agents: An Analysis of Greenhouse Gas Mitigation by the Informal Recycling Sector in India. Chintan.* Available at https://www.chintan-india.org/sites/default/files/2019-08/chintan_report_cooling_agents.pdf

Mehra, P. (2020). Pandemic leave waste pickers out in the cold, *The Hindu*, 8 April 2020.

Audio-Visual

India's ragpickers – harsh reality available at https://www.youtube.com/watch?v=K9l0K8Of7aU

Unit 4: Best practices of managing municipal waste

MSW, including organic and inorganic waste – generated in households, institutions and markets places – can be processed using decentralised options. While organic waste can be processed at local level though composting or bio-methanation, inorganic waste can be recycled by systematically involving the informal sector. By using case studies from both India and other countries, this unit will discuss the best practices of decentralised and sustainable management of MSW. This will also be linked with the issue of 'waste and entrepreneurship'. Alongside lectures, the unit will include a field visit, whereby the students will get a closer view of informal sector practices on the ground, as well as learn about the decentralized solutions of managing waste as being operationalised in select areas of Delhi.

Essential Readings

Fegurtz 2011, Developing urban waste management in Brazil with waste picker organizations, Environment and Urbanization, Vol 23(2), pp 597–608.

Narain, S. and Sambyal, S. S. (2017). *Not in my Backyard: Solid Waste Management in Indian Cities*, New Delhi: Centre for Science and Environment.

Zurbrügg, C., Gfrerer, M., Ashadi, H., Brenner, W. Küper, D. (2012). Determinants of sustainability in solid waste management – The Gianyar Waste Recovery Project in Indonesia, *Waste Management*, 32, 2126–2133.

Chikarmane, P. (2012). Integrating Waste Pickers into Municipal Solid Waste Management in Pune, India, WIEGO Policy Brief (Urban Policies).

446

Suggested Readings

Mahadevia, D., Pharate, B., Mistry, A. (2005). New Practices of Waste Management - Case of Mumbai, Working Paper No. 36, School of Planning, CEPT University Ahmedabad

Audio-Visual

Together for Clean Kochi – Source Segregation for SWM Kochi, Kerala available at https://www.youtube.com/watch?v=cnAT4xYxggM

Unit 5: Theorizing Waste

This final unit would sum up and revisit all the learning made so far through a critical theoretical lens, by bringing into discussion select, contemporary conceptual models on the politics of waste, such as 'circular economy', 'urban political ecology', 'systems approach' and others. This unit has been kept in the end by intention, as it aims to help the students appreciate processes of theory building and the dialectical link between practice and theory.

Essential Readings

Chaturvedi, A., Gaurav, J. K. and Gupta, P. (2017) *The Many Circuits of a Circular Economy,* STEPS Working Paper 94, Brighton: STEPS Centre

Gidwani, V. and Reddy, R.N. (2011). The Afterlives of "Waste": Notes from India for a Minor History of Capitalist Surplus

Marshall, R. E. and Farahbakhsh, K. (2013). Systems approaches to integrated solid waste management in developing countries, *Waste Management*, 33, pp 988-1003.

Crivello, Silvia. 2015. Political Ecologies of a Waste Incinerator in Turin, Italy: Capital Circulation and the Production of Urban Natures. *Cities,* 48, pp 109–15.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, field visit and hands-on activities in the class. In addition to readings, there will also be a substantive use of audio-visual material such as documentary films, photographs, figures and maps etc. As discussed in unit 4, a field visit will be organized, where students will get a

chance to explore the informal sector on the ground and also learn about the decentralized solutions of managing waste in select area/s of Delhi. The students will also be given practical sessions on 'zero waste' living. The course will make use of online platform 'google classroom' for sharing material, tracking the course's progress and collecting assessments.

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

None

c. *Expertise in AUD faculty or outside*

The faculty coordinating this course has extensive research and field based experience of working on MSW issues.

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

There is already an existing linkage with NGOs and research institutions working on the MSW issues. Some of them will be invited to share their research and activities.

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

Assessment 1	Assessment 2	Assessment 3	Assessment 4
Mid Term Exam (30%)	Field trip based group work (15%)	Term paper (25%)	End Semester Exam (30%)

Signature of Course Coordinator(s)

448

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 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

449

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA in Sustainable Urbanism
Course title	Mapping and Visualization I
Course code	SGA1SU303
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA
Course coordinator and team	Rohit Negi (Coordinator), visiting faculty

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

   This is a core course for the students of BA Sustainable Urbanism. It builds on the major courses that the students have taken, especially, 'Working with Numbers' and 'Knowing the City'. There isn't another undergraduate course in this domain at 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)

   All BA-SU students promoted to the third year may take this course.

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

   50

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

   Semester-long course

5. **Proposed date of launch:** Monsoon 2020

450

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

The course will be offered to fifth semester BA students as a core course. The programme shifts from a general introduction to the field in the first three semesters, to specialised domains and higher order skills from the fourth semester. In the final year, courses focus further on sectoral knowledge, and on advanced skills. This course belongs to the latter basket. It furthers the university's aim of training students in hands-on and real-world skills which are directly geared towards post-graduation careers.

7. **Course Details:**

a. Summary

Mapping, spatial analysis and visualisations have assumed critical importance in fields allied to urban and regional research and practice. From definitive understanding of housing segregation to the provisioning of infrastructures and mapping of disease outbreaks, cartographic tools significantly contribute to knowledge and governance. To prepare students to become participants in these efforts, this course introduces them to the basics of cartography, spatial analysis and Geographic Information Systems (GIS). It is first of two courses that will build these skills over the third year of the students' BA programme. The emphasis in this course is on building the basic skills of of map-reading, the theory behind contemporary cartographic practices, and stepping into the world of creating meaningful maps. The second course in the series—in the sixth semester—will move to training in GPS, and intensive spatial analysis, and advanced visualizations.

b. Objectives --

- To introduce students to the basics of map reading and history of cartography
- To prepare students to develop their own maps with the use of google-suite
- To build an understanding of concepts of GIS
- To learn to digitize and conduct preliminary analysis using GIS

c. Expected Learning Outcomes --

On successful completion, students should be able to:

- Demonstrate capacity to read maps
- Appreciate the history and basic elements of cartography
- Show familiarity with the basic concepts of GIS
- Produce or employ spatial data to create maps

d. Overall structure:

#	Module	Duration
1	Introduction to Cartography	3 weeks
2	Using Google-suite	3 weeks
3	Basics of GIS	2 weeks
4	Digitization and Spatial Analysis	4 weeks

d. Contents

Module 1: Introduction to Cartography

The course will begin from the basics and would proceed from the definition to the understanding of topographic maps. It will be in the form of interactive classroom sessions, discussions. By the end of this module, it is hoped that the students would gain in-depth knowledge in the basics of Cartography, Scales, Projections and Toposheet interpretations, in addition to appreciating the contentious history of cartography. They will be trained to use integrate openly available data and field data with these tools.

i. Cartography – History, Practices and Scope.

ii. Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.

iii. Map Projections – Classification, Properties and Uses; Graphical Construction of Polar Zenithal Stereographic, Bonne's and Mercator's

Projections, and reference to Universal Transverse Mercator (UTM) Projection. Limits of projections and Eurocentrism.

iv. Topographical Map – Interpretation of Toposheets and its uses. As a case study they will be taught the concept of using Toposheets for a Mountainous region area for Cross and Longitudinal Profiles.

Required readings (Selected chapters)

- Mishra R.P. and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi.
- Monkhouse F. J. and Wilkinson H. R., 1973: Maps and Diagrams, Methuen, London.
- Anson R. and Ormelling F. J., 1994: International Cartographic Association: BasicCartographic Vol. Pregmen Press.
- Gupta K.K. and Tyagi, V. C., 1992: Working with Map, Survey of India, DST, New Delhi.
- Short films, 'Tracing the Arc' and 'A Million Steps' by Pankaj Butalia
- Pathak, S. 2009. Pandito ka Pandit: Nain Singh Rawat ki Jeewankatha. National Book Trust.

Additional readings

- Rhind D. W. and Taylor D. R. F., (eds.), 1989: Cartography: Past, Present and Future, Elsevier, International Cartographic Association.
- Robinson A. H., 2009: Elements of Cartography, John Wiley and Sons, New York.
- Sharma J. P., 2010: PrayogicBhugol, Rastogi Publishers, Meerut.
- Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
- Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
- Singh R L &Rana P B Singh(1991) Prayogtmak Bhugol ke Mool Tatva, Kalyani Publishers, New Delhi
- Sharma, J P (2010) Prayogtmak Bhugol ki Rooprekha, Rastogi Publications, Meerut

Module 2: Using Google Map and Google Earth

The importance of Google Map and Earth is unparallel to other softwares it has brought GIS into everyone's lives. As Google Earth is a 3D rendering computer program representing Earth based primarily on satellite imagery. The program maps the Earth by superimposing satellite images, aerial photography, and GIS data onto a 3D globe, allowing users to see cities and landscapes from various angles. The students would be trained using Practical sessions primarily as well classroom discussions on the basics of Google earth and Map, its importance and using Google Earth Pro for digitization. They would later be trained in exporting of the created data and bringing the files into GIS software for analysis. Exercises part of this unit will ask students to consider alternate visions of space—such as those of children, the elderly and the disabled—while creating maps. Initiatives in alternate or counter-mapping, such as 'Safetypin' and 'Million Dollar Blocks' will also be introduced to this end.

i. Basic Overview of Google Map and Google Earth.
ii. Export and Import of Coordinates. (Google Earth and Excel).
iii. Digitize Vector data (Point, Line and Polygon) , Measurement and Buffer Creation.
iv. Export data in KML/KMZ Format
v. Import of GIS files and GPS data in Google Earth/Google Map.
vi. Map Creation/ Map Layout.

Core Readings

- Introduction – Google Earth User Guide (https://static.googleusercontent.com/media/earth.google.de/de/de/userguide/v4/google_earth_user_guide.pdf)
- Michael Peterson, Konal J. Dobson, Kevin Fandry, and William Shrader. Techniques in Google earth and Google Maps. Cartographic Perspectives, Number 72, 2012.

Module 3: Basics of GIS

The Students would be trained and mentored in GIS and remote ensing techniques through a combination of Classroom sessions, discussions and practical sessions so that they gain keen insights into the world of Geospatial technologies.

454

i. GIS and Remote Sensing: Definition and Components, Development, Platforms and Types.

ii. GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure.

iii. Aerial Photography and Satellite Remote Sensing: Principles, Types and Geometry of Aerial Photograph; Principles of Remote Sensing, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors and its resolution.

iv. Interpretation and Application of GIS and Remote Sensing: Land use/ Land Cover, Urban Sprawl Analysis; Forests Monitoring.

v. Data downloading using USGS & Bhuwan

Core Readings (Selected excerpts)

- Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall.
- Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition).
- Campbell J. B., 2007: Introduction to Remote Sensing, Guildford Press.
- Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India.
- Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi.

Additional Readings (Selected excerpts)

- Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press.
- Singh R. B. and Murai S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub.
- Wolf P. R. and Dewitt B. A., 2000: Elements of Photogrammetry: With Applications in GIS, McGrawHill.
- Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi 10.
- Chauniyal, D.D. (2010) Sudur Samvedanevam Bhogolik Suchana Pranali, Sharda Pustak Bhawan, Allahabad

Module 4: Digitization and Spatial Analysis

These practical centric sessions would focus on Georeferencing and digitization as they are the key for understanding GIS. And would proceed by training the students on Image processing and Preprocessing and ultimately aims to impart the knowledge of making a map.

- Geo-Referencing and Digitization; Editing and Output
- Image Processing and Data Analysis: Pre-processing and Enhancement (Filtering)
- Classification (Supervised and Un-supervised)
- Slope and Aspect
- Map Layout

Core Readings (Selected excerpts from same texts as the previous unit)

8. **Pedagogy**:

   a. ***Instructional design***

      The course will be a combination of class discussions, lab-work and field-based learning. The course will learn to use Google Maps and Google Earth as well as QGIS. They will be trained to use integrate openly available data and field data with these tools.

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

      Access to computer lab with QGIS installed.

   c. ***Expertise in AUD faculty or outside***

      Currently, there is no regular faculty with expertise in this domain. Therefore, a new regular/visiting/adjuct faculty in the area will be required to transact a bulk of the course.

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

      Special lectures by academics and civil society advocates working with these tools will be organised.

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

The course will have three types of assessment situations.

- Students will be assessed in assignments on the theory part of the course (two assignments: 40%)
- A number of lab-based assessments will cover 30% of the grade
- The final project, which makes use of all the skills picked up during the semester, will be worth 30% of the grade. This assessment will be developed in consultation with other major courses taken by students, which will allow meaningful cross-linkages.

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 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA in Global Studies and Combination 3 & 4 of BASSH
Course title	Political Economy of Labour & Work
Course code	SGA1GS301
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	Core Course
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Kaustav Banerjee /Adjunct /Visiting

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course is to be offered to BA fifth semester students and aims to introduce political economic methods to understanding the global through a historical trace of labour and changing forms of work. Focusing on different forms of labour and work will help in understanding different schools of thought in political economy as well as to understand how production relations undergird the very idea of the global. From digital labour and digital work today to indentured labour in the past, from slavery in the past to modern forms of servitude, from labour camps in the past to global value chains of today, from plantation labour to fordist assembly lines – the course will offer students a smorgasboard of examples to understand how labour and work become crucial in understanding the world that we inhabit and the histories behind such arrangements. The course intends to cover 6 key concepts in political economy that deal with labour theory of value, surplus and surplus-value, modes of production and exploitation, historical materialism and alienation. It also compliments the various inter disciplinary programmes at Karampura Campus that engages the local and its interconnectedness with the global.

2. **Specific requirements on the part of students who can be admitted to this course:**
   None. This course is a core course offered to BA fifth semester students in the Global Political Economy stream.

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

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

   Semester-long course

5. **Proposed date of launch:** Monsoon 2020

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

   The course will be offered as a core course to third year undergraduate BA students at Karampura Campus, within the Global Political Economy stream. It contributes to developing AUD and SGA's interdisciplinary vision of higher education. For BA-GS students, this course foregrounds them to one of key thematic areas of the programme, i.e., Global Political Economy. This course will provide UG students with a conceptual grounding to the methods of political economy from the standpoint of labour and work. In doing so, it would cover the different schools of thought that shape and reshape political economy as a mode of analysis in comprehending the global.

7. **Course Details:**

   a. Summary:

   The course focuses on the use of political economy to ways of knowing the idea of the global. In a sense, the course would help students to comprehend the importance of labour and work in creating globality. Each module would be grounded in examples across regions and would establish the global interconnectedness between historical events, the contemporary world and different schools of thought.

   b. Objectives

   - This course will form an understanding of the global by making clear the interrelations between labour and work across time and space.
   - Intends to make students understand how these interrelations go onto becoming the object of study in global political economy.
   - The course intends to cover some key concepts in political economy that deal with labour theory of value, surplus and surplus-value, modes of production and exploitation, historical materialism and alienation.
   - The students would be introduced to the works of three historically prominent thinkers in political economy – Adam Smith, David Ricardo and

Karl Marx alongwith contemporary schools of thought, namely, the Neoclassicals, Institutionalists and Marxists.

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

- Understand the various characteristics of how political economy defines global studies
- Understand the historical and political-economic perspective
- Critically appreciate the global studies perspective and of globalization as a process
- Understand diverse global political–economic concerns from interdisciplinary perspectives
- Appreciate the interrelations and connectedness of situated processes and peoples across the globe.

d. Overall Structure:

Modules	Duration
Module 1: Different schools of Political Economy and contemporary global Labour questions	2 week
Module 2: Slavery: Old and new forms	1 week
Module 3: Feudalism and transition	1 week
Module 4: Asiatic Mode of production and Historical Materialism	1 week
Module 5: Trade and Merchant/commercial capitalism	1 week
Module 6: Factory system: Changing landscapes	2 weeks
Module 7: Labour regimes and global value chains	2 weeks
Module 8: Digital labour and Digital Work	2 weeks

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

Module 1: Different schools of Political Economy and contemporary global Labour questions [2 weeks]

The course introduces how different schools of thought [Neoclassical, Institutionalist and Marxist] conceptualize the labour question and how this re/structures the global. In this module, we focus on the methods of political

economy and the trajectories traversed by the discipline from its Classical origins to the periods between the World Wars, and the following periods right up to contemporary times.

Recommended Readings:

Hunt, E.K. and Lautzenheiser, M (2011), Introduction, *History of Economic Thought,* Third Edition, M.E. Sharpe Inc., Armonk, New York

Cook J., Roberts J., Waylen G. (eds) (2000), Introduction in Towards a Gendered Political Economy. Palgrave Macmillan, London

Lerche J. (2010) 'From 'Rural Labour' to 'Classes of Labour': Class Fragmentation, Caste and Class Struggle at the Bottom of the Indian Labour Hierarchy'. In: Harriss-White, Barbara and Heyer, Judith, (eds.), The Comparative Political Economy of Development of Africa and South Asia. London: Routledge, pp. 66-87.

North, D.C. (1990), Introduction in Institutions, Institutional Change and Economic Performance, Cambridge University Press

Brandt, W. (2020) The Brandt Equation: 21st Century Blueprint for the New Global Economy, accessed from https://www.brandt21forum.info/Report_Introduction.htm

Module 2: Slavery: Old and new forms [1 week]

This module looks at old and new forms of slavery. This module introduces students to the specificities of Indenture, Contract, Extractive and Plantation based capitalism both historically and the contemporary forms that persist at present. It will explore the debates on Slavery from a standpoint of the global south.

Recommended Readings:

Brass, T. (1999), Introduction & Towards a Definition of Bonded Labour, *Towards a Comparative Political Economy of Unfree Labour,* Frank Cass, London

Fine, B and Saad-Filho (2004), Commodity Production, *Marx's Capital,* Fourth Edition, Pluto Press, London

Taussig, Michael T. (1980), Introduction, The Devil and Commodity Fetishism in South America, University of North Carolina Press, Chapel Hill, USA

Module 3: Feudalism and transition [1 week]

The module looks at the question of transition from the ancient world to feudalism and then to capitalism by focusing primarily on the agrarian roots of capitalism.

This will help students develop an understanding for the way lives and livelihoods are structured for the majority of workers around the global economy. The divergence between various political economists (Ricardo, Marx) on the question of transition will be discussed.

Recommended Readings:

Wickham, C. (1984), The other Transition: From the Ancient World to Feudalism, Past And Present, 103, 1, pp. 3-36.

Aston, T.H. & Philpin, C.H.E. (2005), Introduction, *The Brenner Debate : Agrarian Class Structure and Economic Development in Pre- Industrial Europe*, Cambridge University Press, New Delhi.

Epstein, S.R. (2006), Rodney Hilton, Marxism and the Transition From Feudalism to Capitalism

Module 4: Asiatic Mode of production and Historical Materialism [1 week]

This module introduces the two concepts of modes of production and historical materialism by looking at the 'Asiatic mode of production' from a standpoint of the global south. These two concepts, i.e. modes of production and historical materialism, would also be key threads in understanding labour and work across time and space.

Recommended Readings:

Fine, B and Saad-Filho (2004), History and Method, *Marx's Capital,* Fourth Edition, Pluto Press, London

Banaji, J. (2013), Theory as History, Essays on Modes of Production and Exploitation, Chapter 1 – Themes in Historical Materialism

Mies, M. (2007),Patriarchy and Accumulation on a World Scale-revisited (Keynote lecture at the Green Economics Institute, Reading, 29 October 2005) published in International Journal of Green Economics, Vol 1, Nos. 3/4.

Module 5: Trade and Merchant/commercial capitalism [1 week]

This module deals with histories of commercial capital and how it shaped labour and work from the Arab trade-empire to company capitalism, from corporate capitalism to early forms of commerce. This will help in contextualizing the present workings of the financial system and the global economy.

Recommended Readings:

Banaji, J. (2013), Theory as History, Essays on Modes of Production and Exploitation, Chapter 9 – Islam, Mediterranean and the rise of Capitalism, Themes in Historical Materialism.

Wickham, C (1988), Marx, Sherlock Holmes and Late Roman Commerce, Journal of Roman Studies, 78, pp. 183-93.

Hindess, B. & P.Q. Hirst, (1975), Introduction in Pre-capitalist Modes of Production, Routledge and Kegan Paul, London

Module 6: Factory system: Changing landscapes [2 week]
This module deals with the creation of industrial capitalism, the coming in of the factory system, making of the working class, the degradation of work in the advances of capitalism especially the rise of global corporations in contemporary times as well as in the last few centuries. The module will also look at Fordism and Taylorism as ways of organizing work and labour in the modern capitalist economy. This will help in contrasting with the gig economy as it exists in contemporary times.

Recommended Readings:

Thomson, E.P. (1963), Introduction, The Making of the English Working Class, Vintage Books, New York.

Braverman, Harry (1974), Introduction, Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century. New York: Monthly Review Press.

Benner, A. & Louis Putterman (1998), Introduction, Economics, Values and Organization, Introduction, Cambridge University Press, New York

Module 7: Labour regimes and global value chains [2 weeks]
This module analyses labour regimes by starting from labour camps in Nazi Germany and then goes on to discuss different such regimes in contemporary capitalism across different regions of the globe. The political economy of Fascism and its interlinkages with advanced capitalism is explored in detail.

Recommended Readings:

Buggeln, M. (2009), Building to Death: Prisoner Forced Labour in the German War Economy — The Neuengamme Subcamps, 1942—1945, European History Quarterly 39(4), pp. 606-632.

Marcel van der Linden & Roth, K. H. (2014), Introduction, Beyond Marx: Theorising the Global Labor Relations of the Twenty-First Century, London, Brill.

Pun N., A. Y. Liu, and H. L. Lu. (2015) Labor Conditions and the Working Poor in China. Final Report, ESRC-DfID Project 'Labour Conditions and the Working Poor in China and India,' London: SOAS.

Mezzadri A. (2017) Intoduction, The Sweatshop Regime: Labouring Bodies, Exploitation and Garments Made in India. Cambridge: Cambridge University Press.

Module 8: Digital labour and Digital Work [2 week]
This module starts with introducing students to the contemporary forms of Labour and Work, namely digital labour and digital work, so as to contextualize the present. The module then revisits the subject matter of political economy and evaluate certain key concepts in the contemporary global context namely labour theory of value, surplus and surplus-value and alienation.

Recommended Readings:

Fuchs, C and Sevignani, S (2013), What is Digital Labour? What is Digital Work? What's their Difference? And why do these questions matter for understanding social media.

Engels, F. (1975), Anti-Dühring, Part II: Political Economy – Subject Matter and Method, Progress Publishers, Moscow

Marx, K. (1970), A Contribution to the Critique of Political Economy, The Method of Political Economy, Progress Publishers, Moscow

8. **Pedagogy:**

   a. **Instructional strategies**: Classroom teaching; Class discussion / informal debates; Pair/group reading of papers; Group presentations; Film appreciation

   b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): No

   c. **Expertise in AUD faculty or outside**: Yes, within AUD

   d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others): No

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

Given the enabling vision of the University's learner-centric paradigm, the course relies on the concept of an open book exam for all the assessments. This technique attempts to make the learner have an opinion about the readings as the questions are designed in such a way. The student also learns responsibility

in an exam hall by not cheating as it is an open book. Finally, the by nullifying the component of surveillance, the exam tries to make the student think out of the box.

i. Monthly Assessment (3X20% = 60%): Open book written assessment based on Units covered in a month.
ii. Final examination (40%): essay-based final exam based on full semester syllabus

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Global Studies, and Combination 3 & 4 of BA SSH
Course title	Political Economy of Global Institutions
Course code	SGA1GS302
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Sunalini Kumar and Adjunct/Visiting Faculty

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

   The course is offered as part of the Global Political Economy thematic in BAGS. Therefore, it connects with other political economy courses within the undergraduate programme in Global Studies, and builds on the foundation laid by the course Global Political Economy offered in the first year.

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

   No requirement

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

   The entire cohort of BA Global Studies and Combinations 3 & 4 of BA SSH will take this course, since it is a core course.

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

   Semester-long course

5. **Proposed date of launch:** Monsoon 2020

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

The course will be offered to BA fifth Semester students as part of the thematic on global political economy. It introduces students to the basics of international political economy, and in particular how to use the methodology of political economy to understand global political institutions. It is proposed to be an essential course in understanding the political and institutional aspects of the world order of the twentieth century. The course connects to the larger vision of the SGA to address the concerns of our globalizing times.

7. Course Details:

a. Summary

It is assumed that the postwar order established two foundational principles that were designed to prevent the destructive global conflagrations and beggar-thy-neighbour economic policies that had together brought the world to the brink of doom previously. The first of these principles was the worldwide establishment of the Westphalian principle of state sovereignty and mutual non-aggression. The second was the principle of economic multilateralism and internationalism, with national sovereignty being the bedrock of cooperation. These principles underlay the establishment of some of the most influential global political institutions of the long twentieth century, from the Bretton Woods system to the current globalizing world. However, did these institutions fulfill their promise? Further, were these the only relevant actors in the increasingly interconnected 'global' world? The course will use a political-economic and multi-disciplinary perspective to place these institutions in critical context, using scholarship from disciplines like development studies, critical international relations and political science. Adopting a broad rather than narrow definition of institutions, it will cut across the usual divides of global and local institutions; as well as economics, politics and culture.

b. Objectives

- To familiarise students with fundamental philosophical concepts and debates in the twentieth century as these pertain to theorizing global politics and economics.
- To introduce students to key global institutions and their role in the global order, as well as the manner in which these institutions may be connected to each other.
- To help students evolve a critique of mainstream understandings of institutions.

467

- To encourage students to engage with diverse source material and learning methods and gain skills in writing, analysis and articulation.

c. Learning Outcomes

Upon successful completion of the course, a student will be able to:

- Understand political economy as a lens to see the world.
- Develop a critical perspective on the 'global' in the 20th century.
- Gauge the importance of institutions in the globalizing world.
- Explore multiple perspectives on what institutions are.
- View institutions as structures of power, authority and contestation in everyday life.

d. Overall structure:

The course will study global institutions in the twentieth century through a political economy lens. The first section will be an introduction to the political economy method and why it is useful to understand institutions. A brief foray into new institutionalism will help students gain grounding in the field. The next section will introduce the nation-state in political economic context. The next few sections will cover Bretton-Woods institutions including the UN system, and other supra- and infra-state institutions at the global, regional and local levels.

Modules	Duration
Module 1: What is Political Economy	2 weeks
Module 2: Critical Perspectives on Political Economy	1 week
Module 3: The State in Global Politics	2 weeks
Module 4: The Bretton Woods Institutions	2 weeks
Module 5: Regional Actors, Formations, Organisations	2 weeks
Module 6: Non-Governmental Actors	2 weeks
Module 7: Cultural Institutions: Marriage, Gender and Family	1 week

e. Contents

Module 1: What is political economy? (2 weeks)

The discipline of political economy, associated usually with the classical writing of Adam Smith, John Stuart Mill, Karl Marx and to some extent

twentieth century economists like John Maynard Keynes and Michael Kalecki, remains overshadowed by the mainstream neoclassical school of economics. However, this discipline has enjoyed something of a revival in recent decades, with economists as well as political scientists bringing back the classical methods and adding new approaches to understand our complex, globalising world. This first module will introduce students to these newer writings on political economy.

Essential Readings:

Hahnel, R 2002 "Economics and Liberating Theory" from Robin Hahnel *ABCs of Political Economy: A Modern Primer* London, Pluto Press, pp. 1-19.

Alejandro Colás 2003 "Exploitation and solidarity: Putting the political back into IPE" from *Tetreault*, M. et al. *Rethinking Global Political Economy: Emerging Issues, Unfolding Odysseys* London, Routledge, pp. 195-210.

Gilpin, R. 2003 "The Nature of Political Economy" from Robert Gilpin *Global Political Economy: Understanding the International Economic Order* Hyderabad: Orient Longman, pp. 25-45.

Suggested Readings:

Strange, S. (1970) "International Economics and International Relations: A Case of Mutual Neglect" *International Affairs* (Royal Institute of International Affairs 1944-), Vol. 46, No. 2 (Apr., 1970), pp. 304-315.

Bardhan, P. "*Political* Economy" undated monograph.

Module 2: Critical Perspectives on political economy (1 Week)
The contributions of feminist and development studies scholars to the discipline of political economy cannot be overstated. The module below composes of some exemplary work in this field; preparing students to understand some of the latter modules on cultural institutions and critiques of the new international economic order as well.

Essential Readings:

Bedford, K. and Shirin Rai. 2010 "Feminists Theorise International Political Economy", *Signs* , Vol. 36, No. 1, Special Issue (Autumn 2010), pp. 1-18.

Elson, D. "Gender at the Macroeconomic Level" from Joanne Cook, Jennifer Roberts and Georgina Waylen *Towards a Gendered Political Economy* London, Palgrave MacMillan, pp. 77-97.

Michael Cowen and Robert Shenton 1995 "The Invention of Development" from Jonathan Crush *The Power of Development*, pp. 25-42 London, Routledge.

Enlow, C. (2014) "Gender Makes the World Go Round" from Bananas, Beaches and Bases: Making Feminist Sense of International Politics Berkeley, University of California Press, pp. 1-36.

Module 3: Nation-States as Actors in Global Politics (2 Weeks)
The nation-state especially in the global south has had a strange career in the twentieth century. Almost as soon as the postwar order and the long decolonisation of the tricontinents was achieved, scholars working outside the mainstream disciplines of economics and political science understood that the classical Westphalian state was more of a heuristic idea than reality, given the neocolonial relationships of dependency and uneven development that continued to plague the postwar world. So how do we understand the nature and role of the state in the contemporary world, including during the period of so-called globalisation? The module will offer a sample of multiple perspectives on this question, from those theorists predicting the end of the nation-state to those offering a more nuanced perspective.

Essential Readings:

Mann, M. 2001 "Has Globalization Ended the Rise and Rise of the Nation-State?" from David Held and Anthony McGrew *The Global Transformations Reader* Cambridge, Polity Press, pp. 135-146

Strange, S. 1999 "The Westfailure system" *Review of International Studies*, 25(3), pp. 345-354.

Mitchell, T. 1991 "The Limits of the State: Beyond Statist Approaches and Their Critics", *The American Political Science Review*, Vol. 85, No. 1. (Mar., 1991), pp. 77-96.

Additional Readings:

Slaughter, A. 2001 "Governing the Global Economy Through Government Networks" from David Held and Anthony McGrew *The Global Transformations Reader* Cambridge, Polity Press, pp. 189-203.

Evans, Peter. 2008. 'In Search of The 21st Century Developmental State'. Working Paper no.4, Centre for Global Political Economy, University of Sussex. Available at: http://www.sussex.ac.uk/cgpe/1-3-6-3.html

470

Module 4: The Bretton Woods System – World Bank, IMF, and the UN (2 Weeks)

The literature on the Bretton Woods system established soon after the second world war is legion. Rightly so, since the Bretton Woods institutions have been heavyweights in global politics and the international economic order; and invariably wield more power than individual nation-states of the global South. The following module offers a simple introduction to the institutions of Bretton Woods, including the UN that was not formally inside the system, but was meant to function as the parent body of these institutions. The module will end with critical perspectives on the institutions in terms of their multiple failures in establishing a more equitable, just and democratic world.

Essential Readings:

Heywood, A. 2011 "Historical Context" from Andrew Heywood *Global Politics* Basingstoke, Palgrave Macmillan, pp. 25-52.

Heywood, A. 2011 "Global Governance and the Bretton Woods System" from Andrew Heywood *Global Politics* Basingstoke, Palgrave Macmillan, pp. 456-476.

Heywood, A. "International Organisation and The United Nations" from Andrew Heywood *Global Politics* Basingstoke, Palgrave Macmillan, pp. 432-448.

Frey, Kunkel and Unger 2014 "Introduction: International Organizations, Global Development, and the Making of the Contemporary World" from Marc Frey, Sönke Kunkel and Corinna R. Unger *International Organisations and Development: 1945-1990* Basingstoke, Palgrave Macmillan, pp. 1-22.

Toussaint, E. 2006 "The creation of the Bretton Woods institutions" from *The World Bank: A Critical Primer* London and Ann Arbor Pluto, pp. 9-16.

Suggested Readings:

Stiglitz, J. "The Promise of Global Institutions" from David Held and Anthony McGrew *The Global Transformations Reader* Cambridge, Polity Press, pp. 477-481.

Woods, N. 2006 "Whose Institutions?" from Ngaire Woods *The Globalizers: The IMF, The World Bank and Their Borrowers* Ithaca, Cornell University Press, pp. 15-38.

471

Chassé, Daniel S. 2014 "Technical Internationalism and Economic Development at the Founding Moment of the UN System" from Marc Frey, Sönke Kunkel and Corinna R. Unger *International Organisations and Development: 1945-1990* Basingstoke, Palgrave Macmilln, pp. 23-45

Module 5: Regional Actors, Formations and Organisations (2 Weeks)
The postwar order was understood by the newly colonized nations as being stubbornly unequal in both geopolitical and economic senses. In addition, some of the earlier hegemons who were now sidelined by the unipolar actions of the United States banded together as the European Union, a still-shaky political project. What has been the intention and impact of these counter-hegemonic regional actors? This module will critically examine the EU, Southern institutions like the Non Aligned Movement, and the Organisation of African Unity in this context.

Essential Readings:

Makinda, S.M and F. Wafula Ofumu 2008 "The Organization of African Unity and mutual preservation" from The African Union: Challenges of Globalisation, Security and Governance" Oxford, Routlegde, pp. 11-27.

Mathur, P. 2016 "The Non-Aligned Movement And The United Nations" *World Affairs: The Journal of International Issues*, Vol. 20, No. 2 (SUMMER (APRIL-JUNE) 2016), pp. 10-23.

Heywood, A. 2011 "European Integration" from Andrew Heywood, *Global Politics* Basingstoke, Palgrave Macmillan, pp. 494-501.

Suggested Readings:

Braveboy-Wagner, J. 2009 "Summarizing global south institutionalism" from Jacqueline Braveboy-Wagner *Institutions of the Global South* Oxford Routledge, pp. 210-216.

Murphy, C. 2005 "International Institutions, Decolonisation and Development" from Craig Murphy *Global Institutions, Marginalisation and Development* Oxford Routledge, pp. 91-102.

Module 6: Non-Governmental Actors (2 Weeks)
The increasing importance of non-governmental intervention in arenas of social and economic policy within and outside nation-state is a well-documented phenomenon. As the advocates of neoliberalism push for 'more governance, less government' and the Keynesian or Welfare state withdraws from prior social commitments, Non-Governmental Organisations have

472

stepped into the vacuum, being lionized for this role in some literature. However, the lack of public accountability and transparency in funding and political investments must caution us against any plainly celebratory accounts of NGOs. On the other side are another type of powerful and non-accountable institution with undue influence some would say in world and national politics – Multinational Corporations or MNCs. This module casts a critical gaze on NGOs and MNCs operating at different scales in the globalizing world.

Essential Readings:

Gilpin, R. 2003 "The State and the Multinationals" from Robert Gilpin *Global Political Economy: Understanding the International Economic Order* Hyderabad: pp. 278- 304.

Fisher, J. 2003 *Non-governments – NGOs and Political Development in the Third World.* Jaipur: Rawat, ch. 1, 4, 6.

Prasad, K. 2000 *NGOs and Social-economic Development Opportunities.* New Delhi: Deep & Deep, ch. 1, 2, 3, 5.

Khagram, Sanjeev (2004) "Toward Democratic Governance for Sustainable Development: Transnational Civil Society Organizing around Big Dams" from Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader.* Oxford: Blackwell pp. 519

Film (1995): *A Narmada Diary* Dir: Anand Patwardhan and Simantini Dhuru

Suggested Readings:

Keane, J. (2003), Global Civil Society?, Cambridge, Cambridge University Press.

Atkinson, J. and Martin Scurrah 2009 *Globalising Social Justice* London, Palgrave Macmillan, chps 1, 2, 3.

Goldstein, J. 2006 *International Relations,* New Delhi: Pearson, pp. 392-405 (for MNCs).

Module 7: Cultural Institutions – Marriage, Gender and Family (1 Week)
This module will encourage students to look at familiar, intimate, domestic and cultural practices through a political economy lens. This is in keeping with the course objective of adopting a broad rather than narrow definition of institutions, cutting across the usual divides of global and local institutions; public and private; as well as economics, politics and culture. The module will

deconstruct and place the global institutions of marriage and family in political-economic context, revealing how marriage, family, sexuality and reproduction are economic and political institutions that cut across the public-private divide.

Essential Readings:

Constable, N. 2009. "The Commodification of Intimacy: Marriage, Sex, and Reproductive Labor" *Annual Review of Anthropology*, Vol. 38 (2009), pp. 49-64.

Settles, B.H. 2001. "Conflicts between Family Strategies and State Policy in a Global Society" Journal of Comparative Family Studies, Vol. 32, No. 2 (SPRING 2001), pp. 147-166.

Humphries, J. "Rational Economic Families? Economics, the Family and the Economy" in Joanne Cook, Jennifer Roberts and Georgina Waylen *Towards a Gendered Political Economy* London, Palgrave MacMillan, pp. 39-59.

Suggested Readings:

Bedford, K. "Working Women, Caring Men and the Family Bank: Ideal Gender Relations after the Washington Consensus" from *Developing Partnerships: Gender Sexuality and the World Bank*, Minneapolis, University of Minnesota Press, pp 1-34.

Ke Li and Sara L. Friedman 2016 "Wedding Marriage to the Modern State in China" from Kristin Celello and Hanan Khaloussy (2016) *Domestic Tensions; National Anxieties: Global Perspectives on Marriage and Nation* New York, Oxford University Press, pp. 147-169.

Sharpe, J. 2005. "Gender, Nation, and Globalization in Monsoon Wedding and Dilwale Dulhania Le Jayenge" Meridians, Vol. 6, No. 1 (2005), pp. 58-81.

BACKGROUND/GENERAL READINGS

Sen, A. 1999 *Development as Freedom* New York, Alfred Knopf.

A. Narlikar, 2005 *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press.

Peet, Richard 2003 *The Unholy Trinity – the IMF, World Bank and WTO* SIRD Wits University and Zed Books

Sachs, W. eds. 2010. *The Development Dictionary: A guide to knowledge as power.* London: Zed Books. Chapter 9.

Held, D. and McGrew, A. (eds.) (2000) *The Global Transformations Reader.* Cambridge: Polity Press.

Nayyar, D. (ed.) (2002) *Governing Globalization.* Delhi: OUP, pp. 144- 176.

Glen, J. (2007) Globalization: North-South Perspectives. London: Routledge, ch.6.

Sheila Jeffreys 2009 *Industrial Vagina: Global Political Economy of Sex Trade* Oxford, Routledge.

OTHER RESOURCES

http://www.bu.edu/pardeeschool/research/project-on-the-political-economy-of-security/

https://wordpandit.com/list-international-organizations-heads/

8. Pedagogy

a. **Instructional design**.

The course will be a combination of lectures and tutorials.

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

None

c. **Expertise in AUD faculty or outside**.

The faculty teaching the course should have expertise in the disciplines of political science, gender and international relations.

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

Practitioners/officials in the UN system/other international organisations may be invited for special lectures.

475

9. Assessment Structure.

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment through shorter written pieces (35%)
- Second assessment will be project-based submission (25%)
- Third assessment will be a final examination (40%).

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	SGA
Programme(s)	BA Global Studies & Combination 1 & 2 of BA-SSH
Course title	The Age of the Digital Global
Course code	SGA1GS303
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Praveen Singh (Course Coordinator); Sneha Ragavan (Adjunct Faculty)

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

   The course connects with other core courses in the BA-GS, and builds an important dimension of the globalized world that we inhabit, and connects specifically with the issues of communication, identity formation and virtual reality. The course explores the material infrastructure of digital technologies, supported by state and capital, thus shaping the geopolitics of the global present. It will also provide an interesting background to a BA elective 'Digital Storytelling'.

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 prerequisites.

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

   As per SGA / AUD norms.

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

It is a semester-long course to be offered in the 5th (Monsoon) semester.

5. **Proposed date of launch**: Monsoon Semester 2020

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

   This course links very well with AUD's core objective of 'promoting the study of humanities and social sciences for understanding and imagination of a *society in transition*'. It also links very well with the core focus on interdisciplinarity; the course brings together diverse and interdisciplinary literature on a topical field. The course also converges very well with the objectives of the BA-Global Studies - to critically understand the underlying processes that both influences and gets produced by globalization. The programme tries to harness students' experience of living in a globalized world to a curriculum that foregrounds the global dimensions to everyday life.

7. **Course Details**:

   a. Summary:

   This course will introduce students to key concepts, debates, and structural dynamics of the digital global world. Stemming from the fact that digital technologies, media, and culture have become an inextricable part of how we see, inhabit, and imagine the world today, the course takes as its starting point two core aspects of the digital world—first, its military genealogy, and second, its material dimensions. Both of these are overlooked yet crucial aspects in terms of the ways that they define the basic edicts of the digital present. For instance, the seeming immateriality of the virtual world blinds us to large-scale infrastructural projects backed by big capital that go behind it. Similarly, very little is known to the general public and user about how the economy operates in such immaterial contexts—how did Facebook, Twitter, and Google become financial giants? What are the ties between state and capital that have led to infrastructural investments for the digital? Such and other aspects of the digital world are often hidden from public scrutiny and to that end, one of the aims of this course is to demystify the digital world and its capitalist underpinnings.

   The changes brought about particularly by digital computing and information technologies from the mid-20th century onwards have facilitated radical changes and developments across fields—be it in media, science, finance capital, or culture. All of these have led to a barrage of new forms of knowledges, practices, and

478

apparatuses, many of which have already become obsolete in our own lifetimes. Courtesy of the personal computer, the internet, and cellular technology, all this has increasingly led to the pervasive digitalisation of our everyday lives as private persons, citizen-subjects, and as global netizens. However, what is little known about such technologies are how steeped they are in military history and genealogy. This has meant that state supported capital and, not to mention, surveillance, has underwritten the ways in which the digital world has developed and the network society advanced. In other words, what we are experiencing today is also an intense datafication of our lives—where both state and private corporations collect, store, and mine data. All of this is happening at a planetary scale, and it is precisely this de facto globalising reach of the digital or vice-versa, the technological determinism of the global that has to be historically and critically examined—particularly as it may reveal structures of surveillance, uneven systems of access to information, and not to mention, political underpinnings of large-scale, data-driven projects. Against this backdrop, the course will address the following questions: How does this genealogy of the digital global reframe the relationship between state and citizen? How did big data become a commodity? What are the arguments made for an ethics of data privacy?

And lastly, the course explores how, despite its military genealogies, an interesting aspect of digital technological innovation is that it continually exceeds the expectation/intention of the capitalist class that produced it. In other words, post-industrial/immaterial capital acquires value not from being 'exclusive' or in the possession of a few, but from its rampant sharing and dissemination. In other words, for capital to benefit from digital technology, the latter has to be democratised—and herein lies the irony and the unanticipated potential of the digital world. Over the last several decades, we have seen communities of users challenge the way we think about access to information, knowledge production and dissemination, etc. Be it in the development of open source technologies or free software cultures, of the work of public librarians and copyleft activists, a different worlding or vector of the global emerges from this lens.

b. Objectives

The course will help students in the following ways:

- Develop a critical understanding of some key debates around digitality from the geo-political position of the global south.
- Develop a critical understanding of the technologies and infrastructures of the digital that have helped the process of current globalization, as well as been in influenced by the process

4793

- Become discerning users of Internet resources while being aware of debates around the free culture movement
- Develop skill-sets to be able to put together materials for the digital space

c. *Learning Outcomes:*

Upon the successful completion of the course, students will be able to:

- Develop demonstrable skills in analysing the structural dynamics of the digital global present.
- Develop critical understanding of the military genealogy of the internet and its traces that we find today while discussing state surveillance and big data.
- Critically reflect on their own active participation in forms of social media and its impact on forms of selfhood and sociality
- Initiate a discussion on the notion of digital privacy and information ethics from the broader context of the debate on the right to privacy.
- Distinguish between older forms of labour and capital with newer forms that have been ushered in with the digital.
- Have a critical understanding of the geo-politics of the digital global—be it with regard to infrastructure, waste, resources, or the digital divide.

d. *Overall structure:*

The course is divided into four units and 12 modules; each of these will be discussed over 1-2 weeks.

Sl#	Module Name	Week/s
	Unit 1: The Digital Global World: A Brief Introduction	
1.	Keywords for the Digital	1
2.	A Brief History of the Internet	2
3.	Infrastructure, Labour, and the Information Economy	3-4
	Unit 2: Self, Social, and the Virtual	
4.	Sociality and Selfhood in Social Media	5
5.	Avatars and Identity	6
6.	Digital Privacy	7
	Unit 3: Mobilising Life Online: State and Community	
7.	States: e-Governance, Surveillance, Restriction	8
8.	The Digital Divide	9
9.	The Revolution will be Digitised: Twitter Revolutions and Hacktivism	10
	Unit 4: The 'New Literary'/Knowledge in the Age of Internet	

10.	Information wants to be Free: Debates in Intellectual Property	11
11.	The Digital Humanities	12-13

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

Module 1: Keywords for the Digital

As the primary aim of the course is to provide an understanding of the digital world, the introductory module opens with a lecture and discussion on a range of key terms and concepts relating to the digital. These include terms such as data, network, information, digital, etc. While these have entered our daily parlance, this module explores to what extent we are familiar with their intellectual/conceptual histories, and asks, what do we really know about them—for instance, what is data and how does it differ from information? What is the difference between digital and analog? What is a network? When did information become measurable? How do we conceive of memory?

Required Reading

- Peters, Benjamin, ed. *Digital Keywords: A Vocabulary of Information Society and Culture.* Princeton; Oxford: Princeton University Press, 2016. "Network", "Data", "Information", "Memory", "Digital".

Suggested Reading

- Raqs Media Collective, "A Concise Lexicon of/for the Digital Commons" in *Sarai Reader 03: Shaping Technologies.* Eds. Monica Narula, Shuddhabrata Sengupta, Jeebesh Bagchi, et al. New Delhi and Amsterdam: Sarai-CSDS and WAAG, 2003: 357-365.

Module 2: A Brief History of the Internet

This module is an attempt to discuss in brief, the history of the internet. It begins by tracing its origins to technological revolutions from the 1940s onwards, and locating its spread within the American military-espionage complex of the 1970s. The module will also attempt to narrate more 'global' histories of the internet, beyond conventional Euro-American histories that firmly locate the internet's origins in the west.

Required Reading

- Manuel Castells, "The Information Technology Revolution" in *The Information Age: Economy, Society, and Culture—Volume I: Rise of the Network Society.* UK: Wiley-Blackwell, 2010. 2nd edition. 28-51.

Documentary

- *Lo and Behold, Reveries of the Connected World*. DVD. Directed by Werner Herzog. New York: Magnolia Pictures, 2016.

Suggested Reading

- Nishant Shah, "The State of the Internets: Notes for a New Historiography of Technosociality", in *The Routledge Companion to Global Internet Histories*. Eds. Gerard Goggin and Mark McLelland. 13 February 2017. Accessed on: 14 Apr 2020. URL https://www.routledgehandbooks.com/doi/10.4324/9781315748962.ch3

Module 3: Infrastructure, Labour, and the Information Economy

This module will attempt to explore how despite common misperceptions that the internet is 'immaterial', the vast physical, technological infrastructures that go behind it, and discuss the geopolitics of it, particularly in light of the fact that a huge part of the world's economy is invested in the internet. This materiality of the internet also raises questions relating to the environment, international treaties, labour and natural resource exploitation, and e-waste, which we will also engage with briefly.

Required Reading

- Lisa Parks and Nicole Starosielski, "Introduction." in *Signal Traffic: Critical Studies of Media Infrastructures*. Ed. Lisa Parks and Nicole Starosielski. Urbana, Chicago, and Springfield: Univ. of Illinois Press, 2015: 1-17.
- Michael Hardt and Antonio Negri, "The Becoming Common of Labor" in *Multitude*. London & New York: Penguin Books, 2006: 107-115.

Suggested Reading

- Christian Fuchs, "Competition and Cooperation in the Informational Ecology" in *Social Theory in the Information Age*, 140-147.
- Toby Miller, "The Art of Waste: Contemporary Culture and Unsustainable Energy Use" in *Signal Traffic: Critical Studies of Media Infrastructures*. Ed. Lisa Parks and Nicole Starosielski. Urbana, Chicago, and Springfield: Univ. of Illinois Press, 2015: 137-156.
- Jack Linchuan Qiu, "Goodbye iSlave: Making Alternative Subjects through Digital Objects" in *Digital Objects, Digital Subjects: Interdisciplinary Perspectives on Capitalism, Labour, and Politics in the Age of Big Data*. London: University of Westminster Press, 2019: 151-164.

- Lisa Parks, "Water, Energy, Access: Materializing the Internet in Rural Zambia" in *Signal Traffic: Critical Studies of Media Infrastructures*. Ed. Lisa Parks and Nicole Starosielski. Urbana, Chicago, and Springfield: Univ. of Illinois Press, 2015: 115-136.

Module 4: Sociality and Selfhood in Social Media

This module discusses how identity and selfhood are continuously re-constituted and fractured in light of the continually changing and ever new modes of sociality wrought on by digital technologies. Next to text messaging, the majority of adult internet users spend their time on social networking sites or 'social media'. We look at how user participation by the millions on such platforms have produced them as sites of sociality on the one hand, while at the same time, allowing them to govern our interests, and what we see and cannot see.

Required Reading

- Nicole B. Ellison and Danah M. Boyd, "Sociality through Social Network Sites," in *The Oxford Handbook of Internet Studies*. Ed. William H. Dutton. UK: Oxford University Press, 2013: n.p.

Documentary

- *The Cleaners*. DVD. Directed by Moritz Riesewieck, Hans Block. 2018.

Suggested Reading

- Nicholas Mirzoeff, "Introduction" and "How to See Yourself" in *How to See the World: An Introduction to Images from Self-Portraits to Selfies, Maps to Movies, and More*. New York: Basic Books, 2016: n.p.
- Kate Eichhorn, "In Pursuit of Digital Disappearance", in *The End of Forgetting: Growing up with Social Media*. Cambridge, MA and London: Harvard University Press, 2019: 117-137.
- Emma Gannon, *Ctrl Alt Delete: How I Grew up Online*, London: Ebury Press, 2016.
- Danah Boyd, *It's Complicated: The Social Lives of Networked Teens*. New Haven: Yale University Press, 2014.

Module 5: Avatars and Identity

This module explores the impact on identity and selfhood through creating 'other lives' in the form of avatars in online gaming or virtual reality experiences. Hundreds of

thousands of people spend considerable time online through their avatars in virtual worlds such as Second Life or through massively multiplayer online games such as World of Warcraft. How does this process of living out one's life in a surrogate form of an avatar alter notions of the self—in other words, how does the virtual-self impinge on the real-self, and vice-versa?

Required Reading

- Lisa Nakamura, "Head Hunting in Cyberspace: Identity Tourism, Asian Avatars and Racial Passing on the Web", *The Women's Review of Books*. 18:5 (Feb 2001): 10-11.
- Ulrike Schultze, "Performing Embodied Identity in Virtual Worlds", *European Journal of Information Systems* 23 (2014): 84–95.

Suggested Reading

- Ulrike Schultze, "The Avatar as Socio-Material Entanglement", *ICIS 2011 Proceedings*.
- Sherry Turkle, *Life on the Screen: Identity in the Age of the Internet*. New York: Simon & Schuster, 1997.

Module 6: Data Privacy

This module explores questions pertaining to privacy and ethics on the internet in general and social media in particular. The predicament that the internet brings with it is the datafication of our lives—a situation where we leave digital footprints with every passing second of time we spend online, with each of these contributing to 'big data', ready to be mined and capitalised. Keeping this in mind, this module asks, is there such a thing as information ethics? How does digital privacy relate to the larger juridical debate on the right to privacy?

Required Reading

- Amber Sinha, "The Fundamental Right to Privacy: Part II – Structure" in *Centre for Internet & Society*, 2017 URL https://cis-india.org/internet-governance/blog/the-fundamental-right-to-privacy-an-analysis
- Anja Kovacs, "Data Sovereignty, of whom? Limits and Suitability of Sovereignty Frameworks for Data in India", in *Internet Democracy Project* (December 2019). URL https://internetdemocracy.in/reports/data-sovereignty-of-whom/

Video/Documentary

- *Terms and Conditions May Apply*. DVD. Directed by Cullen Hoback. New York: Variance Films, 2013.

Suggested Reading/Viewing

- "Internet Privacy in India" *Centre for Internet & Society*. URL https://cis-india.org/telecom/knowledge-repository-on-internet-access/internet-privacy-in-india
- Daniel J. Solove, *The Digital Person: Technology and Privacy in the Information Age*. New York and London: New York University Press, 2004.
- Glenn Greenwald, "Why Privacy Matters" *TED Talks*. October 2014. URL https://www.ted.com/talks/glenn_greenwald_why_privacy_matters
- Nishant Shah, "Digital Native: There is no Spoon, There is no Privacy" *The Indian Express*, 9 October 2017. URL https://indianexpress.com/article/technology/opinion-technology/there-is-no-spoon-there-is-no-privacy-4881654/

Module 7: States: e-Governance, Surveillance, Restriction

This module explores the modalities through which the role of states has been altered with the digital turn. Apart from briefly addressing questions of governance and transparency, the module will focus on how digital technologies seem to further the state's intent to surveil and discipline its subjects. In that sense, this module revisits how the military genealogy of digital media and technology such as the internet come to be used by the state.

Required Reading

- Nishant Shah, "Identity and Identification: The Individual in the Time of Networked Governance" in *The Socio Legal Review*, vol. 11 (2), pp. 22-40.
- Volker Eick, "Social Sorting in the Early 21st Century: Video Surveillance and Governance" in *Sarai Reader 03: Shaping Technologies*. Eds. Monica Narula, Shuddhabrata Sengupta, Jeebesh Bagchi, et al. New Delhi and Amsterdam: Sarai-CSDS and WAAG, 2003: 321-330.

Suggested Reading

- Christian Fuchs, "Digital Inclusion: eParticipation as Grassroots Digital Democracy" in *Internet and Society: Social Theory in the Information Age*. New York: Routledge, 2008: 225-247.

- Yasha Levine, "Command, Control, and Counterinsurgency" in *Surveillance Valley: The Secret Military History of the Internet*. New York: Public Affairs, 2018: n.p.

Module 8: The Digital Divide

This module will address the issue of the digital divide, which is a condition of inequality where some people have access to digital technology and the internet, and others do not. However, more than being just about access, the digital divide has also meant uneven distribution in the access to digital literacy for certain socio-economic and geopolitical groups, thereby impacting one's ability to find, create, manage, and disseminate information, and moreover, to become skilled digital content creators.

Required Reading

- Pippa Norris, "The Worldwide Digital Divide: Information, Poverty, the Internet, and Development" in *Thinking Globally: A Global Studies Reader*. Ed. Mark Jurgensmeyer. Berkeley, LA and London: Univ. of California Press, 2014: 366-371.
- Payal Arora, "The Leisure Divide" in *The Next Billion Users: Digital Life Beyond the West*. Cambridge, MA and London: Harvard University Press, 2019: pp. 6-30.

Suggested Reading

- Ester Hargittai and Yuli Patrick Hsieh, "Digital Inequality", in *The Oxford Handbook of Internet Studies*. Ed. William H. Dutton. UK: Oxford University Press, 2013: n.p.
- William Mazzarella, "Beautiful Balloon: The Digital Divide and the Charisma of New Media in India" *American Ethnologist* 37:4 (November 2010): 783-804.

Module 9: The Revolution will be Digitised: Twitter Revolutions and Hacktivism

This module examines two kinds of online 'revolutions' to analyse the contrasting modalities of their operation, their ability to effect transformation or change, and how they differently relate to the state and sociality. First, we look at forms of online activism such as twitter and other social media campaigns, undertaken by members of civil society and generally perceived as progressive. And second, we look at hacktivists who use their skills in hacking as a form of political protest, and are generally perceived as anti-state actors.

Required Reading

- Natana J. DeLong-Bas, 'The New Social Media and the Arab Spring', in Juergensmeyer, *Thinking Globally* (362-66).

486

- Anja Kovacs, "Inquilab 2.0? Reflections on Online Activism in India" in *Researchers at Work Blog, Centre for Internet and Society* (January 2010). URL https://cis-india.org/raw/histories-of-the-internet/blogs/revolution-2.0/digiactivprop

Documentary

- *We Are Legion: The Story of the Hactivists* (2012) dir. Brian Knappenberger

Suggested Reading

- Evgeny Morozov, *The Net Delusion: The Dark Side of Internet Freedom*. New York: Public Affairs, 2011.
- Nishant Shah, "Resisting Revolutions: Questioning the Radical Potential of Citizen Action" in *Development* 55: 2 (2012): 173-180.
- Anja Kovacs, "What's in a Name? Or Why Clicktivism May Not Be Ruining Left Activism in India, At Least For Now" in *Researchers at Work Blog, Centre for Internet and Society* (September 2010). URL https://cis-india.org/raw/histories-of-the-internet/blogs/revolution-2.0/whats-in-a-name-or-why-clicktivism-may-not-be-ruining-left-activism-in-india-at-least-for-now
- Housley, Webb, et al., 'Interaction and Transformation on Social Media: The Case of Twitter Campaigns', Social Media + Society, Jan-March 2018

Module 10: Information wants to be Free: Debates in Intellectual Property

This module explores the free culture movement which emerged in opposition to the rampant commoditization of intellectual property, its exclusive possession in the hands of a few, and laws that help protect such exclusivity. A social movement committed to the sharing and dissemination of content, Free Culture has taken many forms and directions, and has been the subject of several heated debates particularly in the field of law. Stemming from the belief that closing off access only broadens the digital divide, there is a large community of coders, pirates, public librarians, and hackers who are committed to the slogan of "information wants to be free".

Required Reading

- Lawrence Liang, "The Ghost in the Machine: The Legal Capture of Technology" in *Sarai Reader 03: Shaping Technologies*. Eds. Monica Narula, Shuddhabrata Sengupta, Jeebesh Bagchi, et al. New Delhi and Amsterdam: Sarai-CSDS and WAAG, 2003: 303-311.

Suggested Reading

- Lawrence Lessig, "The Internet Under Siege" *Foreign Policy* No. 127 (Nov-Dec 2001): 56-65.

- Christopher Kelty, "Recursive Publics and Open Access" in *Guerrilla Open Access*. Ed. Memory of the World. Coventry: Post Office Press, Rope Press, and Memory of the World: 6-15
- Biella Coleman, "The (Copylefted) Source Code for the Ethical Production of Information Freedom" in *Sarai Reader 03: Shaping Technologies*. Eds. Monica Narula, Shuddhabrata Sengupta, Jeebesh Bagchi, et al. New Delhi and Amsterdam: Sarai-CSDS and WAAG, 2003: 297-302.
- Lawrence Lessig, "Laws that Choke Creativity". *TED Talk*. March 2007. https://www.ted.com/talks/lawrence_lessig_laws_that_choke_creativity

Week 11: Digital Humanities

This module introduces students to Digital Humanities, a field of study that broadly refers to the use of computational methods and digital resources in the study and analysis of topics in the humanities. This module will begin by introducing students to some of the key concepts of digital humanities including, database, digitisation, metadata, classification, and distant reading, among others. The second part of this module will involve students undertaking a project that deploys some of these digital humanities methods and techniques as a way of skill-building.

Required Reading

- Anne Burdick, Johanna Drucker, et. al., "Humanities to Digital Humanities" in *Digital Humanities*. Cambridge, MA and London: MIT Press, 2012: 3-26.
- Nishant Shah, "Digital humanities on the ground: Towards a Second wave of digital humanities" *South Asian Review*. 39 (1). Eds. Roopika Risam & Rahul K. Gairola (2019).

Suggested Reading

- James Gleick, "After the Flood" in *The Information: A History, a Theory, a Flood*. New York: Pantheon Books, 2011: 5-14; 387-411.
- Lev Manovich, "The Database Logic" in *The Language of New Media*. Cambridge, MA: MIT Press, 2001: n.p.

8. Pedagogy:

a. Instructional design:

Classroom lectures, documentaries, site visits, invited lectures, and student project presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with AV equipment, and high speed wi-fi

c. Expertise in AUD faculty or outside: **AUD and external experts from Delhi.**

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

9. Assessment structure (modes and frequency of assessments)

i. *Four Fortnightly memo* (20%): 300-500 word response based on classroom discussions and/or on assigned reading

ii. *Mid-Semester exam:* 20%

iii. *Project* (30%): multimedia project with presentation and reflective note on a topic/theme decided collectively

iv. *Final examination* (30%): essay-based final exam.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:
The proposal was discussed by the Board of Studies in its 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Social Science and Humanities
Course title	Myths, Rumors and Conspiracies
Course code	SGA1SSH301
Credits	4
Course type (core / compulsory / optional /any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG – 5th Semester
Course coordinator and team	Anil Persaud

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

   Literary Humanities is a core stream in the BA-SSH programme. This is a course in that stream. It therefore exists in dialogue with other courses in that stream. It is further connected to the humanities courses in the BA programmes offered in SGA and across the University. It additionally builds on the analytical skills and tools developed in the *Ways of Knowing* Foundation basket courses. This course also follows the SGA norm regarding course levels, "100 level courses, with a focus on events, people and places, will aim to develop students' reading, writing and presentation skills. 200 level courses, highlighting experiences, practice (e.g., map making and the use of (big) data, ideas and thinkers, will emphasize critical and comparative thinking thereby build the groundwork for the focus on concepts, argument and articulation at the 300 level. Course design in BA-SGA is therefore an integrated and collaborative exercise among faculty."

   Being a fifth semester course it builds on students English language skills, as well as their earlier semesters' Foundation and Major courses.

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): Monsoon semester long course

5. **Proposed date of launch**: MS2020

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

   This course aims to improve students' critical and media literacy and critical thinking skills. It is interdisciplinary as well as global in materials used.

7. **Course Details**:

   a. ***Summary***:

   We live in an Information Age. In this time it is not only the quantity of the information that is overwhelming and poses difficulty for processing, but also the multiple genres in which that information is circulated and the various media through which the that information is persuasively dispersed. This course is intended to draw students attention to these complexities associated with public discourse. Toward that end, this fifth semester core course will teach critical and media literacy and critical thinking skills using Myths, Rumors and Conspiracies. Additionally, these will be explored across time and at both the local and global scales. The course materials draw from media studies, literature, philosophy (of science), history, sociology and psychology to explore and analyze a set of complex, interconnected and popular ways of knowing. Myths, rumors and conspiracies, as we shall see, can be both empowering as well as dangerous to knowledge production, governance, democracy and social cohesion in general. They come in a variety of forms: in fiction and non-fiction as well as in oral, written and digital media. They often act in tandem making it all the more important to study them together and develop the skills to *ask the right questions* so as to recognize myths, rumors and conspiracies as well as be aware when one is producing them.

   b. ***Objectives***:

   To introduce students to myths, rumors and conspiracies as persuasive forms of narration and to also develop the students' ability to analyze, evaluate and critically reflect on those forms as they are encountered and created across various media.

c. ***Expected Learning Outcomes***:

After successful completion of the course, the student will:

- Have the awareness of the narrative forms such as myth, rumor, gossip and conspiracies.
- Have the attentiveness to the popular use of these forms in everyday discourse.
- Develop reading tools and strategies to make informed decisions regarding the veracity of the information and narratives received and produced.

d. **Overall structure**: See table and full outline below.

Sl#	Module	Week/s
1	Introduction to Critical Literacy, Media Literacy and Critical Thinking	2 (spread over the semester)
2	Myths:	3
3	Rumours	3
4	Conspiracies	3
5	Conclusion: wrap-up	1

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

Module 1: Introduction

Myths, Rumors and Conspiracies have come to saturate multiple form as of communication. With this in mind, the Introduction will inform the students of important practices such as Critical Literacy, Media Literacy and Critical Thinking, to enhance their ability to access, analyze, evaluate, create, and act across genres and media. To do so the course will begin with examples that bring together myths, rumors and conspiracy to highlight the importance of critical and media literacy and critical thinking.

Two examples of such cases are, a) from the contemporary, the Dr. Judy Mikovits "Plandemic" video, along with the various rebuttals (for example, Will Sommer's "Discredited Doctor and Sham 'Science' Are the Stars of Viral Coronavirus Documentary 'Plandemic'" at: https://www.thedailybeast.com/plandemic-the-viral-coronavirus-documentary-stars-a-discredited-doctor-and-sham-science and John Cook et al, "Coronavirus, 'Plandemic' and the seven traits of conspiratorial thinking" at https://theconversation.com/amp/coronavirus-plandemic-and-the-seven-traits-

of-conspiratorial-thinking-138483?fbclid=IwAR2bnzXcU5ugBUJS4osS0J19vWTTPIp-4iaVfzIdaoKS_jK0ZJSKTocAVaI) that came in its wake eventually leading to its removal from internet circulation; or, b) The video documentary, "Nazis", which deals with the myth of racial superiority, the media role in the rise of Nazism and the various conspiracies surrounding the afterlife of both Hitler as well as Third Reich. See for instance, Brendan Fay's (2019) "The Nazi Conspiracy Theory: German Fantasies and Jewish Power in the Third Reich." *Library & Information History*, 35:2, 75-97. These examples can be changed to reflect local and contemporary relevance.

Essential Readings:

On Critical Literacy:
Selected examples from Casper Hulshof, Paul Arthur Kirschner, and Pedro De Bruyckere, *Urban Myths About Learning and Education*. Elsevier, 2015

Shor, Ira (1999) "What is Critical Literacy?", *Journal of Pedagogy*, Pluralism, and Practice: Vol. 1 : Iss. 4, pp. 2-31

Allan Luke (2012) "Critical Literacy: Foundational Notes", *Theory Into Practice*, 51:1, pp. 4-11

On Media:
Pierre Bourdieu, "On Television", in Meenakshi Gigi Durham and Douglas M. Kellner (eds.), *Media and Cultural Studies: Keyworks*. Blackwell Publishing, 2006 (pp. 328-336)

Stuart Hall, "Encoding/Decoding", in Meenakshi Gigi Durham and Douglas M. Kellner (eds.) (pp. 163-173)

Sahana Udupa & Paula Chakravartty, "Changing with The Times of India (Bangalore): Remaking a post-political media field", *South Asian History and Culture*, 2012, 3:4, 491-510

On Critical Thinking:

"The Benefit of Asking the Right Question", in M. Neil Browne, Stuart M. Keeley, *Asking the Right Questions: A Guide to Critical Thinking*. Pearson, 2007 (pp. 1-13)
"What are the Issue and the Conclusion", in M. Neil Browne, Stuart M. Keeley (pp. 15-23)

Don K. Dignan, "The Hindu Conspiracy in Anglo-American Relations during World War I", *Pacific Historical Review*, Vol. 40, No. 1 (Feb., 1971), pp. 57-76

493

Module 2: Myths

Myths are more than stories; they have served profound purposes throughout history. Those purposes, however, have not remained the same over time. Myths often depend on a temporal and human context for their development, for instance, nation-building myths often develop in times of crises. This Module focuses on the following questions: What is myth? What are theories of myth? What purposes do they serve? What are examples of myths? What function do myths serve? What is the relationship between myth and science, religion, literature, psychology and society? How have myths changed over time? It will end with a discussion on creation myths. This Module will begin with examples from the world of myth.

Essential Readings:

David Adams Leeming, *The World of Myth: An Anthology*. OUP. 1990. Selections of particular world myths from this text.

Paul F. Lurquin and Linda Stone, *Evolution and Religious Creation Myths: How Scientists Respond*. OUP. 2007

Robert A. Segal, *Myth: A Very Short Introduction*. OUP, 2004

A.K. Ramanujan, "Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation", in *Many Rāmāyaṇas: The Diversity of a Narrative Tradition in South Asia*, ed. by Paula Richman (Berkeley: University of California Press, 1991), pp. 22–48.

Additional readings:

Karen Armstrong, *A Short History of Myth*. Canongate, 2005

Jeanette Winterson: *Weight: The Myth of Atlas and Heracles*. Canongate, 2005

David Wilton (auth.) & Ivan Brunett (Illustrator), *Word Myths: Debunking Linguistic Urban Legends*. OUP, 2004

David Adams Leeming, *The World of Myth: An Anthology*. OUP. 1990
Roland Barthes (author), Annette Lavers (translator), *Mythologies*. Farrar, Straus and Giroux, 1972.

Assessment: Group presentations on a lesser know creation myth from India or around the world.

Module 3: Rumors

Known as 'guilty pleasures', rumors and gossip have served a variety of functions in society, from their destabilizing effects with respect to authority, power and powerlessness to their psychological effects of helping people actively or emotionally prepare for negative events, or to defend against threats to their self-esteem. From sparking riots or altering stock market trends to shaming a rival or altering social and organizational landscapes. So, What are rumors? Are they gossip? Are they always harmful? How are they born? How do they spread? What motives do they satisfy? Can they be scientifically understood and possibly controlled? The distinction between rumor and gossip is highlighted in the readings. What role do technology and media play in how those questions are answered? To illustrate the issues arising in this Module and to further highlight the interrelations between rumor and gossip, we will begin by watching a film version of Shakespeare's *Othello.*

Essential Readings:

Rajeev Bhargava, "Halting the March of Rumours", *The Hindu*, April 14th 2020, https://www.thehindu.com/opinion/lead/halting-the-march-of-rumours/article31342031.ece

Onook Oh, Manish Agrawal and H. Raghav Rao, "Anxiety and Rumor: Exploratory Analysis of Twitter Posts during the Mumbai Terrorist Attack", in Greg Dalziel, *Rumor and Communication in Asia in the Internet Age*. Routledge, 2015, pp. 143-155

Gordon W. Allport and Leo Postman, "An Analysis of Rumor" & "Rumor and Society" in, *The Psychology of Rumor*, New York, Henry Holt, 1947

Anjan Ghosh, "The Role of Rumour in History Writing", *History Compass 6/5* (2008): 1235–1243.

Irit Rogoff, "Gossip as Testimony: A Postmodern Signature". *The Women's Art Library, Women's Art Magazine* (Issue 67), November-December 1995.

Film: Shakespear's *Othello* (1995). Director Oliver Parker. Main cast: Laurence Fishburne, Kenneth Branagh, Irène Jacob

Additional Readings:

Massimo Crescimbene, et al., "The Science of Rumors", *Annals of geophysics*, 55, 3, 2012. pp. 421-425

495

J. Prasad, The Psychology of Rumour: A Study Relating to the Great Indian Earthquake of 1934. *British Journal of Psychology*, 26(1), 1935, pp. 1–15.

Shahid Amin, "Gandhi as Mahatma"

Aditya Nigam, "Civil Society and Its `Underground'" Explorations in the Notion of 'Political Scoiety'" in Rajeev Bhargava and Helmut Reifeld (eds.) *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions*. Sage Publications, 2005. pp. 236-259.

Arun Kumar, "Beyond muffled murmurs of dissent? Kisan rumour in colonial Bihar", *The Journal of Peasant Studies*, 28:1, pp. 95-125

R.L. Rosnow and E.K. Foster,"Rumour and Gossip Research", American Psychological Association, April 2005, https://www.apa.org/science/about/psa/2005/04/gossip

Veena Das, "Specificities: Official Narratives, Rumour, and the Social Production of Hate", *Social Identities*, 1998, 4:1, 109-130

Michael Nycyk, "The Power Gossip and Rumour Have in Shaping Online Identity and Reputation: A Critical Discourse Analysis", *The Qualitative Report* 2015 Volume 20, Number 2, Article 2, 18-32

Assessment: Writing assignment on a rumor from India that engages with the questions raised above.

Module 4: Conspiracies

This module aims to address the following questions: What is the relationship between conspiracies, myths and rumors? What is a conspiracy? What are the kinds of conspiracies? What is conspiracy theory? Who is a conspiracy theorist? Are conspiracy theorists 'critical thinkers'? What is rational skepticism? What is confirmation bias and hermeneutic availability and their real-world effects? What is falsifiability and why is it important in science? To illustrate the issues arising in this Module and to further highlight the interrelations between rumour and gossip, we will begin by reading *The Emperor's New Clothes*, a short tale written by Danish author Hans Christian Andersen.

Essential Readings:

Hans Christian Andersen, *The Emperor's New Clothes*. Widely available

Rob Brotherton, "What is a Conspiracy Theory?" and other readings from *Suspicious Minds: Why We Believe Conspiracy Theories*. Bloomsbury Sigma, 2015.

Jovan Byford, "Towards a Definition of Conspiracy Theories" & "Psychology and Conspiracy Theories", in *Conspiracy Theories: A Critical Introduction*. Palgrave, 2011.

Kevin deLaplante, "Critical Thinking about Conspiracies". Youtube: https://www.youtube.com/watch?v=rUewZ8FDk_M

Skeptical Inquirer, "What is Skepticism" in *The Magazine for Science and Reason*. https://skepticalinquirer.org/

Karl Popper, Chapter 4 "Falsifiability", in *The Logic of Scientific Discovery*. Routledge, 2002.

Films: 1) *Mark Felt: The Man Who Brought Down the White House* (2017). Director: Peter Landesman. Main Cast: Liam Neeson, Diane Lane, Marton Csokas. 2) *Snowden*. Director: Oliver Stone. Cast: Joseph Gordon-Levitt as Edward Snowden.

Additional Materials:

Netflix series, "Conspiracies".

Assessment: In-class test.

Module 5: Conclusion

The concluding week of this course will be based on a 'Myths, Rumors and Conspiracies' diary that the students will be required to keep throughout the course where they document and reflect on myths, rumors and conspiracies in circulation during that time. This discussion will help us to review the course, revisit its main learnings and thereby in real-time assess the relevance and usefulness of what was studied. While it is not possible to predict what will be the myths, rumors and conspiracies even a few months from now, students will be guided to make their diary entries based for example on the personal, social and political spheres.

8. **Pedagogy**:

   a. Instructional design:

This course will be conducted through lectures and will make use of group activities, films, news, social media to achieve its objectives and learning outcomes.

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

c. Expertise in AUD faculty or outside: As required and available, for example, faculty from history, sociology, psychology, philosophy etc.

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

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

Group Project and Presentation (30%), Take home written assignment (25%) and in-class test (25%). The remaining 20% of the grade will be awarded to a Myths, Rumors and Conspiracies diary that the students will be required to keep throughout the course where they document and reflect on myths, rumors and conspiracies in circulation during that time. This will form the basis of the wrap-up class discussions in the final week.

\

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 3rd meeting held on 15 May 2020 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 Global Affairs
Programme(s)	BA SSH (Combination 1 & 2)
Course title	Ways of Seeing
Course code	SGA1SSH302
Total Credits	Four (4)
Course type (core / compulsory / elective / any other – please specify)	Core
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	Under Graduate
Proposed date of launch	
Course coordinator and team	Santhosh S.

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course will be offered as a core to BA SSH students (Cmobination 1 & 2) of SGA. It builds on other courses of SGA and AUD, especially the courses offered in the Foundation Basket.

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 SGA norms

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

5. **Proposed date of launch:** Monsoon 2020

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

   This course is an attempt to engage with the complex world of visual culture through a close reading of some of its foundational elements, structures, forms and manifestations. It engages with these complexities by initiating a multi-disciplinary approach to this study; with methodologies drawing from semiotics, psychoanalysis, formal analysis, and history of genres. These methodologies are

deployed in order to unearth the constructed character of not only the image-world but also the very act of seeing, which in turn enables students to engage with the world of images in more informed and critical ways. This course will definitely correspond with AUD's vision of engaged scholarship as well as its emphasis on interdisciplinary areas of research and pedagogy.

Visual culture plays a crucial role in the way in which we understand, experience, interpret and interact the world we live in. Our global imagination and globalization as a world-phenomena are interlinked with the advances in visual cultural apparatuses. In fact our unified notion of the earth itself is interconnected to the photographic image of the earth from the space. The study of Visual Culture, like Global Studies, involves the question of how to see the world at a time of dynamic change, not to mention the vast quantity of imagery being produced and consumed, implying many different points of view. In that sense, the visual and the global are intersectional categories and an entry into the world of visual culture contributes to the heterogeneity of our understanding regarding the global.

7. Course Details:

a. Summary:

The title of the course is indebted to the pioneering and influential work on visual culture by John Berger, *Ways of Seeing*, episodes of which were originally broadcast by BBC and soon published as a book in 1972. Drawing on his work, this course is imagined as an introduction to the diverse field of the world of images (or visual-cultural-world), and attempts to engage with multiple methodologies, approaches, and positionalities regarding this diversity. Broadly following Berger's structure of analysis, this course looks at the world of images with a new and critical eye, while keeping in frame the historical as well as the most mundane and ordinary aspects of visual culture.

This course also takes into account further developments in the study of visual culture. For instance, it engages with the method developed by theorist W.J.T. Mitchell, who, following Berger, coined the 'pictorial turn'—a mode of thinking and practising the act of representation which acknowledges the fact that images, alternately designated as 'the visual', have become one of the founding elements of our experience and understanding of reality. Similarly, this course engages with the works of Nicholas Mirzoeff, especially his book *How to See the World* which expands the theoretical and analytical ambits of Berger's work by analysing on the one hand, history's most iconic images, and on the other hand, by critically engaging with the specific ramification of visual culture in the context of digital technologies.

In the South Asian context, this course largely looks into the works of scholars such as Christopher Pinney, Sumathi Ramaswamy, Kajri Jain, Gari Tartakov, and Y.S. Alone, among others. Here the focus of engagement will be premised upon the question of popular visual culture which may include the study of calendar art, public monuments, counter-visual cultural narratives, and so on. The analytical prisms of this module includes social categories such as gender, race, religion, caste, class, region, and the question of public sphere.

Several methodologies drawing from semiotics, psychoanalysis, formal analysis, history of genres are used in this course. It also engages with the dialectics of theory and practice through practice-led research in the domain of visual culture. These methodologies are used in their relation to multiple media, mediums like painting, photography, print-making and so on. Further they are also invoked in the context of fixed and moving images, filmic representations including television, video and web-based practices ranging from different historical periods and geopolitical locations, and multiple categories of images from high art to popular art, from analog to digital, from the domain of advertisement and from archival to artistic assemblages and installations.

b. Objectives:

- This course introduces students to the heterogeneous world of visual culture, keeping in mind the overbearing presence of it in our everyday life experiences and practices.
- This course attempts to map the development of visual culture in the Euro-American world primarily through art historical methodologies.
- Similarly, it explores the peculiar manifestations of visual culture in the South Asian context, keeping in mind its postcolonial legacy and the proliferation of popular visual culture in the domain of the 'sacred'.
- The course also works as a practical guide to the modes, modalities and technologies of visual communication by analysing the specific semantic and affective dimensions of these processes of communication.
- This course introduces the ideological undercurrents of visual culture through initiating critiques from various subject-positions, and the way that these undercurrents shape and manipulate our outlooks, experiences, expressions and tastes.

c. Learning Outcomes

Upon the successful completion of the course, students will be able to:

- Develop demonstrable skills in analysing specific aspects of visual communication and its definitive role in knowledge production.
- Critically review the role of visual culture in a capitalist economy and its wide-ranging ramifications in our everyday life practices and interactions.
- Initiate an informed discussion about the multiple critiques of visual culture from the point of view of gender, race, caste, and so on.
- Systematically illustrate the quantitative and qualitative differences that appear in the domain of visual culture due to technological mediations, especially in the context of analog and digital technology.
- Demonstrate (in verbal, written or visual forms) the heterogeneous character of visual culture and their aesthetical, ideological, and the socio-political implications.
- Systematically distinguish between an image and a picture, and between their various epistemological and sensorial differences.
- Develop a systematic perspective on the politics of looking and the constructed character of our very act of seeing.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

	Module	**Weeks**
1	Introduction to Visual Culture: How to See the World	2
2	Communication: Verbal and Visual	1
3	The 'World' of 'Perspective'	1
4	The Art of Portraiture: From Self-Portraiture to 'Selfie'	2
5	Production of Nature: the Art of Landscapes	2
6	Gazing the World: Gender, Race, and Representation	2
7	Gods in the Bazaar: Popular Visual Culture (in/and India)	3

e. Course contents

Module 1: Introduction to Visual Culture: How to See the World

The first two weeks of the course focus on some of the fundamental aspects of visual culture or how to see the word through concepts such as representation, narration, communication, image, picture, real, natural, original and copy and so on. It also engages with the questions of reification and commodification of images. Similarly, it briefly outlines the way in which visuality plays a crucial role in modern forms of governance and control through discussions around the questions of technologies of surveillance.

5023

Readings:
John Berger, *Ways of Seeing*, British Broadcasting Corporation, part 1. (screening)

Nicholas Mirzeoff, *How to See the World*, London: Pelican, 2015. (pp. 03-27)
[Optional Reading] W.J.T. Mitchell, *What Do Pictures Want?: The Lives and Loves of Images,* Chicago: University of Chicago Press, 2005. (pp. 29-56)

Module 2: Communication: Verbal and Visual
This module deals with the fundamental differences between verbal and visual communication. The lectures and exercises also engage with the intersection between the verbal and visual especially in the context of moving images. Special emphasis will be given to the world of advertisement and commodification of images and their definitive role in the capitalist market economy. It analyses, a) the function of the image in terms of information, advertising, art, documentation, and illustration etc., and b) Genres in terms of still-life, nude, portrait, and landscape, and c) Modes in terms of informative, documentary, satirical, emotional, teasing and so on.

Readings:
W.J.T. Mitchell, *Picture Theory: Essays on Verbal and Visual Representation*, Chicago: University of Chicago Press, 1994.

Stephen Heath, "Narrative Space", *Screen*, Volume 17, Issue 3, 1 October 1976, Pp. 68–112.

Module 3: The 'World' of 'Perspective'
This module engages with the question of perspective in visual art and representation by examining the history of Western Art. It critically examines the way in which the Renaissance reinvention of single-point/scientific perspective had hegemonized the visual world of representation, and how over the course of time it inferiorised all other modes of representation. The 'civilizational' dimension of this representational technic and its global impact will be analysed.

Readings:
[Optional Reading] Hubert Damisch, *The Origin of Perspective*, MIT Press, 1994.

[Optional Reading] Erwin Panofsky, *Perspective as Symbolic Form*, New York: Zone Books, 1991.

Module 4: The Art of Portraiture: From Self-Portraiture to 'Selfie'
This module engages with the history of portraiture in art, especially in the context of western art, and its growing significance through ages. It also engages with the history of artists' self-portraiture and the power dynamics involved in these self-representations. Further it engages with the relationship between photography and portraiture and the way in which these mechanical devises democratised the domain of portraiture especially while keeping in mind the digital revolution and the world of the 'selfies'.

Readings
John Berger, *Ways of Seeing* (1976), British Broadcasting Corporation, part 3 (II)
Nicholas Mirzeoff, *How to See the World,* Pelican, London, 2015. (pp. 31-69)

[Optional Reading] Nelson Goodman, *Languages of Art*, Hackett Publishing Company, 1976. Part 3 ("Art and Authenticity")

Module 5: Production of Nature: the Art of Landscapes
This module engages with the question of the representation of nature and environment in the history of art and photography. The core issues addressed in this includes the emergence of landscape as a genre and its close association with capitalist economy, nature paintings and engravings in the context of colonial expedition and the role photography has played in this process of homogenizing the representational world. It also includes a discussion on how environmental change is being captured through satellite images, Google maps, and digital visualizations such as graphs.

Readings
W.J.T. Mitchell (ed.), *Landscape and Power*, Chicago, IL: University of Chicago Press, 2nd edition, 2002.

Heather Houser, 'The aesthetics of environmental visualization: More than information ecstasy', Public Culture, 26.2 (73), 2014.

Module 6: Gazing the World: Gender, Race, and Representation
This module examines the gendered dimension of the visual world through an array of examples from art history and popular visual culture. The core areas explored in this module include the question of gaze and glance, the difference between nude and naked in representation. It engages with the power-knowledge relationships, which are integral to the gendered and racialised domain of representation through a series of examples from the history of art, photography, advertisement and films. Further, it explores the counter-narratives

50504

initiated by various feminist and anti-racist interventions through a series of selected examples from history of art and representation.

Readings
John Berger, *Ways of seeing*, Part II, London: British Broadcasting Corporation and Penguin Books, 1972

Gillian Rose, "Psychoanalysis: visual culture, visual pleasure, visual disruption" from *Visual Methodologies*, London: Sage Publications, 2016. (pp. 100-134)

Module 7: Popular Visual Culture (in/and India)
This module engages with the question of popular visual culture in the context of South Asia, particularly through examples from the Indian subcontinent. It primarily engages with mechanically reproduced art forms such as calendar art along with public art. The areas it covers include the interface between market, religion and nationalism in the context of calendar art as well as the representational politics of statist public art vis-à-vis the people's production of public visual culture.

Readings
Kajri *Jain*, *Gods in the Bazaar: The Economies of Indian Calendar Art*, Durham, NC: Duke University Press, 2007.

Christopher Pinney, *Photos of the Gods: The Printed Image and Political Struggle in India*, New *Delhi*: Oxford University Press, 2004.

Gary *Tartakov*, *Dalit Art and Visual Imagery*, New Delhi: Oxford University Press: 2012.

Select Bibliography
Christopher Pinney, *Photos of the Gods: The Printed Image and Political Struggle in India*, New Delhi: Oxford University Press, 2004.

Gary Tartakov, *Dalit Art and Visual Imagery*, New Delhi: Oxford University Press: 2012.

Griselda Pollock, *Vision and Difference: Femininity, Feminism, and Histories of Art*, Routledge, London and New York: Methuen, 1987.

John Berger, *Ways of seeing*, London: British Broadcasting Corporation and Penguin Books, 1972

Kajri Jain, *Gods in the Bazaar: The Economies of Indian Calendar Art*, Durham, NC: Duke University Press, 2007.

505

Laura Mulvey, "Visual Pleasure and Narrative Cinema", *Screen*, Volume 16, Issue 3, 1 October 1975, Pages 6–18.

Norman Bryson Michael Ann Holly, and Keith Moxey, (eds.), *Visual Theory: Painting and Interpretation*, Cambridge, MA: Polity Press, 1991.

Norman Bryson Michael Ann Holly, and Keith Moxey, (eds.), *Visual Culture: Images and Interpretation*, Middletown, CT: Wesleyan University Press, 1994.

Nelson Goodman, *Languages of Art: An Approach to a Theory of Symbols*, Indianapolis: Hackett Publishing Company, 1976.

Nicholas Mirzoeff, *The Visual Culture Reader*, London and New York: Routledge, 2013

Norman Bryson, *Vision and Painting: The Logic of the Gaze*, New Haven: Yale University Press, 1986.

Stephen Heath, "Narrative Space", *Screen*, Volume 17, Issue 3, 1 October 1976, Pp. 68–112.

Sumathi Ramaswamy, *The Goddess and the Nation: Mapping Mother India*, Durham, NC: Duke University Press, 2010.

Susan Sontag, *On Photography*, London: Penguin, 1979.

Theodor Adorno and Max Horkheimer, "The Culture Industry: Enlightenment as Mass Deception" (1944) *Dialectics of Enlightenment*, Translated by John Cumming, New York: Herder and Herder, 1972.

W.J.T. Mitchell, *Picture Theory: Essays on Verbal and Visual Representation*, Chicago, IL: University of Chicago Press, 1994.

W.J.T. Mitchell, *What Do Pictures Want?*: *The Lives and Loves of Images*, Chicago, IL: University of Chicago Press, 2005

Walter Benjamin, *The Work of art in the Age of its Technological Reproducibility, and Other Writings on Media*. Camdridge, MA: Belknap Press of Harvard University Press, 2008.

8. **Pedagogy**:

   a. **Instructional strategies**:
      Regular and invited Lectures, Workshops and Practice-Based Research projects.

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**: Yes. Experts will be invited for specific areas and to lead workshops and practice-based research

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

9. **Assessment Plan** (weight, mode, scheduling) for the course:

a) First Assignment - End of Third Week - take home exercise - Submission time: Within one week. Theme: based on the discussion around visual and verbal communication, an analytical test will be initiated through some prominent artistic interventions in this domain. Eg. Rene Magritte's *This is Not a Pipe* or Joseph Kosuth's *One and the Three Chairs*. (15%)

b) Second Assignment: End of 5th to 6th Week: Photography based research project around the theme of portrait, self-portrait and selfie and the question of perspective. (30%)

c) Third Assignment: End of 8th Week, Photography and drawing based research project on Landscape. (15%)

d) End-Term Examination/Assignment (40)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one

programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	All BA Programme
Course title	Business in a Globalised World
Course code	SGA1EL301
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	Elective Course
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Nidhi Kaicker

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

   The course is to be offered to BA students of SGA and aims to provide an overview of the global business environment today. It will overlap with some of the core courses offered under the 'Global Political Economy' basket of BA-GS and some elective and foundation courses. At present no course in business studies is offered at the Undergraduate level in AUD.

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

   None. This course is a elective course offered to BA fifth semester students in the Global Political Economy stream.

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

   As per SGA norms, but considering that the entire course will be done through case study, a cohort of about 35 will be ideal.

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

   Semester-long course

5. **Proposed date of launch:** Monsoon 2020

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

The course will be offered as an elective course to third year BA students at Karampura Campus. The course contributes to developing AUD and SGA's interdisciplinary vision of higher education, by introducing the 'Business' element into the broader framework of the global studies and the sustainable urbanism that SGA is currently offering to its BA students. Given the importance of the nexus between globalization, urbanization and industrialization and, how it has and continues to shape the world economic order, it may be a good idea to include business studies into the curriculum. This course will enable participants to look at Global Cities, a theme that cuts cross programmes at SGA, and their importance for the business world. For instance, how some of these global cities have become leading economic and financial centres (e.g., New York, London, Paris, Tokyo), Knowledge and Tech-hubs (Silicon valley, Boston, Stockholm), attracting more FDI than others (HK, Singapore, Seoul, Shanghai, Beijing), Manufacturing powerhouses (Factory China), Business and transportation gateways (Mumbai, Mexico).

7. Course Details:

a. Summary:

The course – Business in the Globalised World – provides an introduction to the interdependencies that exist between businesses and the global economic, social, political, legal and regulatory environment. The course discusses reason why business expan crossing their geographical boundaries, the various modes in which internalization of businesses may take place, the challenges involved, and key strategic issues that are important for managerial decision making.

b. Objectives

- To understand why businesses cross their domestic boundaries and the various ways in which they do so;
- To study the various aspects of the global environment – political, economic, sociocultural, technological, environmental, legal – and their impact on business;
- To provide frameworks for analyzing the external environment and the industry structure for strategic planning;
- To understand how an international organization differs from a domestic

organization in terms of structure as well as functional strategies;
- To appreciate the importance of international finance sources for businesses, and the risk management strategies required therein.

Supplementary Objectives – Using case studies as a learning tool; preparing effecting power point presentations; report writing.

c. Expected Learning Outcomes

After successful completion of the course the student will be able to:
- Understand the challenges companies face as they attempt to globalize
- Explore issues surrounding the relationship among corporations, governments and international law, including those in the context of repressive regimes
- Appreciate the role of social and cultural values in influencing business decisions
- Compare the rationale for different entry modes, location choices, and entry timings in international expansion of business
- To grapple with decisions and implementable action around complex strategic (human resources, marketing, operations) and ethical issues in an international context
- To evaluate financial risks that companies face when crossing their domestic boundaries

d. Module-wise descriptions are below:

The course will be transacted in 5 units over a span of twelve weeks.

	Units	Weeks
1.	Globalization and International Business	2
2.	Analysis of The Global Business Environment	4
3.	Strategy & Structure of Global Business	2
4.	International Business Operations	2
5.	Global Business & Finance	2

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

Module 1: Globalization and International Business (2 weeks)
In this module, an introduction to key business concepts is provided and the reasons of doing business in international markets is discussed. The following topics form part of this module:

(i) Economic Globalization – History & Origin
(ii) Why companies engage in international business, benefits of globalization
(iii) Challenges of Interconnectivity – fragility induced by globalization by producing new kinds of systemic risks as seen in the financial crisis of 2007-08 and the current Covid-19 pandemic

Readings:

- Daniels, J., Radenaugh, L., Sullivan, D., Salwan, P. (2018). International Business, 16th Edition, Pearson.
- Coleman, J., Gulati, D., Segovia, W.O. (2011). Globalization: Embracing the Global Generation--The Impact of Globalization on Organizations and Young Leaders, in "Passion and Purpose: Stories from the Best and Brightest Young Business Leaders". Harvard Business School Press.
- Bremmer, I. (2005). Managing Risk in an unstable World. Harvard Business Review (June 1, 2005).
- Goldin, I. (2012). Preparing for the pitfalls of Interconnectivity. IESI – Insight Magazine
- Torelli, P. (2013). A Brief History of Modern Economic Globalization, in "International Economics: Understanding the Forces of Globalization for Managers". Business Expert Press.

Recommended Cases from Harvard Business School Case Repository:

- Lenovo at the Crossroads: Coronavirus meets Complexity: The case raises an interesting question – In the wake of the current pandemic, what does it mean to be a truly global company and are the benefits worth the costs? How can companies fully manage the complexities that emanate from the dual imperatives of globalization and technological change?
- Uber and the Sharing Economy: Global Market Expansion and Reception- The case will enable students to identify the challenges involved in implementing a domestic business model on a global scale and predict whether the decision to expand internationally will be profitable.

Module 2: Analysis of The Global Business Environment (4 weeks)
This module focuses on understanding the various aspects of the global business environment. The following topics form part of this module:

(i) Political: Role of the state; Impact of political performance and political ideology on business; Analysis of political risks
(ii) Economic: Economic Freedom, Types of Economic Systems; Impact of

512

macroeconomic performance, fiscal and monetary policy on businesses; Assessing economic development, performance and potential

(iii) Socio-cultural: Importance of language, communication, religion, behavioural practices; Dealing with cultural differences; Cultural foundation of ethical behaviour

(iv) Technological: Role of technology in global integration

(v) Environmental: Sustainable business practices

(vi) Legal: Types of legal systems; Legal issues in international business; Legal foundation of ethical behaviour

(vii) Country Risk Analysis & Evaluation

Readings:

- Daniels, J., Radenaugh, L., Sullivan, D., Salwan, P. (2018). International Business, 16th Edition, Pearson.
- Hill, C.W., Hult, G.T, Mehtani, R. (2018). International Business: Competing in the Global Marketplace, 11th Edition. McGraw Hill.
- Porter, M. (1990). The Competitive Advantage of Nations. Harvard Business Review (1 March 1990).
- Ghemawat, P. (2018). Redefining Global Strategy, with a New Preface: Crossing Borders in a World Where Differences Still Matter. Harvard Business School Press.
- Khanna, T., Palepu, K.G. (2010). Emerging Giants: Going Global-How Emerging Market-Based Companies Can Overcome Barriers to Competing Abroad, in "Winning in Emerging Markets: A Road Map for Strategy and Execution". Harvard Business School Publishing.
- Khanna, T., Papelu, K.G. (2006). Emerging Giants: Building World-Class Companies in Developing Countries. Harvard Business Review (1 Oct 2006).
- Henderson, R.M., Reinert, S.A., Oseguera, M. (2020). Climate Change in 2020: Implications for Business. Harvard Business School (Industry and Background Note)
- Manyika, J., Lund, S. (2019). The Next Era of Globalization Will Be Shaped by Customers, Technology, and Value Chains. Harvard Business Review Digital Article

Recommended Cases from Harvard Business School Case Repository:

- India: The Promising Future: The case puts students into a decision dilemma whether a large U.S.-based manufacturing company should shift its production from China to India to maintain it global competitiveness. This

case study examines in detail economic performance of India, including changes in government policies toward foreign investment in India. It also describes, illustrates, and applies a process of country risk analysis for foreign companies considering investment in a rapidly growing emerging market economy such as India.

- Multinational Corporations in Apartheid-era South Africa: The Issue of Reparations – This case considers the lawsuits filed on behalf of victims of apartheid against multinationals who operated in South Africa prior to 1994. Reviews the debates about divestment from and sanctions against South Africa from the 1950s. Includes case studies of companies that divested--Eastman Kodak and IBM--and stayed--Royal Dutch/Shell and Johnson & Johnson.
- Dolce & Gabbana's Marketing Missteps in China: How to Balance Fashion Brand Strategy & Cultural Sensitivity – The case will enable students to appreciate issues such as cultural sensitivity and international expansion, business & government relations, role of social media in escalating crisis, crisis management and effective communication.
- Global Climate Change and British Petroleum: The case will be used to discuss and understand the effects of a significant public good issue on corporate strategy and operations

Module 3: Strategy & Structure of Global Business (2 weeks)

In module, we focus on the various ways in which business organisations step into international markets. The topics covered in this module are:

(i) Trade route: Exporting and importing – approaches, reasons, problems and pitfalls

(ii) Investment route: Direct investment (FDI); Collaborative arrangements (licensing, franchising, management contracts, joint ventures; Strategic alliances

(iii) Organisation of International Business: Organisational structures – functional, divisional, matrix, mixed; Coordination and control systems; Organisational culture

(iv) Types of Strategy: International strategy, multidomestic strategy, global strategy, transnational strategy; Global integration vs local responsiveness

Readings:

- Daniels, J., Radenaugh, L., Sullivan, D., Salwan, P. (2018). International Business, 16th Edition, Pearson.
- Aaker, D.A., McLoughlin, D. (2014). Strategic Market Management: Global Perspectives. Wiley.

514

- Porter, M.E. (2008). The Five Competitive Forces that Shape Strategy. Harvard Business Review (Jan 1, 2008)
- Porter, M.E. (1986). Changing Patterns of International Competition. California Management Review.

Recommended Cases from Harvard Business School Case Repository:

- Amazon in Emerging Markets: The case will enable students to do a comparative analysis of various entry strategies for Amazon to enter three emerging markets – India, China and Brazil.
- Siemens: Building a Structure to Drive Performance and Responsibility: This case will be used by students to understand how corporate structure has to be aligned with corporate strategy, and the role of leadership in bringing about reorganization for better performance.

Module 4: International Business Operations (2 weeks)

In this module, we touch upon important strategic issues that managers face while engaging in or expanding into international business territories. The following topics form part of this module:

(i) Managing Global Supply Chains: Global manufacturing; Role of technology; Global supply chain strategies; Quality issues; Ethics and Global Supply Chains

(ii) Marketing Globally: Product policies; Pricing, promotion and distribution strategies

(iii) Human Resource Management: Staffing frameworks in MNCs, Managing expatriates

Readings:

- Daniels, J., Radenaugh, L., Sullivan, D., Salwan, P. (2018). International Business, 16th Edition, Pearson.
- Ghemawat, P. (2007). Managing Differences: The Central Challenge of Global Strategy. Harvard Business Review (Mar 1, 2007)

Recommended Cases from Harvard Business School Case Repository:

- IKEA's Global Sourcing Challenge: Indian Rugs and Child Labour: The case will enable students to grapple with decisions and implementable actions around managing outsourcing to suppliers in developing countries and ethical issues in international context.
- Burger King: Developing a Marketing Mix for Growth: The case will enable students to develop a marketing mix for future growth and determine how

515

Module 5: Global Business & Finance (2 weeks)

(i) Trade & Investment Environment – International Trade Theory; Global Monetary System; Regional Economic Integration; How cross border flow of goods and capital affect firms and nations competitive positioning
(ii) Global Financial Systems, Financial Innovation & Financial Crises
(iii) Financial Management in a Global Firm: Financing the Global Firm – Raising equity, debt globally and venture finance
(iv) Investing Internationally - International portfolio theory and diversification
(v) Foreign Exchange Risk Management – Foreign exchange transaction, translation and operations exposure; Foreign currency derivatives and interest rate swaps

Readings:

- Krugman, P.R., Obstfeld, (2006). International Economics: Theory and Policy, 7th Edition. Pearson.
- Shapiro, A., Moles, P. (2014). International Financial Management. John Wiley & Sons
- Eiteman, D.K., Stonehill, A.I., Moffett, M.H. (2015). Multinational Business Finance, 14th Edition, Pearson.
- Kuemmerle, W. (2004). International Entrepreneurship: Managing and Financing Ventures in the Global Economy. Harvard Business School Publishing

Recommended Cases from Harvard Business School Case Repository:

- 2007-08 Financial Crisis: Causes, Impacts and the Need for New Regulations: The case enables students to appreciate the interconnectedness of nations and businesses as part of the global financial and economic system, and the role played by markets and regulatory bodies to come out of a crisis of a global scale.
- Foreign Exchange Hedging Strategies at General Motors: The case will enable students to analyze foreign exchange hedging decisions, the appropriate design of risk management policies, and multinational financial management.

8. Pedagogy:

a. *Instructional strategies*:

The course will be largely lecture-cum-case discussion based. The twelve recommended cases (one for each week) have been carefully selected to

provide not only adequate coverage of the topics in various units, but also provide the student an opportunity to look at various geographies as well as Industry sectors. The reading list provided above is indicative – specific textbook chapters for each topic (week wise) along with the set of readings and the case shall be given to the students in advance. They are expected to prepare the case analysis for an in-class discussion. Several cases will be supplemented with videos of short films, tv commercials, documentaries, and interviews, to enhance the classroom discussion.

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

   No

c. **Expertise in AUD faculty or outside**: Yes, within AUD

d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others): No

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

The assessment structure will be as follows:

- Project Report on Country Evaluation and Analysis for Business – 30%
- Case Analysis (Group Work) – 30%
- End Term Assessment (Essay / Case Based) – 40%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme

should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

518

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Global Studies and Combination 1 of BASSH
Course title	Beginners Level (Chinese 5)
Course code	SGA1EL302
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Severin Kuok (Visiting Faculty) / Adjunct Faculty

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

   This course offered as an elective of the foreign language component of the BA-GS 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)

   Must have completed Chinese 1, Chinese 2, Chinese 3 and Chinese 4.

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

   As prescribed at the launch of the course.

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

   Semester-long course

5. **Proposed date of launch:** Monsoon 2020-21

519

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 students who have passed Chinese 1, Chinese 2 and Chinese 3 and Chinese 4 in the first four semesters of BA-GS.

The acquiring of a foreign language is not limited to just the ability to speak another language but also allows for greater understanding and insight into the culture and people of the said language. Learning Chinese language has become increasingly attractive for non-natives in recent times with China's growing stature as a superpower. Knowing Chinese will allow students to access primary materials which otherwise remain inaccessible and help them to understand the tumultuous vicissitudes of the current global context in which China is a key player. This will be in complete tandem with the purpose of the global studies program.

7. Course Details:

a. Summary

After the first four semesters, Chinese 5 will be offered as elective to students who want to continue in the foreign language in their 5th semester. The student will further progress from simple conversational skills to higher writing skills such as writing letters, a diary and short essays. The course will also enable the student to read short stories about Chinese culture and society.

In this semester, the aim will be to further strengthen oral tonal skills and learn new grammatical structures while further augmenting the vocabulary with popular Chinese idioms apart from words. How to use a Chinese dictionary, which is not alphabetical but based on stroke order will also be taught in this semester. Listening, speaking, reading and writing skills will be reinforced in a regular manner.

Completing another semester of Chinese will enable the student to strengthen skills in the language to appear for the HSK exams [Hanyu Shuiping Kaoshi - The Chinese Proficiency Test (HSK), an international standardized test of Chinese language proficiency, assesses non-native Chinese speakers' abilities in using the Chinese language in their daily, academic and professional lives. HSK consists of six levels, namely HSK (level I), HSK (level II), HSK (level III), HSK (level IV), HSK (level V), and HSK (level VI).] It should be noted here that several Chinese universities offer generous scholarships to foreign students to pursue Master degrees in China and one of the criteria to apply for such scholarships is

520

having HSK level 3 at least. After 5 semesters of Chinese language the student should be able to pass level 4. This proficiency certificate would enable interested students to pursue their graduate education in China.

b. Objectives

- The most general objectives of the course are to continue to enhance the student's knowledge about China, its language and culture. Specific objectives are to help student develop an informed understanding of Chinese linguistic behaviour, society and culture. Concrete objectives include:
- Further increase the student's grasp on the grammatical structure and vocabulary in Chinese.
- Introduce the usage of idioms and proverbs to enrich the language used.
- Gaining fluency in speaking and increasing listening ability for everyday use of the language.
- The students should be able to read and write over 750 characters and comprehend more than 1000 words.

c. Learning Outcomes:

After successful completion of the course, a student will:

- Acquire over 750 characters and comprehend more than 1000 words in total.
- Attain a deeper and comprehensive understanding of the grammar and usages.
- Expand command over the language to be able read simple texts like short stories, write short paragraphs describing self and surroundings and hold simple day-to-day conversations.

521

c. Overall structure:

WEEK I	WEEK II	WEEK III	WEEK IV	WEEK V	WEEK VI
The 把 construction with resultative complement. Vocabulary related to organizing an event in school	Construction of sentence for comparisons with 比 with complement of quantity. Vocabulary related farming.	Numerical system of China. Expression of fraction and percentages. Vocabulary related to China's geography.	Construction of 跟。。。一样 sentence. Vocabulary related to a popular folk tale 田忌赛马。	Existential sentence. Vocabulary related to idiom '南辕北辙'	越。。。越 and 越来越。。construction Vocabulary related to domestic animals.
WEEK VII	**WEEKVIII**	**WEEK IX**	**WEEK X**	**WEEK XI**	**WEEK XII**
Sentence with implied passive voice. Vocabulary related to a sports event.	The 被，让，叫 sentence contruction. Vocabulary related to food items.	The 一。。。就 construction. Vocabulary related to Chinese characters and strokes.	The compound sentence. The 除。。。以外 construction.	Writing a diary.	Chinese idioms.

Prescribed Textbooks:

1) Elementary Chinese Reader (Revised Edition) Part 2 and 3 with Audio CDs, published by Sinolingua, Beijing, China

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, class activities such as role plays, tutorials and oral presentations. The lectures are designed to combine a host of pedagogical approaches to foreign language teaching. Following the prescribed text the class adopts the traditional Grammar-translation method where there is fair degree of analysis of the grammatical elements and extensive use of translation in teaching and practice which helps in laying the basic foundation of knowledge for

practical use. The practice involving imitation, repetition, substitution and memorization of the Audio-lingual approach is also employed to develop fluency. Finally, collaborative learning activities such as group presentations, role-play acting during class, participation in cultural/educational activities held outside the campus will allow better communicative competence.

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

Projector and speakers would be required.

c. Expertise in AUD faculty or outside: NA

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

Contact with other institutions where Chinese is taught, attending cultural events held by the Chinese embassy in Delhi periodically will be beneficial for students as it would provide a real time Chinese language environment.

9. Assessment structure (modes and frequency of assessments)

The course will have the following kinds of assessments.

- Class participation (10%)
- Dictation (10%)
- Class presentation (20%)
- Mid semester examination (20%)
- Final examination (40%)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

523

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 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA – GS, SSH
Course title	French V
Course code	SGA1EL303
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for GS and SSH
Level (Predoctoral / MA /PG Diploma / Certificate / UG)	UG
Course coordinator and team	Shubhra Gupta (Visiting Faculty) and Adjunct Faculty

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

   This course is offered as an optional subject in continuation to the foreign language component of the BA-GS 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)

   Must have completed the courses, French I, II, III and IV

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** 30-35

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

   Semester-long course

5. **Proposed date of launch:** Monsoon 2020

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

525

Languages are a window into different cultures around the world. In this globalized world, learning a foreign language opens the mind to the way of life of people in other countries thereby giving students a larger perspective. French is spoken in Europe as well as Africa and, of course, parts of Asia and Northern America. An insight into French and Francophone culture and history through learning this language would complement the global studies course.

7. Course Details:

a. Summary

Learning a foreign language is not only a practical skill that adds value to any CV but is also useful in discovering and understanding a foreign culture and people. French is amongst the top languages in the world having an official status in many countries. It is also one of the official languages of many international bodies like the United Nations. A language with a rich history, French has influenced art, literature, cinema, philosophy, gastronomy among other fields worldwide. Learning French can lead to a deeper understanding of not just French but also Francophone culture including Canada, parts of Africa, Europe and Asia.

b. Objectives

The following objectives are to be achieved by the end of French V

- Listening Comprehension – To be able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- Reading Comprehension - To be able to understand texts that consist mainly of high frequency everyday or job-related language. To be able to understand the description of events, feelings and wishes in personal letters.
- Spoken interaction and production - To be able to deal with most situations likely to arise whilst travelling in an area where the language is spoken. To be able to enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- Writing - To be able to write simple connected texts on topics which are familiar or of personal interest. To also be able to write personal letters describing experiences and impressions.

526

c. Expected Learning Outcomes

On successful completion of the course, students will be able to:

- Hold conversations or write about diverse topics beyond their immediate concerns or surroundings using general vocabulary.
- Use the language more naturally and coherently by structuring their texts or speech using certain French expressions.
- Give their opinions or impressions on various topics with justifications.

d. Overall structure:

The course proposes to adopt a task-based and communication-based approach to teaching a foreign language wherein students will learn French through various activities and tasks to be performed in groups or individually. The focus of the classes will be to get students to accomplish various tasks for which grammar and vocabulary will be the tools provided through the book, other documents, songs or videos. I will try to use authentic documents so that students do not feel that their knowledge is limited to a classroom. The documents will also provide information about French and Francophone culture in order to ensure holistic learning. Of the four skills of reading comprehension, listening comprehension, spoken expression and written expression, the course shall focus more on the first three as one of the ideas behind this course is to enable students to identify French when they see or hear it and use acquired knowledge to understand what it could mean even if they come across a document that is above their language level.

e. Contents

One cannot exactly specify the time in which certain concepts will be covered as the response of the students determines the pace and sometimes the direction of teaching. However, by the end of the fifth semester, students will go beyond the A2 level as defined by the Common European Framework for languages (CEFR). The book prescribed as the textbook for the French course at SGA has separate books for each level of the CEFR and there are clear indications regarding the level of each chapter within the books. Overall, the course shall follow the outline laid out in the book for the A1 and A2 levels so that it serves as a reference point for the students. Each book is divided into multiple chapters of three lessons each with half the chapters dedicated to each level. Thus, in the previous four

527

courses over two semesters, the students have completed all the chapters of the A1 and A2 level books that pertain to the A2 level. In the fifth semester, I propose to complete chapters 5 to 8 of the A2 level book which belong to the B1 level. We shall complete 1 chapter in 2 weeks. Since the language level is higher, there is a need to invest more time in the practical aspects of writing, listening and speaking in class. Therefore, 1 week per chapter of the course shall be dedicated to supplementary documents from other books, songs and videos and other internet resources.

In the fifth semester, the topics to be covered will be travel, cultural activities, professional life and social work. In grammar, the students will learn the active-passive voice, the past conditional tense, the subjunctive, the gerondif and indirect speech in the past. The students will also learn expressions related to establishing an objective and the causes and consequences of actions which will help them better structure their texts and speech in French and even write arguments in favor or against a topic.

Readings:

Textbook:

- Hugot, Catherine et al.,*Alter Ego + 2 : méthode de français : A2*, Paris : Hachette,2012

Other books that may be consulted:

- Cocton, Marie-Noëlle et al., *Saison 2*, Les éditions Didier, 2014
- Denyer, Monique et al., *Version originale 2*, Editions Maison de Langues, 2010
- Grégoire, Maïa, *Grammaire progressive du français – niveau débutant*, Cléinternational, 2010
- Miquel, Claire, *Vocabulaire progressif du français – niveau débutant*, Cléinternational, 2014
- Charliac, Lucile et al.,*Phonétique progressive du français – niveau débutant*, Cléinternational, 2014
- Grand-Clément, Odile, *Civilisation en dialogues – niveau débutant*, Cléinternational, 2007
- Miquel, Claire, *Grammaire en dialogues – Niveau débutant*, Clé international,2005

- Debyser, Francis and Jean-Marc Caré, *Jeu, langage et créativité : les jeux dans la classe de français*, Hachette, 1992
- Weiss, François, *Jeux et activités communicatives dans la classe de langue*, Hachette, 1989

Internet sources
www.rfi.fr (International French Radio)
www.tv5monde.fr (International French TV channel)

8. Pedagogy:

a. Instructional design

The course will be taught adopting a communicative and task-based approach. Thus, the classes will consist of a combination of activities, role-play dialogues and written expression aimed at providing a context in which students will focus on communicating using the newly learnt vocabulary and grammar. This provides students the opportunity to see how flexible language can be and adapt their language to different situations for efficient communication. There will also be oral presentations that encourage students to read and learn more about France.

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

Projector and speakers are a must. A language lab would be ideal to refine the students' language skills.

c. Expertise in AUD faculty or outside: At present Visiting Faculty teach the course.

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

The French language learning institute, Alliance française de Delhi, is a cultural hub for French and Francophone culture where many plays, concerts, photo exhibitions and various other cultural activities are organized. Linkage with this institute would be beneficial for the students and would provide them access to a francophone environment that is motivating and that promotes language learning by going beyond the classroom.

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

   The course will have the following assessments:

   - Class participation, attendance and workbook (10%)
   - Oral exam towards the end of the course (15%)
   - Class presentation (15%)
   - Worksheets related to the topics covered once a month (30%)
   - Final examination at the end of the course (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 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

530

School of Global Affairs
Ambedkar University Delhi
Proposal for Launch of a Course

School/Centre proposing the course	School of Global Studies
Programme(s)	MA Open elective; Public Health
Course title	Anthropology of Infectious Diseases
Course code	SGA2EL417
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA / Public Health
Course coordinator and team	N. Nakkeeran and Guest faculty

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

   This course is connected to "Introduction to Health Medicine and Society" as elective course offered as part of BA/SGA but the latter is not a prerequisite to this 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)**:

   A prior introduction to theoretical and methodological approaches in anthropology will help, but is not a pre-requisite for this course.

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

   About 35

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**:

   2020/21.

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

Concepts like health, medicine, disease, illness etc., continue to be relatively opaque for a rigorous social science inquiry. Although the association of infectious diseases with human life and culture has been as ancient as any social institution such as say religion, family, marriage, state etc., and the former's role in shaping human culture life has been substantial compared to other institutions the attention received by these co-called medical or public health concepts within social sciences has been limited compared to treatment received by other institutions or concepts. This course aims to bring disease and illness to the centre of a social science enquiry, facilitated by the robust social science environment in AUD.

This will be one more course in the School of Global Affairs, in addition to earlier approved courses such as 'Urban Health' (MA, elective) and 'Introduction to Health Medicine and Society' (BA, Elective), converging towards a public health program in the school in near future.

7. Course Details:

a. Summary:

This course aims to understand how societies respond to infectious diseases. It is inter-disciplinary, yet prefers to retain its location within anthropology. In addition to anthropological approaches to infectious diseases, the course will draw from the sub-disciplines within geography, history, sociology and epidemiology that conjoin anthropology.

Infectious diseases afflicting humans play a significant role in shaping and transforming culture and society, even as societies and its constituent elements responded to disruptions brought about by these infections. Likewise, human collective life unintentionally or sometimes intentionally facilitate emergence and spread of infectious diseases (Singer, M., 2015). "Nature vs. humans" is only one diminutive facet of this story. Infectious diseases and the way societies control and manage them is an important site for creation of inequities between social groups within and across nations (Wilkinson, 1996). More importantly, when such disruptions are of extraordinary scales, they become focal points around which power gets leveraged by competing institutions and groups to strengthen or rarely, subvert control.

532

b. Objectives

By the end of this course students will gain an understanding of:

- How infectious diseases have shaped cultures; and how human collective life, in turn, has fashioned the nature, extent, intensity, and effect of infectious diseases.
- How individuals, institutions, and groups make sense of acute outbreaks of infectious diseases, interact and respond.
- How such responses create, accentuate, and sustain inequalities and mediate to congeal and revaluate identities.
- How such disruptions caused by epidemics challenge anthropological concepts, theories and scope around study of disease and illness.

c. Learning Outcomes

On successful completion of the course, students will be able to:

- Appreciate and engage with anthropological perspectives on infectious diseases
- Understand infectious diseases as a site for cultural and socio-political mediation.

d. Overall structure:

The course is divided into four modules.

Module	Topic	Hours
1	**Introduction – Anthropology & infections**	**16**
	Anthropology, its sub-disciplines	4
	Theoretical and methodological approaches in anthropology	4
	Introduction to infectious diseases - basic epidemiological principles and concepts; classifications of infectious diseases	4
	Anthropological approaches to infectious diseases	4
2	**Infectious diseases, culture and society**	**20**
	Mechanisms through which infectious diseases shape culture and social life	6
	Human culture and collective life shaping the the habitat and in	6

	turn emergence, distribution, spread and virulence of infectious diseases	
	Conflict, development, displacement and infectious diseases	4
	Specific occupational roles and infectious diseases	4
3	**Disease, society and state**	**16**
	Mechanisms through which Infectious disease accentuates health, economic and social inequalities	6
	How infectious diseases forge new identities or revaluates existing identities	4
	Infectious disease control measures and political control	6
4	**Understanding large-scale outbreak of epidemics**	**12**
	Making sense of large-scale epidemic outbreaks, social disruption, state and civil society	6
	Anthropological approaches and concepts to understand large-scale epidemic outbreaks – Challenges	6

e. Contents:

Module 1: Introduction: Anthropology and infections

This introductory module will serve to introduce and initiate discussions on (i) anthropology, its sub-disciplines, (ii) its traditional and current theoretical and methodological approaches, (iii) an introduction to infectious diseases basic epidemiological principles and concepts; classifications of infectious diseases and their social relevance (iv) anthropological approaches to infectious diseases including cultural, bio-cultural, micro-social, macro-social, critical medical anthropology and ecological among others.

Essential Readings

- Brown, PJ et al., "Humans in a World of Microbes: the Anthropology of Infectious Disease" In M. Singer, P. Erickson, (eds) *A Companion to Medical Anthropology*, Blackwell. Chapter 12, Pp 253-70. 2011
- Inhorn, MC., and Brown, PJ., "The Anthropology of Infectious Disease", Annual Review of Anthropology, Vol. 19 (1990), pp. 89-117 (https://www.jstor.org/stable/2155960).

- Hofmann, Bjørn, "Disease, illness, and sickness" In *The Routledge Companion to Philosophy of Medicine Routledge,* https://www.routledgehandbooks.com/doi/10.4324/9781315720739.ch2, Accessed on: 13 Apr 2019
- Jane, CR, "A reflection on medical anthropology and epidemiology" *Medicine Anthropology Theory* v.4, no. 2: 50–59; 2017, https://doi.org/10.17157/mat.4.2.50,
- Manderson, L., "Applying medical anthropology in the control of infectious disease", *Tropical Medicine and International Health*, v. 3 no 12 pp 1020–1027 Dec, 1998
- *Singer* M., "Chapter 1: Defining the Anthropology of Infectious Disease: Toward a Biocultural/ Biosocial Understanding" in Merrill Singer (ed) Anthropology of Infectious Disease

Additional Readings

- Barbosa, SC, "Epidemiology and Anthropology: an Integrated Approach Dealing with Bio-Socio-Cultural Aspects as Strategy for the Control of Endemic Diseases", Mem Inst Oswaldo Cruz, Rio de Janeiro, Vol. 93, Suppl. I: 59-62, 1998.
- Benezra, Amber et al. "Anthropology of microbes." Proceedings of the National Academy of Sciences of the United States of America vol. 109,17 (2012): 6378-81. doi:10.1073/pnas.1200515109
- Crawford, DH., *Viruses: A very short introduction* (2nd edn.) London: OUP, 2018.
- Crosby, AW., Infectious disease and the demography of the Atlantic Peoples, *Journal of world history*, vol.2, no.2: 119-13. 1991
- Foster, G. M. 1982. Applied anthropology and international health: retrospect and prospect. Hum. Org. 41:189-97
- Kleinman, Arthur, (1988) *The Illness Narratives: Suffering, Healing, and The Human Condition*, Basic Books.
- Polgar, Steven 1963 Health Action in Cross-Cultural Perspective. In Handbook of Medical Sociology. Howard E. Freeman, Sol Levine, and Leo G. Reeder, eds. Englewood Cliffs, NJ: Prentice-Hall
- Saracci, R., *Epidemiology: A Very Short Introduction,* London: OUP, 2010
- Singer, M., et al., *Chapter 1: Introduction to the Anthropology of Health*,

535

Module 2: Infectious diseases, culture and society

In this module mechanisms through which infectious diseases shape culture and collective life will be discussed using anthropological case studies. Similarly, how human culture and collective life shape the emergence, distribution, spread and virulence different categories of infectious diseases will be discussed using case studies, with a special focus on conflict, displacement, migration, global-travel, urbanisation, habitat change, water management technologies, agriculture, laying railway and road networks, specific occupational roles etc.

Essential readings

- Brown, P. J. 1986. Socioeconomic and demographic effects of malaria eradication: a comparison of Sri Lanka and Sardinia. Soc. Sci. Med. 22:847-59
- Carr, S., Unwin, N., & Pless-Mulloli, T. (2007). *An Introduction to Public health and epidemiology*, (Chapter 7:83-96) New York: OUP.
- Connolly, C., Keil, R., Ali SH., "Extended urbanisation and the spatialities of infectious disease: Demographic change, infrastructure and governance", Urban Studies 1–19: 2020 DOI: 10.1177/0042098020910873 journals.sagepub.com/home/usj
- Harrisson, M., "A Dreadful Scourge: Cholera in early nineteenth-century India" Modern Asian Studies, v. 54, (2020) pp. 502-553
- Jash, P., "A note on the cult of Sitala": *Proceedings of the Indian History Congress*, Vol. 43 (1982), pp. 189-197 Published by: Indian History Congress Stable URL: https://www.jstor.org/stable/44141230
- Jonesa, BA., et al., "Zoonosis emergence linked to agricultural intensification and environmental change" *PNAS,* 2013, vol. 110 / no. 21 pp.8399–404
- Vecchiato, NL., "'Digestive worms', Ethnomedical approaches to intestinal parasitism in southern Ethiopia" , in Inhorn, MC and Brown, PJ, (eds), The Anthropology of infectious diseases: International Health Perspectives, Routledge,, 1997: 239-266.

Additional readings

- Brimnes, N., "Varilation, vaccination and popular resistance in early colonial South India" Medical History, 204, 48: 199-228
- Chapin, G., Wasserstrom, R. 1981. Agricultural production and malaria resurgence in Central America and India. *Nature* 293:181-85

536.

- Dubos, R., Dubos, J. 1952. The White Plague: Tuberculosis, Man and Society. Boston: Little, Brown
- Dunn, F. L. 1983. Human behavioural factors in mosquito vector control. SE Asian Trop. Med. Public Health 14:86-94
- Omidian, P. et al., Medical Anthropology Study of the Ebola Virus Disease (EVD) Outbreak in Liberia/West Africa, WHO, 2014
- Polu, Sandhya L., Infectious disease in India: 1892-1940: Policy-making and the perception of risk, Palgrave-Macmillan, New York, 2012,
- Singer, M., *The Anthropology of Infectious Disease*, Routledge, London, 2015
- Snowden, Frank M., *Epidemics and Society: From the Black Death to the Present, Yale University Press, New Haven, 2019*
- William H. McNeil Plagues and Peoples, Anchor Books, New York, 1976

Module 3: Disease, society and state

Here, the mechanisms through which infectious disease accentuates health, economic and social inequalities will be explored. In parallel, how infectious diseases forge new identities or revaluates existing identities will be discussed. Through historical and contemporary case studies, this module will also discuss how infectious disease control measures serve as an occasion for strengthening political and administrative control over civil society.

Essential readings

- Arnold, D., Touching the Body Perspective on Indian Plague, 1896-1900', in Ranjit Guha (ed) Subaltern Studies Vol.5, Delhi OUP, 1987: 55-90
- Baker, K., "The contagious diseases acts and the prostitute: how disease and the law controlled the female body", UCL Journal of Law and Jurisprudence, Vol. 1, Part 1 (2012):88-119
- Gatter, PN, Anthropology, HIV and contingent identities, Social Science & Medicine, Volume 41, Issue 11, December 1995, Pages 1523-1533
- Heyneman, D. 1984. Development and disease: a dual dilemma. Parasitol. 70:3-17
- Junghanss, T., "Editorial: How unhealthy is migrating?", *Tropical Medicine and International Health*, volume 3 no 12 pp 933–934 Dec 1998

533

- Klein, I., Plague, Policy and Popular Unrest in British India, *Modern Asian Studies*, vol.22, no.4, 1988:723-55
- Nations, MK., Cristina M.G.Monte, " 'I'm not dog, no!': Cries of resistance against cholera control campaigns", Social Science & Medicine, Volume 43, Issue 6, September 1996, Pages 1007-1024
- Nguyen , Vinh-Kim and Peschard, K., "Anthropology, inequality, and disease: A review", Annu. Rev. Anthropol. 2003. 32:447–74 doi: 10.1146/annurev.anthro.32.061002.093412
- Newman, KS., "Shutt Up: Bubonic Plague and Quarantine in Early Modern England", Journal of Social History vol. 45 no. 3 (2012), pp. 809–834 doi:10.1093/jsh/shr114

Additional 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.
- Arnold 1993, Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India. Berkeley: University of California Press
- Briggs, Charles L. and Mantini-Briggs, C., Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare, University of California Press, Berkeley 2003
- Cohn, SK., "Pandemics: waves of disease, waves of hate from the Plague of Athens to A.I.D.S", *Hist J.* 2012 November 1; 85(230): 535–555. doi:10.1111/j.1468-2281.2012.00603.x.
- Farmer "Ethnography, Social Analysis, and the Prevention of Sexually Transmitted HIV Infections Among Poor Women in Haiti," (Chapter 14) in Inhorn, MC and Brown, PJ, (eds) The Anthropology of infectious diseases: International Health Perspectives, Routledge,,(1997) 2000
- Harrison "Dangerous Dirt, "Paleopathology of Valley Fever and the Biopolitics of Race," (Chapter3) in Inhorn, MC and Brown, PJ, (eds) The Anthropology of infectious diseases: International Health Perspectives, Routledge,,(1997) 2000
- Kamat, V., "Resurgence of Malaria in Bombay (Mumbai) in the 1990s: A historical perspective", Parassitologia, 42:135-48, 2000.
- Kielmann, A.," 'Prostitution,' 'Risk,' and 'Responsibility': Paradigms of AIDS Prevention and Women's Identities in Thika, Kenya," (Chapter 13) in Inhorn, MC

and Brown, PJ, (eds) The Anthropology of infectious diseases: International Health Perspectives, Routledge,,(1997) 2000

- Kumbar, K., India's Tumultuous History of Epidemics, Religion and Public Health Policy, *The Wire*, 8 April 2020; https://thewire.in/health/india-epidemics-religion-public-health-policy
- Kumbhare, S., "Sanitation Workers: At the Bottom of the Frontline Against COVID-19?", 6 May 2020, *The Wire*, https://thewire.in/urban/sanitation-workers-covid-19 (accessed on 9 May 2020)
- Mander, H., "Coronavirus crisis: For India's migrant workers, the prospect of life with dignity has become more remote", 5 May 2020, *The Scroll*, https://scroll.in/article/961030/harsh-mander-for-indias-migrant-workers-the-prospect-of-life-with-dignity-has-become-more-remote
- Misra, S., *Pilgrimage, Politics and Pestilence: The Haj from Indian Subcontinent* 1860-1920. Delhi: OUP 2011 (selected chapters will be introduced after reviewing)
- Muraleedharan, VR., and Veeraraghavan, D., "Anti-malarial policy in the madras presidency: an overview of the early decades of the twentieth century", Medical History, 1992, 36: 290-305.
- Sasidharan, K., "Malaria and other diseases have toppled empires and influenced much of the direction of human history", 03 May 2019, *The Hindu*, https://www.thehindu.com/opinion/columns/the-bloodborne-scourge/article27024404.ece
- Tambe, A., Codes of Misconduct: Regulating Prostitution in Late Colonial Bombay, Minneapolis, University of Minnesota Press, 2009
- Turshen, M. 1984. The Political Ecology of Disease in Tanzania. New Brunswick, NJ: Rutgers Univ. Press
- Watts, S., "British Development Policies and Malaria in India 1897-c. 1929", Past & Present, No. 165 (Nov., 1999), pp. 141-181 (https://www.jstor.org/stable/651287)

Module 4: Understanding large-scale outbreak of epidemics

This final module will focus on how one makes sense of social disruption caused by large-scale outbreak of epidemics and how anthropological concepts and approaches towards disease and illness grapple and in turn get challenged.

539

Readings

- Camus, A., The Plague, tr. Stuart Gilbert, London: Penguin, 1960
- Foucault, M., The Birth of the Clinic: An Archaeology of Medical Perception, 1963 (Selected chapters)
- Harrison, M., "Tropical Medicine in Nineteenth-Century India" , *The British Journal for the History of Science*, Vol. 25, No. 3 (Sep., 1992), pp. 299-318 (https://www.jstor.org/stable/4027255)
- Hurlbut, JB., "A science that knows no country: Pandemic preparedness, global risk, sovereign science", *Big Data & Society,* July–December 2017: 1–14
- Jasanoff, S., "Science Will Not Come on a White Horse With a Solution" 06 April 2020, *The Nation*, https://www.thenation.com/article/society/sheila-jasanoff-interview-coronavirus/
- Johnson, S., The Ghost Map: The Story of London's Most Terrifying Epidemic - and How it Changed Science, Cities and the Modern World
- Kelly, AH., Keck, F., Lynteris, C., "Introduction: The Anthropology of Epidemics" in Kelly, AH., Keck, F., Lynteris, C., (eds.) Anthropology of epidemics, Routledge, London, (1-24) 2019:.
- McMillen, CW., *Pandemics: A Very Short Introduction,* London: OUP, 2016
- Sontag, S., Illness as a metaphor, Farrar, Straus & Giroux, New york, 1978
- Stellmach D., et al. "Anthropology in public health emergencies: what is anthropology good for?" BMJ Glob Health 2018; 3:e000534 (doi:10.1136/ bmjgh-2017-000534)
- Zizek, S., "Coronavirus situation is way too serious to be in panic" Health, 17 Mar 2020 / By Russia Today (http://www.sloveniatimes.com/coronavirus-situation-is-way-too-serious-to-be-in-panic) (Video)

Essential readings

- Armstrong, D., The rise of surveillance medicine, Sociology of Health & Illness, Vol 17, No.3., 1995
- Bashford, A., "Chapter 1 - The Age of Universal Contagion - History, Disease, Globalization" in Alison Bashford, *The Age of Universal Contagion - History, Disease, Globalization" and Security, 1850 to present.* Palgrave Mac Millian, 2006, 1-17.
- Foucault, M., The Birth of the Clinic: An Archaeology of Medical Perception, 1963 (Selected chapters)

540

- Kelly, AH., Keck, F., Lynteris, C., "Introduction: The Anthropology of Epidemics" in Kelly, AH., Keck, F., Lynteris, C., (eds.) Anthropology of epidemics, Routledge, London, (1-24) 2019
- Parkin, D., "Latticed knowledge Eradication and dispersal of the unpalatable in Islam, medicine and anthropological theory" in Richard Fardon (ed.) Counterworks Managing the Diversity of Knowledge, London, Routledge, 1995, 146-66.
- Stellmach D., et. al. "Anthropology in public health emergencies: what is anthropology good for?" BMJ Glob Health 2018; 3:e000534 (doi:10.1136/ bmjgh-2017-000534)

Additional readings

- Harrison, M., "Tropical Medicine in Nineteenth-Century India" , *The British Journal for the History of Science*, Vol. 25, No. 3 (Sep., 1992), pp. 299-318 (https://www.jstor.org/stable/4027255)
- Habermas, J. (1983) 'Modernity—an incomplete project', in H.Foster (ed.) Post-modern Culture, London and Sydney: Pluto Press.
- Hurlbut, JB., "A science that knows no country: Pandemic preparedness, global risk, sovereign science", *Big Data & Society,* July–December 2017: 1–14
- Jasanoff, S., "Science Will Not Come on a White Horse With a Solution" 06 April 2020, *The Nation*, https://www.thenation.com/article/society/sheila-jasanoff-interview-coronavirus/
- Latour, B., "Holberg Prize reception speech" Speech given for the reception of the Holberg Prize, 5th of June 2013, Bergen, Norway
- Sontag, S., Illness as a metaphor, Farrar, Straus & Giroux, New york, 1978

Literature, Feature Films & Documentaries

- Camus, A., *The Plague*, tr. Stuart Gilbert, London: Penguin,1960
- Centre for Equity Studies et al., "The pandemic, public health & equity: A webinar discussion series" https://www.youtube.com/watch?v=c6TA3Da09nw&feature=youtu.be, 2020 (YouTube Video).
- Demme, J., and Saxon, E., *Philadelphia*, 1993 (Feature Film)
- Ghosh, A., Calcutta Chromosome, Picador, 1995
- Johnson, S., *The Ghost Map: The Story of London's Most Terrifying Epidemic - and How it Changed Science, Cities and the Modern World,* New York, Riverhead, 2007

- Kandalgaonkar, R., The Bombay Plague started in 1894 in China and in 1896 reached Bombay. See the 2017 exhibition. Trust Library on 'Drawing the Bombay Plague' https://wellcomecollection.org/exhibitions/XFximBAAAPkAioWx
- Kushner, T., Angels in America, May 1991 (Play)
- Poe, EA., "The Masque of the red Death", in *World's Great Selected Short Stories*, MBD Publications, (undated), 59-63.
- Rose, R., "Indian Fevers", (Poem) in *Philosophies*, https://librivox.org/philosophies-by-ronald-ross/
- Shamberg, M., Sher, S, Jacobs, G., Soderbergh, S., *Contagion* 2011 (Feature film)
- Zizek, S., "Coronavirus situation is way too serious to be in panic" Health,17 Mar 2020/ By Russia Today (http://www.sloveniatimes.com/coronavirus-situation-is-way-too-serious-to-be-in-panic) (Video)

8. **Pedagogy**:

   a. ***Instructional design***

      Combination of lectures, participation and presentations, group work, practical application through field work (as permitted by logistics and resources)

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

      Video screening facility with audio

   c. ***Expertise in AUD faculty or outside***:

      AUD Faculty

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

      Special Lectures can be organized depending on the availability of resource persons.

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

   1. A term paper on a theme on anthropology of infectious diseases (40%)
   2. Review of a book / film / documentary (40%)
   3. Reflective note on the course (20%)

542

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

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

School / Centre proposing the course	School of Global Affairs
Programme(s)	All MA Programmes
Course title	Global Buddhism
Course code	SGA2EL418
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA 3RD Semester
Course coordinator and team	Santosh K. Singh (Coordinator); Elizabeth Williams-Oerberg (Adjunct)

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

   The course nicely builds on existing courses like Cultures and Identities (MAGS Core) & Global Islam (MAGS Elective), in addition to other similar courses across various Schools of the university, such as Faith, Religion and Society in MA, Sociology programme.

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

   As per SGA norms.

3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed): 35

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

   Full semester course

5. **Proposed date of launch**: Monsoon Semester, 2020

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

Buddhism as a stream of philosophical strand has been central in shaping Baba Saheb Ambedkar's intellectual journey. In that sense the course perhaps does resonate with the foundational principles and vision statement of the University. The course is also another attempt to add to an important thematic focus of SGA – Religion and Secularism.

7. Course Details:

a. Summary

Buddhism in the contemporary, modern world has undergone swift and dramatic transformations in the past few decades, mostly due to the influence of globalization and modernization processes. The global spread of Buddhism has led to not only a growing interest in Buddhism worldwide, but also a transformation in the way that Buddhism is practiced and understood in these global contexts. According to Martin Baumann (2001), this phase in the historical development of Buddhism can be considered to be what he terms 'Global Buddhism.' This course takes a closer look at what can be considered as 'Global Buddhism' along with the contemporary configurations of Buddhism and the manner in which these modern and global transformations are taking place. We will look at the movement of religions, religious practices and practitioners that takes place through migration, through the media and the use of the internet, and through travel and religious tourism. We will look at regional distinctions in the development of Buddhism, as well as the global spread of common trends, such as the influence of modernization, globalization, secularization, etc. on understandings of Buddhism, as well as the impact of contemporary understandings of science, psychology, meditation, politics, capitalism, etc. While Buddhism in European-American contexts quickly comes to mind when considering the impact of globalization on Buddhism, as we will see throughout the course, the global circulation of ideas regarding Buddhism has impacted not only how people in western contexts understand Buddhism, but also how Buddhism is being revitalized and transformed in Asian contexts. Covering both regional developments and trends in global Buddhism along with a discussion of theoretical approaches for analyzing these developments, students will acquire a wide range of skills that aid in examining contemporary religion in the global world.

b. Objectives

- Knowledge and understanding of recent research within the fields of Contemporary Buddhist Studies.
- Knowledge of the theoretical and conceptual approaches for analysing Buddhism in the contemporary world
- Discuss and problematize the topic through analysing how this topic is written about in primary and secondary literature
- Be able to critically engage with Buddhism and the ways in which Buddhism is propounded and practiced in the contemporary world in Asia and beyond

c. Learning Outcomes

On successful completion of the course, the student will be able to demonstrate:

- A critical understanding of the making of the global nature of a religious tradition, and how these are moulded through various means, including tourism, capitalism, mindfulness and environmentalism.
- A critical understanding of Buddhism in its modern form and the diverse local traditions and practices.

d. Course structure

It is not expected that students have a wide knowledge about Buddhism beforehand, but we do recommend that students consult some of the introductory texts on Buddhism suggested below so that they have some understanding beforehand:

Harvey, Peter 2012. *An Introduction to Buddhism: Teachings, History and Practices.* Cambridge, Cambridge University Press. (521 pages)

Keown, Damien 2013. *Buddhism: A Very Short Introduction.* Oxford, Oxford University Press. (158 pages)

This course is organized around six units.

	Module	**Duration**
1.	Global Buddhism: Introduction to key theories and approaches	2 weeks
2.	Modern Buddhist developments in the global world	2 weeks
3.	Buddhism in the global economy	2 weeks
4	Global mindfulness: Buddhist entanglements with psychology,	2 weeks

546

	science and meditation	
5.	Buddhist social engagement and environmentalism	2 weeks
6.	Buddhism and popular culture	2 weeks

e. Contents

Module 1: Global Buddhism: Introduction to key theories and approaches

This module introduces the students to the various theoretical approaches to the study of Global Buddhism. First by introducing the defining text "Global Buddhism" by Martin Baumann, we will walk through the various developments that Buddhism has undergone since the time of the Buddha leading to the current phase of Global Buddhism. We will take a close look at what Global Buddhism might entail, including the spread of Buddhism across the world through various means of transmission, translation and transformations. In this module, we will look at the various global networks and routes through which Buddhism has spread globally and how to analyze this globalization of Buddhism.

Readings

Baumann, M. (2001). "Global Buddhism: Developmental Periods, Regional Histories, and a New Analytical Perspective." *Journal of Global Buddhism* 2: 1-43.

Bhushan, N., et al. (2009). "Introduction." *TransBuddhism: Transmission, Translation and Transformation*. Amherst, University of Massachusetts Press.

Csordas, T. J. (2007). "Introduction: Modalities of transnational transcendence." *Anthropological Theory* 7: 259-272.

Samuel, G. (2005). "Tibetan Buddhism as a World Religion: Global Networking and its Consequences." *Tantric Revisionings: New Understandings of Tibetan Buddhism and Indian Religion*. G. Samuel. Aldershot, Ashgate Publishing Limited: 288-316.

Tweed, T. A. (2011). "Theory and Method in the Study of Buddhism: Toward 'Translocative' Analysis." *Journal of Global Buddhism* 12: **16-32**

Module 2: Modern Buddhist developments in the global world

547

In this module, we will discuss the various developments that have led to the globalization of Buddhism on such a wide scale. In particular, we will take a close look at the role that modernization and secularization have had in spurring particular trends within Buddhist communities in the global world. With the advent of modernization processes in Asian societies, Buddhism has undergone significant and specific transformations, which in turn have led to a wider acceptance of Buddhism worldwide. Part of this module will be to recognize specific trends within Buddhist reform movements across the world, and how these relate to processes of modernization.

Readings:

Asad, T. (2003). "Introduction: Thinking about secularism." *Formations of the Secular: Chrisianity, Islam and Modernity*. Stanford, California, Stanford University Press. Pp. 1-20.

Casanova, José (2011). "The Secular, Secularitizations, Secularisms." *Rethinking Secularism*. C. Calhoun, M. Juergensmeyer and J. Van Antwerpen. New York, Oxford University Press: 54-74.

Gleig, Ann (2014). "From Buddhist Hippies to Buddhist Geeks: The Emergence of Buddhist Postmodernism?" *Journal of Global Buddhism* **15**: 15-33.

Lopez, J., Donald S., Ed. (2002). "Introduction." *A Modern Buddhist Bible: Essential Readings from East and West*. Boston, Beacon Press: vii-xli.

McMahan, David (2012). "Buddhist Modernism." *Buddhism in the Modern World*. D. McMahan. London and New York, Routledge: 159-176.

Quli, N. (2009). "Western Self, Asian Other: Modernity, Authenticity, and Nostalgia for "Tradition" in Buddhist Studies." *Journal of Buddhist Ethics* **16**.

Module 3: Buddhism in the global economy

While Buddhists are often considered to be non-materialistic and non-economic in their preference for simple lifestyles, meditation, and non-attachment to material things, historically Buddhists have been deeply entangled in economic relations. The global spread of Buddhism historically has been mostly due to market exchange and trade routes, which is also the case today. Throughout this module, we take a closer look at how Buddhists engage with the global economy, and the global commodification of Buddhism within contemporary consumer

548

societies. Furthermore, we examine the distinction between Economics of Buddhism and the global spread of Buddhist Economics.

Readings:

Brox, Trine, and Elizabeth Williams-Oerberg (2016). "Buddhism, Business, and Economics." *The Oxford Handbook of Contemporary Buddhism.*M. Jerryson. Oxford: Oxford University Press.

Foxeus, Niklas (2017). "Possessed for Success: Prosperity Buddhism and the Cult of the Guardians of the Treasure Trove in Upper Burma." *Contemporary Buddhism* 18 (1): 108-39.

Geary, David (2008). "Destination Enlightenment: Branding Buddhism and Spiritual Tourism in Bodhgaya, Bihar." *Anthropology Today* **24** (3): 11-14.

King, Matthew (2016). "Buddhist Economics: Scales of Value in Global Exchange." *Oxford Handbooks Online*: 1-29.

Kitiarsa, Pattana (2010). "Buddha-Izing a Global City-State: Transnational Religious Mobilities, Spiritual Marketplace, and Thai Migrant Monks in Singapore." *Mobilities* **5** (2): 257-75.

Williams-Oerberg, Elizabeth (2020). "Buddhism: A Unique Selling Point in Ladakh."*Buddhist Tourism in Asia: Global Networks within Sacred Sites.*C.Bruntz and B. Schedneck. Honolulu, Hawaii: University of Hawai'i Press.

Module 4: **Global mindfulness: Buddhist entanglements with psychology, science and meditation**

Perhaps one of the most important ways that Buddhism has made its mark in the global world is through the widespread influence and acceptance of mindfulness practices. Mindfulness has appeared in schools, prisons, government institutions and corporations attesting to the widespread acceptance of this Buddhist practice in places where religion is not normally practiced. Throughout this module we will discuss the Buddhist practice of mindfulness and how the global acceptance of this practice has occurred through multiple developments throughout the past few decades. While religion has often been rejected in the modern world due to the rising importance of reason and scientific approaches to understanding the world, what Buddhists have managed to do is to create a bridge between religion

and science, culminating in the scientific valorization of the Buddhist practice of mindfulness.

Readings

Gleig, A. (2016). "External Mindfulness, Secure (Non)-Attachment, and Healing Relational Trauma: Emerging Models of Wellness for Modern Buddhists and Buddhist Modernism." *Journal of Global Buddhism***17**: 1-21.

Lopez, J., Donald S. (2008). "Introduction."*Buddhism and Science: A Guide for the Perplexed.* Chicago, IL, USA, University of Chicago Press:1-38.

Payne, R. K. (2012). "Buddhism and the Powers of the Mind."*Buddhism in the Modern World.* D. L. McMahan. London and New York, Routledge.

Purser, R. and D. Loy (2013). "Beyond McMindfulness." *Huffington Post* **1**(7): 13.

Module 5: Buddhist social engagement and environmentalism

One of the more striking reforms that have taken place within contemporary Buddhist societies is the turn towards social engagement as a form of Buddhist practice. Throughout this module we will examine what has been termed as 'Socially Engaged Buddhism' and discuss how this development has impacted Buddhist practice and approaches to the wider world in relation to politics and social issues. One of the more prominent ways in which Buddhists have addressed urgent social issues of the contemporary world is through a turn towards environmentalism. Buddhist engagement with political ecology and environmentalism, and how Buddhists position themselves in relation to the wider global world will be discussed.

Readings

King, S. B. (2009). "Introduction." *Socially Engaged Buddhism.* Honolulu, HI, USA, University of Hawaii Press: 1-12.

Queen, C. S. (2013). "Socially Engaged Buddhism." *A Companion to Buddhist Philosophy*. John Wiley & Sons, Ltd: 524-535.

Obadia, Lionel. 2013. "Political ecology and Buddhism: an ambivalent relationship." *International Social Science Journal***205** (62): 313-323.

550

Omvedt, Gail (2003). "Navayana Buddhism and the Modern Age." *Buddhism in India: Challenging Brahmanism and Caste*. New Delhi, Sage Publications: 243-265.

Sivaraksa, S. (2002). "Engaged Buddhism: Selections from the Speeches and Writing of SulakSivaraksa." *Social Policy*: 41-46.

Williams-Oerberg, Elizabeth (2020) "Buddhist business and benevolence in Leh, Ladakh." *Journal of Human Values.*

Module 6: Buddhism and popular culture

To end the course, we will take a closer look at Buddhism and popular culture: both how Buddhists are portrayed and how they portray themselves in the global media. Buddhists today have the advantage of being portrayed as positive and peaceful. However, when we take a closer look at how Buddhists are portrayed, we see depictions of Orientalized monks and nuns that position Buddhists as the exotic Other. Buddhists in turn have also engaged with discourses of affirmative orientalism to aid in spreading the teachings of the Buddha. We will look at depictions of Buddhists in popular culture and analyze the discourses of modernization, globalization and secularization that have impacted Contemporary Buddhism and how Buddhists interact with the global world.

Readings

Borup, J. (2016). "Branding Buddha – Mediatized and Commodified Buddhism as Cultural Narrative." *Journal of Global Buddhism* **17**: 41-55.

Helland, Christopher (2007). "Diaspora on the electronic frontier: Developing virtual connections with sacred homelands." *Journal of Computer-Mediated Communication* 12: 956-976.

Irizarry, J. A. (2015) "Putting a Price on Zen: The Business of Redefining Religion for Global Consumption." *Journal of Global Buddhism*; Vol 16: 51-69.

Iwamura, J. N. (2000). "The Oriental Monk in American Popular Culture." *Religion and PopularcCulture in America*. B. D. Forbes and J. Mahan. Berkeley and Los Angeles, University ofCalifornia Press: 25-43.

McLagan, M. (2002). "Spectacles of Difference." *Media Worlds*. F. Ginsburg, L. abu-Lughod and B. Larkin. Berkeley and Los Angeles, CA, University of California Press: 90-111.

Mitchell, Scott, 2012. "Buddhism, Media and Popular Culture."*Buddhism in the Modern World*. D. L. McMahan. New York, Routledge: 305-324.

Tweed, Thomas, 2008. "Why are Buddhists so Nice? Media Representations of Buddhism and Islam in the United States since 1945."*Material Religion* **4** (1): 91-93.

8. Pedagogy:

a. Instructional design:

The course will be held in a classroom setting. Group presentations and individual written assignments, along with active group participation and dialogue are an important part of the course. We encourage students from a wide variety of backgrounds and study programmes to join the course so that an environment of exchange can be created which welcomes diverse knowledge and experience. Students are encouraged to search for and bring to class media and other sources, such as newspapers, magazines, blogs, social media, films, material objects, etc. which exemplify issues regarding contemporary Buddhism. We will discuss primary material such as these in the classroom, and analyze these sources in relation to the theoretical approaches we discuss throughout the course.

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

It would require ordinary technical support to screen documentaries and films related to the themes.

c. Expertise in AUD faculty or outside:

If possible, we will invite experts in the field of Contemporary Buddhist Studies from around the world to present their work via Skype or another video platform. AUD faculty members working and researching on areas related to religion and society are welcome to engage in the course throughout the entire duration.

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

If possible and when relevant, local Delhi-based or India-based Buddhist organizations will be invited to come and discuss their work, such as student-run Buddhist organizations (Flowering Dharma).

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

	Date of assignment	Weightage	Due Date of Submission
1.	Assignment	30	20th of September
2.	Secondary Literature review	40	19thOctober and 26thOctober
3.	Project and presentation	30	First Week of November

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 3rd meeting held on 15 May 2020 and has been approved in the present form.

Signature of the Dean of the School

Appendix-16

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

Minutes of the 51th meeting of the Standing Committee on Academic Programmes (SCAP) was held on 5th June 2020 via Google Meet.

The following members were present:

Prof. Salil Misra	In the Chair
Prof. Dhirendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Prof. Praveen Singh	Member
Prof. Suchitra Balasubrahmanyan	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Sitansu Sekhar Jena	Member
Dr. Sunita Singh	Member
Prof. Babu P Remesh	Member

Regrets: Dean (AS), Prof. Kartik Dave, Shri. Deepan Sivaraman, Dr. Santosh Kumar Singh, Dr. Suresh Babu, Prof. Bodh Prakash, Prof. Satyaketu Sankrit

Special Invitees: Dr. Rohit Negi, Dr. Rachna Mehra, Dr. Pritpal Singh Randhawa, Dr. Kaustav Banerjee, Dr. Sunalini Kumar, Dr. Anil Persaud, Dr. Sneha Ragavan, Prof. Nakkeeran Nanjappan, Dr.Severin Kuok, Dr. Shubhra Gupta and Dr. Nidhi Kaicker attended the meeting.

The following agenda items were discussed:

1. **To consider the recommendations of the Board of Studies of School of Global Affairs (SGA) for the following BA Courses:**

A. BA Sustainable Urbanism: Core Courses

The core courses of BA Sustainable Urbanism (BA-SU) are organized around three broad domains – Urbanism and Governance; Technology and Environment, and; Skills. Two core courses in each of the domains have already been offered in the first four semesters of the programme. The three proposed core courses for the 5th semester are located within each of these domains.

i. Claims to the City

This course falls under the domain of Urbanism and Governance. The aim of this 5th semester course is to develop a perceptive understanding of how people shape cities and in turn are moulded by them. It approaches analytically the idea that makes a

distinction between cities of, by and for the people. The course is organized around five different themes. The first module focuses on urban contestations and lays out the generic claims, congruence and conflict of interests which exist in cities around the world. The next module highlights the divergent sets of issues through the attempts to improve and aesthetically organize the city where obsession with the outward form took precedence over reflections on the functional aspects of the city and its spaces. The basic concern of the course is to offer an analytical framework of approaching and engaging the representations of the city and place them alongside the concrete experiences of the city by different sets of urban dwellers. The modules of the course also focus on the social and aesthetic dimensions of urban planning.

ii. Cities and Waste

This course, developed under the domain of Technology and Environment, aims to build an understanding of municipal solid waste (MSW), as a core constituent of the larger urbanization process, and in doing so goes beyond the techno-managerial perspective often employed to analyse it. It situates municipal waste within the larger project of urban sustainability by addressing concerns pertaining to environment, health, technology and social justice. The course will discuss the concept of 'waste' in its historical setting and link it specifically to forms and flows of urban waste and their intersection at different spatial scales – local, national and international. This would be followed by an analysis of the policies, governance and technologies of MSW, particularly during the period of policy reforms since the 1990s. The course will also discuss the concept and practice of informal waste management with focus on the role of informal waste pickers and their interface with the formal system. The course will also focus on the forms of alternative practices of waste management, involving decentralization and sustainable solutions, from India and abroad. As an overview, the course will make the students cognisant with the multiple ways in which the issue of municipal waste has been theorized, and the different frameworks.

iii. Mapping and Visualization

This is a Skills course which focuses on mapping and visualisations. Mapping, spatial analysis and visualisations have assumed critical importance in fields allied to urban and regional research and practice. It is one of the two courses that will train students in advance skills and a real hands-on training. The course will equip the students with an understanding of housing segregation, provisioning of infrastructure, mapping of disease outbreak, and of various cartographic tools. It will also introduce them to the basics of cartography, spatial analysis and Geographic Information Systems (GIS). The emphasis of the course is on building the basic skills of map-reading, and the theory behind the contemporary cartographic practices. The second course of this series will move to a basic training in GPS, intensive spatial analysis, and advance visualizations.

Discussion

- The course titled *Claims to the City* needs to mention some names of potential cities which will be discussed during the transaction of the course.The module 'City for the people' may be renamed as 'City for people'. The SCAP noted that hoardings, visual advertisements will also be explored in this course; starting with a more generic view, the course will move to specific case study based explorations of cities. Certain suggestions for reading list were made.

- The course *Cities and Waste* needs to reword the title of the module 'Flows of waste' to 'Flows of municipal waste' to match the module content and the title. Module 3 may include discussion on how the present pandemic (COVID19) has affected the lives of waste collectors who are mostly migrants. The course outline may highlight the names of the cities it proposes to explore.
- The course *Mapping and Visualization* may include readings to discuss the history of mapping to highlight the participation of Indians in explorations around maps of India. Certain readings and a few films were suggested. The SCAP noted that the course will attempt to investigate map making from diverse perspectives. SafetiPin: A Tool to Build Safer Cities for Women which mapped Delhi on gender lines to state how spatial visualisations also reveal social realities may be included along with Laura Kurgan's mapping New York prisons.
- The SCAP noted that since these courses will be offered in MS 2020 and the COVID19 situation is likely to continue, the course coordinators should keep alternate pedagogic strategies in mind to replace field work, outdoor interactions and campus based learning. Youtube videos, documentaries, using google earth on smartphones, telephonic interviews for collecting data and online interactions with partner institutions may be explored to ensure smooth transaction of the course in online mode.
- The SCAP suggested that all courses may present the content spread across 12 weeks instead of 14 to ensure uniformity and smooth transaction.

B. BA Global Studies: Core Courses

The core courses of BA Global Studies (BA-GS) are organized around three broad domains – Global Humanities; Global Political Economy, and; Foreign Language (Chinese and French). Four Foreign Language core courses have already been offered in the first four semesters (the students have the option of choosing two more courses in FL as elective). Two core courses in 'Global Humanities' have been offered in the 3rd and 4th semesters. Of the three proposed core courses for the 5th semester, the first two are located within 'Global Political Economy', and the third in 'Global Humanities'.

i. Political Economy of Labour and Work

The course focuses on the use of political economy to ways of knowing the idea of the global. In a sense, the course would help students to comprehend the importance of labour and work in creating globality. Each module would be grounded in examples across regions and would establish the global interconnectedness between historical events, the contemporary world and different schools of thought.

ii. Political Economy of Global Institutions

This course will use a political-economic and multi-disciplinary perspective to place global political institutions in critical context, using scholarship from disciplines like development studies, critical international relations and political science. Adopting a broad rather than narrow definition of institutions, it will cut across the usual divides of global and local institutions; as well as economics, politics and culture.

iii. The Age of the Digital Global

This course will introduce students to key concepts, debates, and structural dynamics of the digital global world. Stemming from the fact that digital technologies, media, and culture have become an inextricable part of how we see, inhabit, and imagine the world today, the course takes as its starting point two core aspects of the digital world—first, its military genealogy, and second, its material dimensions.

Discussion

- For the course *Political Economy of Labour and Work*, thematic sequencing needs to be reconsidered and done more chronologically. Agrarian/Feudal forms of production organisations may be discussed followed by industrial forms of organisation; Taylorism - Fordism - Post Fordism - new forms - outsourcing - offshoring - global production systems - Industry 4.0. A module on ILO as a global institution influencing the labour scenario may be considered. This may be followed by a discussion on global migration of labour and global migration of work. Environmental and feminist political economy perspectives may be explored in some of the modules. Suggestions for the reading list were made.

- The course titled *Political Economy and Global Institutions* needs to spread its content over 12 weeks instead of 14. Some key ideas of 19th Century may be used to structure the discussions of the first few modules. Amartya Sen's work Development as Freedom (1999) may be included in the supplementary list. It was suggested that one of the two modules on 'Cultural Institutions' may be dropped as these two modules seem to make the course very heavy. Since this course is very heavy on reading, certain audio-visual materials were suggested to present the content through a variety of media especially for module 6 and 7. Assessment situations may also be varied such as project work, photo blog, interview driven assessment, creative hands on work may be included especially for the last two modules.

- For the course *The Age of the Digital Global*, some popular books like The Net Delusion among others were suggested for the reading list.

C. Core Courses of BA Social Sciences and Humanities (Literary Humanities)

i. Myths, Rumours and Conspiracies

This fifth semester core course will teach critical and media literacy and critical thinking skills using Myths, Rumours and Conspiracies. Additionally, these will be explored across time and at both the local and global scales. The course materials draw from media studies, literature, philosophy (of science), history, sociology and psychology to explore and analyse a set of complex, interconnected and popular ways of knowing.

Discussion

- The course *Myths, Rumours and Conspiracies* may discuss local myths such as *Monkey Man* which originated in Delhi and has a popular Bollywood movie made

around it (Delhi 6). Such engagements will encourage students to connect their immediate experiences with the content of the course. Examining local myths that have travelled globally may also open up interesting discussions and insights.

After some discussion, the SCAP recommended that the BA courses "Claims to the City", "Cities and Waste", "Mapping and Visualization", "Political Economy of Labour and Work", "Political Economy of Global Institutions", "The Age of Digital Global" and "Myths, Rumours and Conspiracies" may be placed at the next meeting of the Academic Council for consideration.

The meeting was adjourned at this point and it was decided to meet again on 6 June to take up the remaining courses from the SGA.

(Salil Misra)
Chairperson

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Adjourned Meeting held on 6th June, 2020

The adjourned meeting of 51st meeting of the Standing Committee on Academic Programmes (SCAP) was held on 6th June 2020 via Google Meet.

The following members were present:

Prof. Salil Misra	In the Chair
Prof. Dhirendra Datt Dangwal	Member
Prof. Kartik Dave	Member
Prof. Praveen Singh	Member
Prof. Suchitra Balasubrahmanyan	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Sitansu Sekhar Jena	Member
Dr. Sunita Singh	Member
Dr. Santosh Kumar Singh	Member

Regrets: Dean (AS), Prof. Krishna Menon, Shri Deepan Sivaraman, Prof. Sitansu Sekhar Jena, Dr. Suresh Babu, Prof. Bodh Prakash, Prof. Satyaketu Sankrit, Prof. Babu P Remesh

Special Invitees: Dr. Rohit Negi, Dr. Rachna Mehra, Dr. Pritpal Singh Randhawa, Dr. Kaustav Banerjee, Dr. Sunalini Kumar, Shri Anil Persaud, Dr. Sneha Ragavan, Prof.Nakkeeran Nanjappan, Dr.Severin Kuok, Dr. Shubhra Gupta and Dr. Nidhi Kaicker attended the meeting.

The following agenda items were discussed:

1. **To consider the recommendations of the Board of Studies of School of Global Affairs (SGA) for the following BA Courses:**

A. Core Courses of BA Social Sciences and Humanities

i. Ways of Seeing

The title of the course is indebted to the pioneering and influential work on visual culture by John Berger, Ways of Seeing, episodes of which were originally broadcast by BBC and soon published as a book in 1972. Drawing on his work, this course is imagined as an introduction to the diverse field of the world of images (or visual-cultural-world), and attempts to engage with multiple methodologies, approaches, and positionalities regarding this diversity. Broadly following Berger's structure of analysis, this course looks at the world of images with a new and critical eye, while keeping in frame the historical as well as the most mundane and ordinary aspects of visual culture.

Discussion:

- For the course titled *Ways of Seeing* it was suggested that visual representations of environmental issues and climate change may be discussed to highlight the role of images in creating the idea of a global environment. Certain suggestions for the reading list were made. It was recommended that in the assessment plan the end semester exam may be replaced with some experience based work connected to visual prompts. Other assessment plans need elaboration. More details need to be included to discuss the pedagogical strategies to be adopted for this course. The title of module 7 be revised by dropping *'Gods in the Bazar'* to justify the variety of materials included in this module instead of focusing on any one reading. *Madhubani* art, *Kali Ghat* paintings, contemporary *Gond* art among others may be included along with other art forms from South East Asia to discuss community based art work.

B. BA semester V Elective courses

The students of 5th semester of each BA programme have to choose one elective course. These elective courses are either generic / special interest, or related to one or more thematic areas covered in the core courses, or focused on developing familiarity with issues related to one or more geographic location, or skill based.

The first course presented below falls under the Global Political Economy basket of BA Global Studies. The two foreign language courses are offered as electives for those students who would like to develop a higher proficiency in these languages.

i. Business in a Globalised World

This course provides an introduction to the interdependencies that exist between businesses and the global economic, social, political, legal and regulatory environment. The course discusses reason why business expansion crossing their geographical boundaries, the various modes in which internalization of businesses may take place, the challenges involved, and key strategic issues that are important for managerial decision making.

ii. Beginners Chinese 5

The aim of this 5th semester course will be to further strengthen oral tonal skills and learn new grammatical structures while further augmenting the vocabulary with popular Chinese idioms apart from words. How to use a Chinese dictionary, which is not alphabetical but based on stroke order will also be taught in this semester. Listening, speaking, reading and writing skills will be reinforced in a regular manner.

iii. Beginners French 5

Learning a foreign language is not only a practical skill that adds value to any CV but is also useful in discovering and understanding a foreign culture and people. French is

amongst the top languages in the world having an official status in many countries. It is also one of the official languages of many international bodies like the United Nations. A language with a rich history, French has influenced art, literature, cinema, philosophy, gastronomy among other fields worldwide. Learning French can lead to a deeper understanding of not just French but also Francophone culture including Canada, parts of Africa, Europe and Asia.

Discussion

- The course *Business in a Globalised World* may include a few more case studies based on social issues/questions of justice and human rights which have affected decisions of business houses; it is important to foreground that social issues also shape business decisions. Therefore, the title of the 4th module may be revised to foreground discussions and cases based on social issues thereby exposing multiple faces of global capital. A few films were also suggested.

- The course *Beginners Chinese 5* may wish to include some lectures to situate modern Chinese language and its political history. Since it is a language skills course, the pedagogical section needs elaboration to reflect teaching methodologies.

2. To consider the recommendations of the Board of Studies of School of Global Affairs (SGA) for the following MA Courses:

A. Elective courses for MA programmes

The MA electives are offered in thematic and regions of globality which are the focus of the existing MA programmes in Global Studies and Urban Studies. Some electives are also offered in fields of studies - like Public Health, Public Policy, Religion and Society, Science and Technology Studies, Migration and Diaspora – which are part of the original focus areas of the School. Following are the two elective courses for MA programmes:

i. Anthropology of Infectious Diseases

This course aims to understand how societies respond to infectious diseases. It is inter-disciplinary, yet prefers to retain its location within anthropology. In addition to anthropological approaches to infectious diseases, the course will draw from the sub-disciplines within geography, history, sociology and epidemiology that conjoin anthropology.

ii. Contemporary Buddhism

This course takes a closer look at what can be considered as 'Global Buddhism' along with the contemporary configurations of Buddhism and the manner in which these modern and global transformations are taking place. We will look at the movement of religions, religious practices and practitioners that takes place through migration, through the media and the use of the internet, and through travel and religious tourism.

The course will look at regional distinctions in the development of Buddhism, as well as the global spread of common trends, such as the influence of modernization, globalization, secularization, etc. on social trajectories of Buddhism, as well as the impact of contemporary understandings of science, psychology, meditation, politics and capitalism.

Discussion

- The organisation of content for the course *Anthropology of Infectious Diseases* may be reconsidered; it may be done around various infectious diseases thereby bringing together the historical and contemporary. The first module may include discussions around healing, prevention and treatment. Some discussion on immunisation may also be brought into the course. Some suggestions were made for the reading list including documentaries and plays. Title of the fourth module may be reconsidered. Description of the first assessment situation may be reworded.

- For the course *Contemporary Buddhism*, the content needs to spread across 12 weeks instead of 14. The ordering of assessment situations may be revised to reflect continuity and progression.

After some discussion the SCAP recommended that the BA courses "Ways of Seeing", "Business in a Globalised World", "Beginners Chinese 5", "Beginners French 5", and MA courses "Anthropology of Infectious Diseases" and "Contemporary Budhism" may be placed at the next meeting of the Academic Council for consideration.

(Salil Misra)
Chairperson

Appendix-17

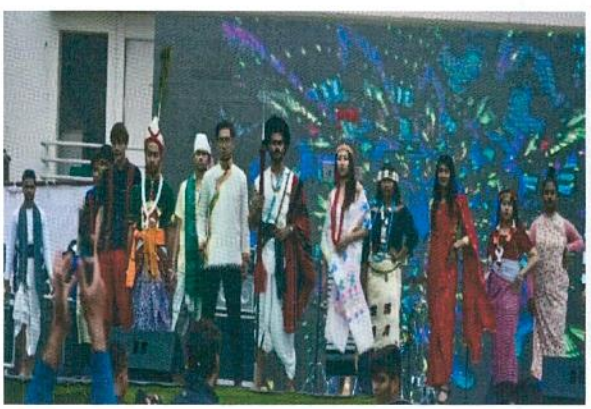
डॉ. बी. र. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B.R. Ambedkar University Delhi
Established by the Government of NCT of Delhi

ADMISSION BROCHURE FOR UNDERGRADUATE AND POSTGRADUATE PROGRAMMES 2020-21

KASHMERE GATE | KARAMPURA | LODHI ROAD

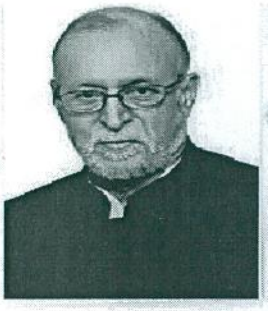
563

© Published by the Dean Student Services Dr. B.R. Ambedkar University Delhi



Phone: +91-11-23863740/43 Fax:+91-11-23863742
Email: info@aud.ac.in, admissions@aud.ac.in
April, 2020.
Cover Design: Dr. Kritika Mathur, Faculty SBPPSE

उपराज्यपाल
दिल्ली
LIEUTENANT GOVERNOR
DELHI



सत्यमेव जयते

राज निवास
दिल्ली-११००५४
RAJ NIWAS
DELHI-110054

MESSAGE

I am pleased to write this message for Dr. B.R. Ambedkar University Delhi (AUD), a university that stands as an example of how, with a strong institutional commitment and academic rigor, a brand can be established in a short period of time. Today AUD is one of the most sought-after destinations for those who are interested in pursuing higher education in social sciences and humanities.

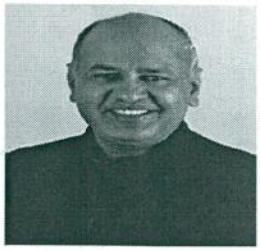
If the 20th century was the period of modernity and development, the current century is the era of a growing realization of the limits of modernity. The establishment of AUD as a university dedicated to social sciences and humanities with a vision to promote equity, social justice and inclusion is emblematic of that realization – that a knowledge production system which remains oblivious to its social responsibilities will lose its relevance and ultimately moral foundations to lead. Not just in India but the world over, people, governments and other stakeholders realize more acutely than ever that unless an education system recognizes and judiciously blends wisdom with cutting-edge developments, there will be little headway in progressing towards greater sustainability of society and culture.

Our country is blessed with a large share of young people at this critical juncture when we are facing a general global downturn in many senses, further aggravated by an unprecedented public health crisis. In this context, public institutions of higher learning will have to think of innovative ways to address the challenges and emerge as beacons of hope and guidance. It is only then the 'demographic dividend' for India will truly yield positive gains.

I believe that AUD will rise to the occasion and continue to achieve more milestones ! With sincere best wishes!

(Anil Baijal)

MANISH SISODIA
मनीष सिसोदिया



सत्यमेव जयते

DEPUTY CHIEF MINISTER
GOVT. OF NCT OF DELHI
उप मुख्यमंत्री, दिल्ली सरकार
DELHI SECTT, I.P. ESTATE,
दिल्ली सचिवालय, आई०पी०एस्टेट,
NEW DELHI-110002
नई दिल्ली–110002
Email: msisodia.delhi@gov.in

D.O. No.: DyCM/2020/46
Date: 02/07/2020

Message

Dr. B.R. Ambedkar University Delhi (AUD) was established by the Government of NCT of Delhi in 2008. The University has a unitary (non-affiliating) structure and focuses exclusively on social sciences and humanities education and research through its research, postgraduate and undergraduate programmes, as well as extension and outreach initiatives. AUD has been accredited with an 'A' grade by NAAC in 2014.

The University is presently functioning from three campuses situated at Kashmere Gate, Karampura and Lodhi Road. For the new integrated campuses of the University, the DDA has allotted 40.12 acres of land at Dheerpur and 17.5 acres at Rohini. The construction of the first phase of these integrated campuses is likely to start in the coming months.

The academic programmes of AUD offer valuable opportunities to straddle the two worlds of knowledge creation, namely classroom teaching and experiential learning in the world outside. The words such as equity, inclusion, gender justice and innovative pedagogy have become synonymous with AUD. I encourage you to get actively involved in and benefit from the great array of activities and initiatives AUD undertakes round the year during your stay at the University.

I offer my warm greetings and best wishes to all the prospective new students of AUD.

(Manish Sisodia)

अम्बेडकर विश्वविद्यालय दिल्ली

Ambedkar University Delhi

प्रोफेसर अनु सिंह लाठर
कुलपति
Professor Anu Singh Lather
Vice Chancellor

Message

Welcome to Dr B R Ambedkar University, Delhi – an institution with a thrust on Social Sciences and Humanities. While there is a tremendous preference for technology education in general, it is essential to recognize the value of social sciences in understanding our rich culture and civilization and in humanizing our existence. Hence, institutions like ours work to ensure that our students are equipped with the best possible resources through our courses and programs, experiential field-based learning, and immersion as pedagogy.

AUD offers you a vast pool of diverse programs which are highly interdisciplinary in nature. This is as true of our degree programs in conventional subjects, like English and Economics, as of the new innovative programs in Global Studies and Sustainable Urbanism. The University has also set up a number of Centres to facilitate research and generation of knowledge in highly specialized or frontier areas. At AUD, we strive to generate and impart knowledge, while promoting employment and employability as well as enhancing sensitivity and responsibility towards social contexts and issues. AUD is an excellent example of intertwining academics with social sensitivity. The University promotes and has ongoing collaborations with other leading educational institutions in India and abroad, government bodies, industry and NGOs. Similarly, our outreach programs and projects with various communities maintain a strong connect between the citizens of Delhi and AUD, thus helping our students to interact, engage and evolve as responsible and sensitive citizens.

Recently, AUD has been placed in the rank band of 101-150 in the national ranking of universities by National Institute Ranking Framework (NIRF)-2020. Additionally, the Education World Survey-2020 has ranked AUD at the 22nd position amongst the Government Universities of the country and at the 5th rank amongst the Government Universities in Delhi.

AUD provides various scholarships and fee waivers to economically and socially backward students as part of its responsibility towards the society, besides providing many other means to support and mentor students. We also provide English language support to our students to help them effectively engage in the academic work and to be better prepared for career and employment. Since learning and academics often bring associated stress to many, the University runs a mental health clinic called 'Ehsaas', where we provide free counseling and psychotherapeutic support. Our pedagogical innovations are geared towards keeping the classroom space highly interactive. We not only understand the diversity of our student groups, but we also value it. Our assessments and evaluation policy is to facilitate and promote learning with understanding and includes both continuous and end-of-course performances.

It is natural that students have aspirations and expectations in terms of placements and employment prospects. The anxiety among the students about job opportunities after their graduation is real and understandable. AUD strongly believes that placements cannot happen by accident; they require strategic focus by the institution to ensure proper placement opportunities. Following this belief, AUD has created a dedicated Training and Placement Cell. The cell also prepares students for the world of work by training them in a wide range of relevant skills.

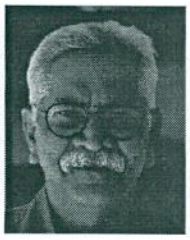
As we are in the midst of an unprecedented global health crisis, at AUD, the faculty, staff and students have come together as a family to deal with the crisis. This experience has further strengthened our commitment towards equity, social justice and inclusion.

While wishing you the best of luck for your academic endeavors, I welcome all aspirants to be part of a unique journey of the AUD family. Together we shall create, conserve and consolidate this new ecology of learning and knowledge creation.

(Prof. Anu Singh Lather)

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

Message



It is very gratifying to see a large number of aspirants wanting to seek admission in AUD. Especially when the University has been set up just over a decade ago. It goes to demonstrate how AUD has been able to create a niche in such a short time of its existence despite being in the company of very established giants in the capital city. It is even more heartening to know that the University is the first choice among not only the aspirants but also the parents who believe in providing high quality of holistic education to their wards.

In a very short lifespan of its being, AUD has become one of the best enabling education ecology for pursuing higher education for UG, PG and PhD degrees. Vibrancy of learning environment, innovative programmes structures, immersive and exploratory transaction methods led by its young, motivated and enthusiastic faculty characterises the quality of education at AUD. Connecting theoretical concepts to real world situations, lateral engagement and interaction with students of other disciplines and wide exposure to the thought leaders from varied fields through events and lectures provides the depth and breadth of knowledge. All of us at the University are happy to welcome you in different programmes you may choose to pursue. While the University is committed to extend all possible opportunities, infrastructure, guidance, mentoring and knowledge, the true spirit of fraternity can only be manifested with full commitment and partnership with its students. We look forward to see you as equal collaborators in the process of your personal, social and academic growth during and beyond your stay at AUD.

Prof Jatin Bhatt
Pro-Vice Chancellor I

568

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

Message

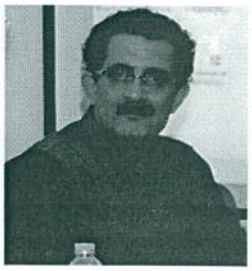
I welcome all of you and thank you for considering the Ambedkar University Delhi (AUD) as one of the universities for your choice of higher studies. AUD is still in its infancy, having completed only a decade of its existence. In a short lifespan, it has tried to establish itself as an institution of promise, repute and credibility. It has a mandate to promote teaching and research in social sciences. To meet its mandate, the University offers academic programmes that are innovative and interdisciplinary in nature. It has also tried to re-define social sciences by bringing into its fold new areas such as social design, business studies and social entrepreneurship, among others. The University is characterized by a vibrancy of learning environment, innovative programmes, combining teaching with research, and with focus on both theory and practice. The faculty at AUD consists of committed and enthusiastic teachers, always ready to engage with the students both inside and outside the classrooms. Their endeavor has been to make teaching-learning process at AUD creative, relevant and meaningful.

A major part of the vibrancy of the institution has come from the various generations of students who, during the course of their study, contributed immensely towards making AUD into a collegial, meaningful and stimulating place. I am confident that the coming generation will also play its part in strengthening these processes and taking AUD closer to its stated goals and objectives. Once again, I welcome all of you and hope that the time you spend at AUD will prove to be fruitful both for your careers in particular and life in general.

Prof Salil Misra
Pro-Vice Chancellor II

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

Message



We cannot always build the future for our youth, but we can build our youth for the future. - Franklin D. Roosevelt

Namaskaar!

It is a matter of immense pleasure for me to be a part of the Ambedkar University family . I take this opportunity of welcoming students coming from all parts of the world, joining the university in undergraduate as well as postgraduate programmes. Most of the students begin a new journey at this juncture of their lives when they move out from the home-bound protective covers in their quest of knowledge. However, this journey to our campus is like moving from one family to another. The teachers, seniors, peers, and AUD all become an integral part of that extended family to whom they can look up for any guidance, support and help to move ahead in life as professionals in the study programmes they have opted.

An IT-Enabled Campus supported by a highly qualified faculty in their respective fields of expertise ensures that the learners are provided the best facilities and congenial learning environment. A large number of national and international conferences, seminars and workshops etc., are organized by the university. These programmes inculcate skills such as leadership and team spirit and raise the employability quotient. The learning experiences in the campus ensure holistic learning that promotes physical, mental and social well-being.

I, wish and assure you, on behalf of the University family, that we will help you pursue your objectives of life under the varied social, cultural and economic environment. The University consistently strives to provide an education that leads to degrees relevant to today's work place in a global setting, yet competitive in today's academic market place. We are committed to meet the needs of our students in a innovative and flexible curricula, excellence, effectiveness, academic rigor and personalized services.

I heartily welcome the students seeking admission in the programs offered by Ambedkar University. Looking forward to see you all

Dr Nitin Malik

Registrar

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

Message

As I write this message for you I am gripped by the momentous nature of the present time; its life-altering possibilities, and even anxiety ridden uncertainties. What is bewildering is the global reach of this pandemic called COVID-19. As we live in a lockdown mode we survive through visuals, and try and make sense of our world through those images. There are two sets of images that have dominated our mindscape: one is that of misery, struggles, crisis and unbearable tragedies that have struck the less privileged amongst us. And the other one is that of hitherto unseen blue sky, visibility of Himalayan range from Jalandhar and Saharanpur, dolphin noticed in Ganges near Meerut, canopy of flamingos in Mumbai, and many more.

Nature converse loudly in these times. And send signals. In both of these sets of images we find nature inviting us for reflection, introspection and soul searching. In the first it alerts us of our collective responsibility towards the underprivileged and in the second it reminds us of our predatory nature and how we pulverized and plundered our planet under the stupor of excessive greed and avarice.

It is only the human species that have been endowed with three dimensional-past, present and future- sense of time. The other species are largely believed to be governed by the present. It is the anticipation towards future and the awareness of the past that determines and guides human endeavors. At this time too, it is this holistic sense of time that should steer our collective boat in safe direction. For that, however, we will have to look beyond our silos and be ready to grow beyond what was our normal and routine template of life. As wrote Albert Camus in his iconic work, The Plague, 'What's true of all the evils in the world is true of plague as well; it helps men [sic} to rise above themselves.'

The realm of higher education, like other sectors, will also be required to adjust, accommodate and adapt to this new scenario. This sector caters to the future, and hence becomes very crucial. AUD because of its inbuilt dynamic pedagogies and reflexivity is cushioned in some sense and enjoys a relative advantage in the face of the new challenges brought about by the pandemic. The challenges this time around are unknown and the only way to take them on is through collective grit and solidarity.

I invite you to AUD to rebuild our universe, to create a place where socially sensitive knowledge-seekers are nurtured in an atmosphere of empathy and compassion.

With best wishes!

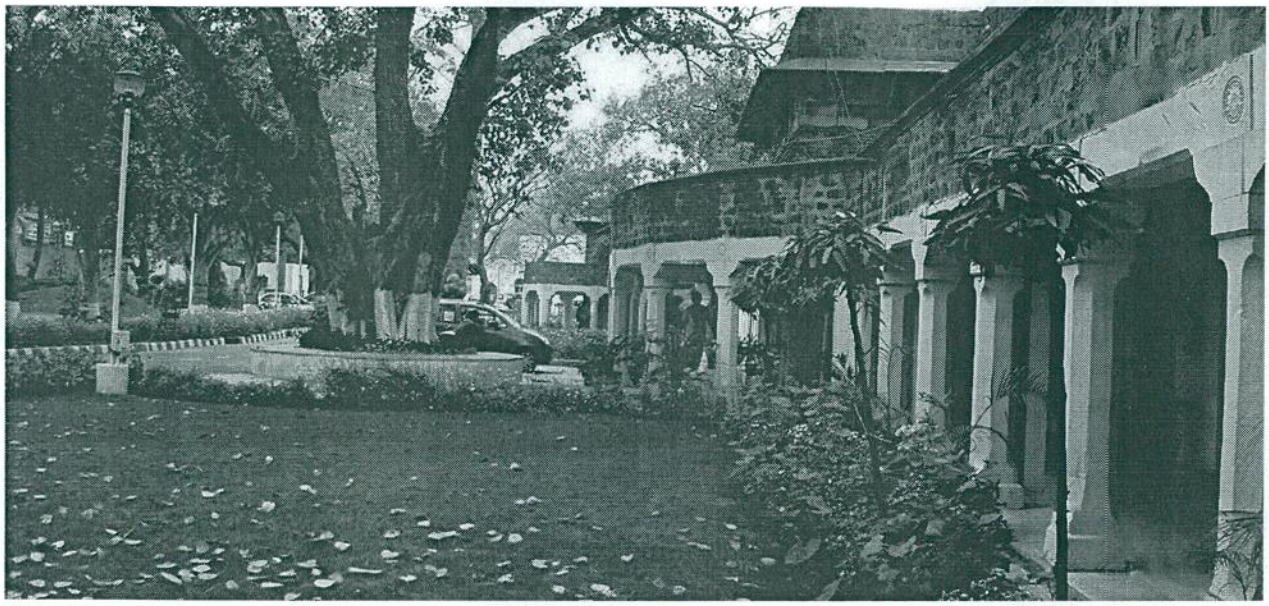
Dr. Santosh K. Singh
Dean Student Services

Important Note/Disclaimer:

- **The contents of the brochure are on the basis of the policies available as on this date of release of Admission Brochure for Academic Session 2020 – 2021. The information which is not available in the Admission Brochure shall be uploaded on the University website: www.aud.ac.in and therefore all the candidates desirous of seeking admission are hereby advised to regularly visit the University website for additional information.**

- **In view of the challenges brought about by Covid-19, any change in the procedures for personal appearance of applicants for entrance examinations/trials for CCA and Sports, as well as for verification of certificates shall be notified in due course by the Dr. B.R. Ambedkar University Delhi on its website: www.aud.ac.in. Applicants are advised to monitor the same and act as directed.**

- **The University deserves the right to revise, update or delete any part of this brochure without giving any prior notice. Any change made shall be updated on the University website.**



Dr. B.R. AMBEDKAR UNIVERSITY DELHI

Dr. B.R. Ambedkar University Delhi (Ambedkar University Delhi or AUD) was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007 and was notified in July 2008. AUD has been conceived as a unitary university focusing largely on research and higher learning in areas of knowledge broadly under the domain of social sciences, humanities and the liberal arts.

Mandated to focus on research and teaching and guided by Dr. Ambedkar's vision of bridging equality and social justice with excellence, AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. AUD is committed to creating an institutional culture characterised by humanism, a non-hierarchical and collegial environment, teamwork and nurturance of creativity.

AUD functions through its various Schools and Centres. Schools are expected to have relatively well demarcated epistemic contours. The distinct typologies in the nomenclature of the Schools reflect the focus on areas of knowledge and professional specialisations, which are relevant to contemporary times.

VISION

AUD aspires to be a premier university globally recognized for its focus on liberal arts, humanities and social sciences. Through a non-hierarchical and team-based work culture it envisions to promote creative and engaged scholarship capable of transforming self and society, promoting democratization of knowledge. The University aspires to combine equity and social justice with excellence, and to pioneer an institutional culture of non-hierarchical functioning, team work and creativity. The University strongly believes that no knowledge becomes socially productive unless it spreads across society, transcending barriers of caste, creed and class. Only then can teaching, learning and research contribute to the promotion of equality, social justice and excellence. The University aspires to mould its students into informed and sensitive professionals who will engage with their social responsibilities and the margins of society. The programmes and the structure of the University highlight this aspect while striving towards excellence.

MISSION

The mission of AUD is to prepare mature and skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. AUD strives to transform its students into responsible global citizens characterised by their courage, humility, honesty, commitment and integrity. AUD believes in developing a personalised approach to students and has in-built institutional mechanisms for mentoring and nurturing students, particularly in the domains of language proficiency, study-skills and analytical methods to assure academic success and excellence. A full-fledged Student Support Services division works towards this goal. The University intends to take all necessary steps to ensure that linguistic and financial difficulties are not impediments for deserving students. To that end, AUD has instituted several support mechanisms and pedagogical innovations to provide an enriching learning environment.

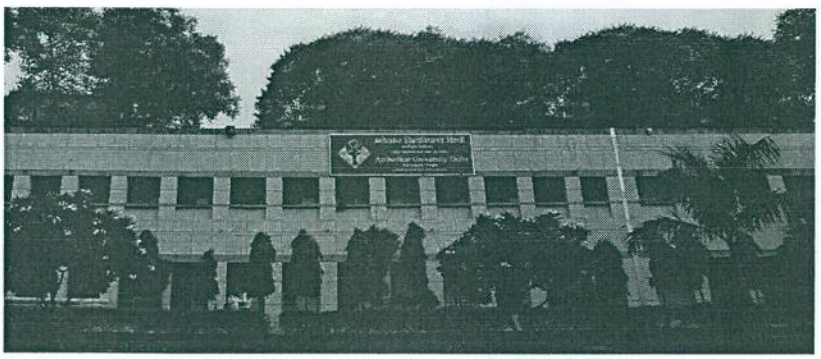
CORE VALUES

- Excellence with equity and social justice
- Engaged scholarship
- Valuing diversity
- Social responsibility
- Integrity and humility
- Commitment to human values
- Team work and collaboration
- Transparency and accountability

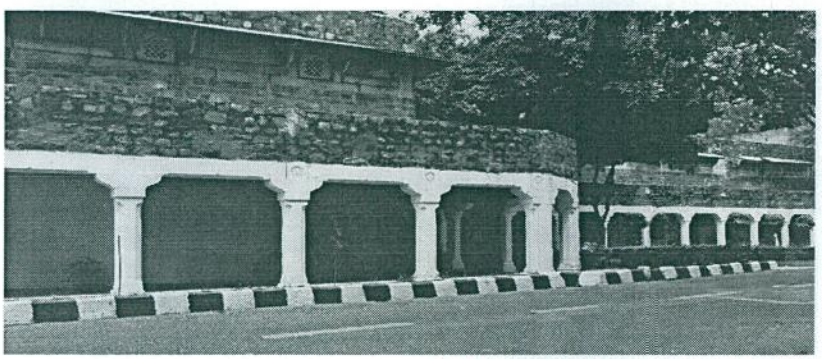
CAMPUSES

AUD is currently operating out of its three campuses at Kashmere Gate, Karampura and Lodhi Road. AUD hopes to move into its permanent campuses at Dheerpur and Rohini in the next five years.

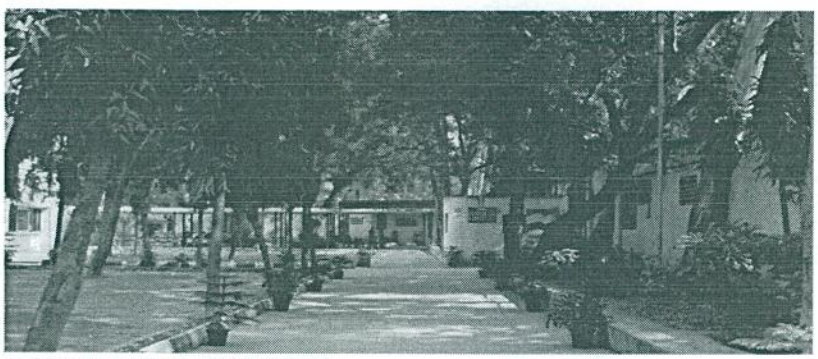
The programmes offered by the School of Business, Public Policy and Social Entrepreneurship, School of Culture and Creative Expressions, School of Design, School of Development Studies, School of Human Studies, School of Human Ecology, School of Letters, School of Liberal Studies and School of Undergraduate Studies are available at the Kashmere Gate Campus. The programmes offered by the School of Global Affairs, School of Law, Governance and Citizenship and the School of Vocational Studies are available at the Karampura Campus. The programmes offered by the School of Education Studies are available at the Lodhi Road Campus.



KARAMPURA CAMPUS



KASHMERE GATE CAMPUS



LODHI ROAD CAMPUS

SCHOOLS & CENTRES

The schools of interdisciplinary studies offer undergraduate, postgraduate and research programmes. The idea is to focus on areas of knowledge and professional specializations which are relevant to our context, and the same time, not being given enough emphasis by other universities. At present 13 Schools have been established and are functional at AUD. These are:

- School of Business, Public Policy and Social Entrepreneurship
- School of Culture and Creative Expressions
- School of Design
- School of Development Studies
- School of Education Studies
- School of Global Affairs
- School of Human Ecology
- School of Human Studies
- School of Law, Governance and Citizenship
- School of Letters
- School of Liberal Studies
- School of Undergraduate Studies
- School of Vocational Studies

The Centres on the other hand have a relatively flexible structure and comprise a group of professionals and scholars put together, more or less in project mode, to undertake research, documentation, training and some teaching in lesser known or neglected areas of social and academic concerns. The Centres, as conceptualised at AUD, are identified as distinct locations for project-based research, policy advocacy and capacity building and networking with the community. The Centres are visualised to have project staff appointed on part-time and contractual basis from time to time and can also be staffed by faculty from the various Schools of study concurrently for a finite time.

Currently the following Centres are functioning at AUD:

- Centre for Early Childhood Education and Development (CECED)
- Centre for Community Knowledge (CCK)
- Centre for Research Methods (CRM)
- Centre for Development Practice (CDP)
- Centre for Psychotherapy and Clinical Research (CPCR)
- Centre for Publishing (CFP)
- AUD Centre for Incubation, Innovation and Entrepreneurship (ACIIE)
- Centre for Urban Ecology and Sustainability (CUES)
- Centre for English Language Education (CELE)
- Centre for Engaged Spirituality (CES)*
- Centre for Professional and Continuing Education (CPCE)*
- Centre for Studies in Systems of Thought (CSST)*

* *To be operational*

SCHOOL OF BUSINESS, PUBLIC POLICY AND SOCIAL ENTREPRENEURSHIP

The School has been set up to promote research and provide professional education and training in the field of Business Administration, Public Policy and Social Entrepreneurship. The 2-year MBA programme since 2012 seeks to develop a holistic approach to business and profit within the larger context of our society and economy. The school launched a PhD programme in 2018, the PhD programme seeks to be holistic, contemporary and integrated to the interdisciplinary approach of the university.

MASTER OF BUSINESS ADMINISTRATION (MBA)

The MBA programmes at SBPPSE attempt to foster an interdisciplinary environment which has the potential to engender cross fertilisation of ideas across knowledge formations while transcending the artificial divisions between academia and the world of practice. Courses are designed to foster critical thinking and develop a climate of conceptual analysis and introspection to inculcate a spirit of rational inquiry among the students. The best of academic resources including the latest technologies are used in the curriculum transaction; students are provided with the relevant skills that match globally accepted standards of excellence

DURATION: 2 YEARS
TOTAL CREDITS: 84

PhD MANAGEMENT

The PhD programme is conceptualised to addresses management issues across domains of society including business, education, health, environment, sustainable development, infrastructure, tourism, sports, legal system, governance, public systems and agriculture through research. By addressing stakeholders concerns related to culture, diversity, communication and human relations, the PhD programme seeks to be holistic, contemporary and integrated to the interdisciplinary approach of the University.

PROPOSED NEW PROGRAMMES (ACADEMIC YEAR 2020-21)

- *Bachelor of Business Administration (BBA)*
- *MBA Innovation, Entrepreneurship and Venture Development*
- *Post Graduate Diploma in Social Innovation and Entrepreneurial Leadership*

The admission for these programmes shall be announced separately.

For more admission related query visit:
https://sbppse.aud.ac.in/

SCHOOL OF CULTURE AND CREATIVE EXPRESSIONS (SCCE)

The School is constituted by the principle of integration, creative overlap and interdisciplinary processes between varied creative practices and disciplines, including historical, theoretical and critical engagements. The School seeks to develop newer and different art-making practices and theoretical insights. The mission of the School is in the direction of finding interdisciplinary paradigms, engaged scholarship, and greater amalgamation between theory and practice on the one hand, and between various arts on the other.

The School of Culture and Creative Expressions (SCCE) is visualised as a location that implements a new vision of art pedagogy and practice in the country. The School provides a nurturing ground for the development of new and different art making practices and theoretical insights across the areas of Visual Art, Literary Art, Performance and Cinematic Art.

MA FILM STUDIES

The MA Film Studies Programme is among the very few of its kind in the country. It is designed to enable students to critically engage with cinema as narrative, as an entry into broader questions of media forms (old/new), and as film and media culture. The programme allows students to develop a strong backing to become researchers in film and related fields. It also enables students to demonstrate their awareness of the intricacies of the art, historically and theoretically, to secure placements in the film, television and entertainment industry; or look at writing, publishing, editing opportunities focused on film and media art-related terrain; or by participating in film curation and preservation.

DURATION: 2 YEARS
TOTAL CREDITS: 64

MA LITERARY ART

The programme has pioneered the pedagogy of creative writing in India with its unique insistence on inculcating in the student both the practice and the theory of literary writing. It imagines the writer as inhabiting a range of historical, social and existential horizons, each of which have their bearing on the nature and depth of individual literary output. Rather than simply equip students already fluent in English with a set of supplementary skills, it teaches them to acquaint themselves with the literary idioms of the many languages of the sub-continent and of Europe. It encourages them to grapple with some of the most radical theses on the modern as they have been developed for instance by such thinkers as Foucault, Arendt and Benjamin on the one hand, and Ambedkar, Gandhi and Spivak on the other. It asks them to take seriously the political and personal stakes involved in the struggles around indigenous lands, sexuality, caste and gender.

DURATION: 2 YEARS
TOTAL CREDITS: 64

MA PERFORMANCE STUDIES

MA in Performance Studies at AUD is a unique programme and the first of its kind in India. In the present context of globalized culture and its products to study it in transition and to reconnect with the society, Performance Studies has been established as a discipline in many renowned universities. "Performance Studies" is an interdisciplinary field of research that draws on the social sciences, the humanities, art and theatre. It focuses on the pervasiveness of performance as a central element of social and cultural life, including not only theatre and dance but also such forms as rituals and practices of everyday life, avant-garde performance art, popular entertainment, sports, political demonstrations and potentially any instance of expressive behaviour or cultural enactment. Thus, the programme aims to contribute to the development of engaged scholarship in the field with a unique perspective given the rich and varied experience situated in and informed by the culture and heritage of India. This program allows the students to develop a unique critical thinking in the field of performance, which can be further implemented in their own practice.

DURATION: 2 YEARS
TOTAL CREDITS: 64

MA VISUAL ART

The MA in Visual Art is a practice-based programme designed to enable students to engage with emerging modes of artistic practices. It aims to carve out new avenues for experimentation and strengthen available spaces for alternative creative practices. The Programme also enables students to take up research— practice-based or otherwise. Along with an array of practical components which constitute the core of this programme, it inculcates theoretical and historical knowledge regarding artistic production, dissemination and reception. The School's decision to admit students from various disciplinary backgrounds for this Programme also opens up interdisciplinary and collaborative possibilities of exchange. The MA in Visual Art attempts to forge a much needed dialogue with the social and the political through modes of engaged artistic practices.

DURATION: 2 YEARS
TOTAL CREDITS: 64

PhD FILM STUDIES / PhD LITERARY ART / PhD VISUAL ART

The PhD Programmes in Visual Art, Literary Art and Film Studies fork into two kinds of research possibilities. One, which is a studies-based orientation, which would produce a thesis comprising historical, theoretical, and critical analysis with a marked sensitivity to creative processes. The other would be a practice-based thesis which will allow creative practice (creative prose or poetry, performance, audio-visual work spreading across media forms) with critical, historical, and theoretical reflection on such practice. This inclusion of creative practice in research epitomizes SCCE's attempts to cultivate a composite culture of creative and critical energies.

For more admission related query email us at: scceadmission@aud.ac.in

SCHOOL OF DESIGN (SDes)

The School of Design at Ambedkar University Delhi (AUD) is visualised as both a practice and research-based School for the pursuit of design education from the undergraduate level to the postgraduate and doctoral levels. The first programme, Master of Design (Social Design) commenced in July 2013.

The School is unique as it is placed in a university wholly focussed on the humanities and social sciences. The study and practice of design here is thus focussed on bringing together the traditional attributes of design—the emphasis on form, function, aesthetics and experiences—with concerns of equity and ecology to create more accessible, inclusive and sustainable public services and systems through participatory and collaborative design methods.

The School has been associated with Royal College of Art (London) and the Glasgow School of Art, (Glasgow and Forres) through faculty exchange initiatives and continues to explore future tie-ups with other institutions internationally and nationally.

Faculty members at the School of Design have expertise in diverse fields including architecture, textile and accessory design, urban design, visual communication as well as art, architecture and design history. Adjunct faculty members bring in varied expertise in data visualisation, ecology, service design, social entrepreneurship, sustainability, systems thinking and user interface/user experience.

The Futures Lab at the School of Design has been initiated to undertake sponsored and self-initiated projects to demonstrate the efficacy and value of design in emerging areas of social relevance. The lab has been engaged with two projects on Last Mile Connectivity and Urban Farming as part of a Design Innovation Centre funded by Ministry of Human Resources Development. Currently, it is conducting a design audit of Mohalla Clinics, the Delhi Government's community-based healthcare initiative.

MDes (SOCIAL DESIGN)

The Master of Design (Social Design) is a 2-year, full time, practice-based programme, Students are trained in the methods, tools and approaches of design disciplines with those of the social sciences to creatively address complex social issues through participatory and collaborative design methods. The areas of focus are public services and systems (such as health, education, transport, waste, governance interfaces), community networks and livelihoods (pertaining to crafts, informal economies, built and intangible heritage, urban and rural commons), digital technologies (social media, user interfaces and experiences, privacy). Students are also introduced to entrepreneurial competencies and leadership to support them to establish their own enterprises while also providing internship opportunities in established organisations.

The academic work includes taught courses and studio projects in real-life settings, culminating in a final project of the student's choice. Internships and field studies form an integral part of learning through engagement with communities and organisations in both rural and urban settings. So far, students have interned with organisations such as Centre for Internet and Society, Action Aid, Hyderabad Urban Lab, Though tshop, Public Health Foundation of India, Hunnarshala, Quicksand, Azad Foundation, Seva Mandir and Centre for Knowledge Societies.

DURATION: 2 YEARS
TOTAL CREDITS: 80

For more admission related query email us at: sdesadmissions@aud.ac.in

SCHOOL OF DEVELOPMENT STUDIES

School of Development Studies was one among the first Schools that were created at Ambedkar University Delhi. Over the years the School has made its presence felt in India and abroad by intensely engaging with different development questions from an interdisciplinary perspective.

MA DEVELOPMENT STUDIES

The two-year MA Development Studies Programme is transacted through classroom lectures, workshops, seminars, and field projects. The programme emphasises research and analytical skills, oral and written communication, and exposure to development practice. The programme lays a strong emphasis on training students in social research in the broad space of development.

DURATION: 2 YEARS
TOTAL CREDITS: 64

PhD DEVELOPMENT STUDIES

The PhD programme aims to promote and strengthen the social science research with an inter-disciplinary approach, broadly drawing on the disciplines of Sociology, Anthropology, Economics and Political Science. The doctoral research in Development Studies, are available on the following themes -Labour Relations and Development; Entrepreneurship and Society; Peace, Conflict and Development; Gender and Development; Social Policy and Development; Social Movements and Development.

For more admission related query email us at: sdsadmission@aud.ac.in

SCHOOL OF EDUCATION STUDIES

SES is envisioned to evolveas a community of professionals and scholars endeavouring to understand education in its historical and contemporary contexts through engaged scholarship and practice. The School aims to bridge the gap between the theory and practice of education in its multiple locations-in that, it attempts to foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators.

While engaging with teacher education, pedagogy, curriculum, policy planning and administration, the School works toward development of a rigorous praxis-based theoretical perspective. In pursuit of this vision, SES launched the MA Education programme in 2012, MA Education (Early Childhood Care and Education) in 2014 a Continuing Professional Development (CPD) programme in 2019.

MA EDUCATION

SES's MA programme is an attempt to bring together the elements of both liberal and professional preparation of educators. It is one of the few programmes in India that makes possible the study of education both as a social phenomenon and an area of knowledge, and also develops with the professional skills needed for professional practice. This programme has an intense field based components at both school and non-school sites. These field components provide the space to the graduates to engage with critical debates in contemporary education as well as field realities and have hands-on experience with processes like textbook and curriculum development. Many

graduates eventually work as teachers, teacher-educators, curriculum developers, researchers, consultants and professionals in government and non-government organisations.

DURATION: 2 YEARS
TOTAL CREDITS: 70

MA EDUCATION (EARLY CHILDHOOD CARE AND EDUCATION)

The MA Education (ECCE) programme involves rigorous engagement with educational theory, practice and policies. It has been conceptualised with the aim of creating human resources to support professional upgradation of quality of planning, supervision and management of ECCE programmes for young children. It also provides a more in-depth and scholarly understanding of ECCE, anchored in various disciplines including child development, sociology, history, critical pedagogy, psychoanalytic frame, anthropology, and management. Apart from lectures, pedagogy is planned in various modalities such as workshops, tutorials, field visits, reflection, groups and seminars. The programme will help to develop graduates who have a holistic understanding of issues in ECCE and can promote quality early childhood programmes through their teaching, research, and advocacy.

DURATION: 2 YEARS
TOTAL CREDITS: 70

PhD EDUCATION

The doctoral program in education is designed to engage scholars committed to identifying challenges in education, developing newer insights and contributing to knowledge construction. The programme aims to question, study, and critique the various forces influencing the discourse of education and respond by creating alternative pathways. It intends to nurture research scholars who develop the capacity to study the changing landscape of education and the critical issues in the various sites of practice. It intends to develop evidence based approaches to promote equity and social justice. The programme is designed to enable candidates to engage in rigorous scholarship and enhance the existing literature in the field with high quality research. The courses will encourage candidates to examine topics through multiple lenses grounded in different disciplines. SES offers specialisation in the following areas: Curriculum Studies, Educational Theory, Education Policy and Reform, Language and Literacy, Early Childhood Care and Education, Inclusive Education, Critical Pedagogy, Child and Youth Studies and Teacher Education

Continuing Professional Development (CPD)

CPD courses for Educators aim at providing quality professional development opportunities to teachers and other practicing educators in Delhi to enable them to critically articulate and implement educational change in their classrooms and contexts of practice. The programme will work towards developing university-school system partnership for understanding educators' needs, providing feedback for continuous improvement in content, and enhancing the seamless interaction between in-service and pre-service designs.

*For more admission related query email us at:*sesadmissions@aud.ac.in

SCHOOL OF GLOBAL AFFAIRS

The focus of the School of Global Affairs (SGA) is on the emerging processes and issues with potential to impact life on the planet in fundamental ways, including conflict and security, urbanization, geopolitics and geo-economics, global health and well-being, religion, migration and diaspora. The mission of the School is to equip the future generation of social actors including those in the public, private, and non-governmental sector, with the intellectual and professional tools to work in a challenging and dynamic environment. Students will gain an appreciation of the ways in which global affairs structure our lives, as well as how creative possibilities may emanate from disparate locations.

BA GLOBAL STUDIES

The BA in Global Studies (BA-GS) exists in dialogue with the several similar undergraduate programmes being offered in universities across the globe. BA-GS brings together the best that these existing programmes have to offer along with students' already existing lived experience of the global, to explore and learn from in the vibrant debates, popular and scholarly, regarding the processes of globalisation and globality. The BA-GS programme will follow both the terrestrial veins of globalisation as well as engage students in questions of decoding the complex, networked infrastructure that is being increasingly studied as producing the age of the Anthropocene.

DURATION: 3 YEARS
TOTAL CREDITS: 96

BA SOCIAL SCIENCES AND HUMANITIES

The BA in Social Sciences and Humanities (BA-SSH) in Karampura Campus is conceived as an innovative programme offered along with three other BA programmes in the campus, i.e. BA in Law and Politics, BA in Global Studies, and BA in Sustainable Urbanism. The BA-SSH programme is structured and complemented by the orientation of the other three BA programmes that seek to craft their own respective niche through an interdisciplinary route. The SSH programme is the site where a critical blending of the thrust of the three BA programmes - in Politics, Urbanism and Globality – is envisioned.

DURATION: 3 YEARS
TOTAL CREDITS: 96

BA SUSTAINABLE URBANISM

The BA in Sustainable Urbanism is designed to prepare technically strong, analytical, and socially-engaged practitioners. Graduates should be in a position to evaluate and contribute to urban processes in terms of their design, social interests, and control including the potential for democratic change. The programme draws on the broad fields of urban studies, sustainability and planning, while adapting them to the specific Indian urban context.

DURATION: 3 YEARS
TOTAL CREDITS: 96

MA GLOBAL STUDIES

The programme is organized around the following thematic areas that build an understanding of important global debates: 1) Wealth and Poverty; 2) State and Democracy; 3) Global Environment and Society; 4) Cultures and Identities. Key programme objectives are to illuminate the hidden histories and geographies of globality that are often subsumed within the dominant stories of colonial, postcolonial and neoliberal globalization; and to understand processes through which perceptions of 'local' and 'global' are co-produced within a multitude of locally embedded contexts.

DURATION: 2 YEARS
TOTAL CREDITS: 64

MA URBAN STUDIES

The programme aims to produce graduates who bring a humanistic approach to various aspects of urban change even as they are conversant with its technical and analytical aspects. It offers specialization in a policy-relevant field; and trains students to ask informed and meaningful questions, engage with multi-scalar processes, and approach problems creatively and systematically.

DURATION: 2 YEARS
TOTAL CREDITS: 64

For more admission related query email us at: sgaadmission@aud.ac.in

SCHOOL OF HUMAN ECOLOGY

Human Ecology is the interdisciplinary study of complex social-ecological issues at multiple spatial scales. Research and teaching at the School of Human Ecology brings together ideas, methodologies and toolkits from disciplines in the natural sciences and social sciences to understand interactions between the biophysical environment and human society. The School's thematic focus areas include environmental change, biodiversity conservation, ecological restoration, rural and urban transformations, environmental and social impact assessment and public health. The School offers a full-time MA programme in Environment and Development (MAED) and a full-time PhD programme in Human Ecology.

Faculty and scholars at the School employ quantitative, qualitative and geospatial methodological frameworks to study complexity and causality in the intertwined lives of humans and other species. The School deploys careful field-based enquiry to study the 'big questions' of justice, well-being and sustainability in local, empirical contexts. The agency of humans and nonhumans is explored in ecological and social transformations in South Asia, in the present as well as in the past.

MA ENVIRONMENT & DEVELOPMENT

The MAED is a rigorous, full-time, interdisciplinary programme with strong emphasis on reading, writing and field-based research. It is unique in India given its orientation and scope, which is guided by the idea that ecological challenges such as atmospheric pollution, resource depletion, and the attendant threats to ecosystems and biodiversity, result from a complex interaction of socio-political and biophysical factors. Students are exposed to core ideas and approaches from the ecological and social sciences to understand issues at the intersection of human society and the biophysical environment. The programme aims to create change makers who can contribute to sustainability and social justice at the national and global scale through research, advocacy and practice.

DURATION: 2 YEARS
TOTAL CREDITS: 64

PhD HUMAN ECOLOGY

The School of Human Ecology aims to foster interdisciplinary research in areas at the intersection of human society, non-human beings and the biophysical environment. The research programme at the School is guided by the idea that environmental concerns and challenges such as resource depletion, ecological degradation and conflicts result from complex interactions of social and environmental factors, and therefore meaningful intervention in these debates should be informed by knowledge and skills on a wide range of subjects. The uniqueness of the PhD programme stems from its proposal to synergistically link the natural sciences and social sciences to explore and understand environmental issues as well as its emphasis on field-based learning and research. The aim of PhD coursework and the dissertation is to create multi-disciplinary range of knowledge as well as to create depth in a core discipline. A successful PhD candidate at SHE is thus expected to develop understanding of a specialised subject area which is enriched, strengthened and informed by other disciplines that may have a bearing on her/ his research question.

For more admission related query email us at: sheadmission@aud.ac.in

School of Human Studies

This School is an explorative, interdisciplinary space for thinking and reflecting on the myriad meanings of being human. Its academic programmes focus as much on the promise and potential of the human, as on the actual historical exclusions and marginalisations that human have led to. The School offers an MA in Psychology (Psychosocial Clinical Studies) and an MA in Gender Studies. The three MPhil Programmes on offer are MPhil in Psychoanalytic Psychotherapy, MPhil/ PhD in Women's and Gender Studies and MPhil in Development Practice (in collaboration with the School of Development Studies). Since 2012, SHS has also offered a PhD Programme in Psychology.

MA GENDER STUDIES

The programme is an integral part of the inter-disciplinary, intersectional and dynamic vision of AUD, which conceives of academic learning as providing students with a critical conceptual framework in its engagement with social realities and issues. Consistent with this ideal, the MA Programme is envisaged as a thoroughly interdisciplinary one, drawing upon gendered analyses primarily from the social sciences and the humanities.

DURATION : 2 YEARS
TOTAL CREDITS: 64

MA PSYCHOLOGY (PSYCHOSOCIAL CLINICAL STUDIES)

The programme attempts to inculcate in students a capacity for clinical and critical thinking that will facilitate a nuanced sensitivity to diverse states of emotional experience, a regard for the margins of 'Indian' society and a capacity to theorise the same. It may be thought of as a first attempt in India to redefine and provide a new direction to the disciplinary orientation of Psychology. We expect our students to engage effectively in academic and research fields. In addition, our focus on clinical thinking and related processes will, we hope, enable students to effectively respond to and work in contexts such as counselling and psychotherapy, which require engagement with the nuances of feeling states and the richness of human subjectivity.

DURATION : 2 YEARS
TOTAL CREDITS: 70

MPhil DEVELOPMENT PRACTICE*

The MPhil Programme in Development Practice is offered jointly by the School of Human Studies (SHS) and the School of Development Studies (SDS), Ambedkar University, Delhi (AUD), in collaboration with PRADAN and the Fellows in Action Research of the Centre for Development Practice.

With three major pedagogic beliefs, (i) a critical, analytical, and reflexive relationship with development discourse and practice, (ii) an immersion based appreciation of the relational dimensions of the subjective in the rural adivasi and Dalit context, and (iii) through an action research based righting of social wrongs in rural life-worlds – the MPhil programme encourages students to explore possibilities of transformatory social praxis along the axes of experiences of caste, class, gender, ethnicity, poverty, violence, governance, health, education, livelihoods etc. with communities.

*** Admissions are not open in 2020.**

DURATION : 2 YEARS
TOTAL CREDITS: 64

MPhil PSYCHOANALYTIC PSYCHOTHERAPY*

The MPhil programme is to enable a future psychoanalytic psychotherapist to work with a range of psychological states and to respond to emotional distress and conflict in an in-depth and empathic manner. While being grounded in the psychoanalytic tradition, the course draws from a strong inter-disciplinary basis, where traditions of psychoanalytic psychotherapy are enriched by contributions from literature, art and aesthetics, psychiatry, clinical psychology and, history, feminist studies, sociology, and philosophy. We encourage our students to note the flows and oscillations of the dynamic unconscious as it traverses alongside—sometimes in conjunction and at other times in disjunction—with the currents of cultural and historical streams in the patient's being and articulations.

DURATION : 3 YEARS
TOTAL CREDITS : 100

***Admissions are not open for 2020.**

MPhil/PhD WOMEN'S AND GENDER STUDIES

The M. Phil./Ph. D programme creates a space for questioning silences around gender that steer the workings of caste, class and community in contemporary and historical societies, and in the social sciences. The programme will assimilate analytical understandings of the significance of gender (relations) and foster study of conduits and configurations of power, causes, contexts and consequences of women's subordination

MPhil DISABILITY STUDIES

MPhil Programme in Disability Studies is an interdisciplinary area of scholarship that analyses disability from the perspective of humanities and social sciences. Historically it has political and intellectual roots in the disability rights movements that started in the USA and UK in the mid-20th Century. DS emerged as a growing area of academic research and professional education since the 1970s. More researches in the area are needed to help establish DS as a Discipline. The Disability Studies programme is to create informed practitioners in the field of DS across various domains. Scholars will be able to undertake various kinds of employments as educators, curriculum developers, counsellors, NGO programme managers, professionals.

PhD PSYCHOLOGY

The doctoral programme in Psychosocial Studies is guided by a vision. Its method is to retain ethical engagement with forms of life and cultural modes of being that are rendered invisible and voiceless by the dominant discourses and politico-social structures and processes. Moreover, a psychosocial framework of research is facilitated by a concern about relating to nuances of human subjectivity and an attempt to feel the psychic recesses, dilemmas, resilience, life choices and conflicts in the participant's inner world. Guided by a critical perspective that constantly seeks to question both knowledge and power--questioning given structures within the discipline of psychology as also outside, historicizing/sociologizing knowledge, and orienting towards an inter-subjective world view within which affects, feelings and the phenomenological flow of life are received—the programme seeks to generate in the participants a nuanced sensibility to facilitate their clinical-critical, participatory and dialogical work.

For more admission related query email us at: shsadmission@aud.ac.in

SCHOOL OF LETTERS

The School of Letters, established in March 2017, offers a range of interdisciplinary courses and programmes in the literary humanities that support, encourage and redefine the meanings of literature, culture, language and humanisms in historical and contemporary perspectives.

MA ENGLISH

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

The programme integrates interdisciplinary paradigms to facilitate a greater amalgamation between various literatures, theory and practice on the one hand, and between music, dance, theatre, cinema, visual arts, and folklore on the other. Students will be offered a wide range of inter-disciplinary courses which will help them situate literature in the context of other disciplines. To that end, some courses have been designed or envisaged as bilingual and/or multilingual.

In order to enable critical thinking, intervention and praxis, the programme will encourage engagement with the lesser known literatures and cultures in India and elsewhere. Students from a wide range of disciplines and not necessarily from humanities are encouraged to apply.

The two-year full time programme will comprise 16 courses of 4 credits each, amounting to a total of 64 credits, including an optional dissertation. Each course will be of 16 weeks duration. The English Programme does not follow a core-optional model. In keeping with AUD's emphasis on inter-disciplinary studies, students will be encouraged to opt for up to four courses from other

programmes within the School of Letters or from any other schools of the university. Assessment will include term papers, class presentations, class discussions, class participation, workshops, tests and assignments. Students will be provided with a detailed reading list for each course. Students will be strictly expected to attend and participate in all class discussions.

DURATION: 2 YEARS
TOTAL CREDITS: 64

MA HINDI

The MA programme in Hindi will follow a comparative, interdisciplinary and experimental approach. It seeks to establish an academic alignment with other such programmes of the University, masters in Hindi in other universities, and the UGC's guidelines. One objective of the programme is to develop both the social and the aesthetic sensibilities among the students. It would also endeavour to promote creative imaginative capacities among students. The programme will create some openings towards other official languages of Delhi such as Urdu and Punjabi. Apart from a critical study of Hindi literature, the programme will also incorporate the literary traditions of other Indian languages and speech forms. The main focus will also be on the Interrelations among teaching, research and social concerns. Apart from developing their literary knowledge, the programme also seeks to develop various skills and specialties among a students. The programme will pay special attention to processes of social change and movements and the ways in which they relate to literature. In other words, the programme will focus on the dialogical relationship between social movements and literary articulations. The programme intends to prepare and train students who would be both trained with employable skills as well as be socially sensitive.

DURATION: 2 YEARS
TOTAL CREDITS: 64

MPhil/PhD COMPARATIVE LITERATURE AND TRANSLATION STUDIES

The School of Letters, Ambedkar University Delhi, offers a range of interdisciplinary courses and programmes in the literary humanities that support, encourage and redefine the meanings of literature, culture, language and humanisms in historical and contemporary perspectives. Tagore translated "Comparative Literature" into Bengali as "visva sahitya" or world literature. The choice of sahitya for literature reveals the possibilities of comparative studies of literature in our part of the world. Comparison is not just comparing disparate objects but nurturing a conceptual space in which the imagination can be confronted with otherness. The aim of the research programmes in CLTS in SOL is precisely to turn literature into an experience of that otherness, which both questions and redraws the sense of culture, nation and identity. While close-reading skills in the original will be a key aspect of the comparatist–translator's brief, researchers in our integrated MPhil and PhD programmes may also choose to bring literary studies in close dialogue with other disciplines from the humanities and social sciences. The programme encourages the practice of translation and recognizes its significance in ways that will promote the reading and dissemination of literatures in as many languages as possible, with a focus on Indian and South Asian literary cultures. Currently supervision in the following research domains is available: theories of comparative literature, South Asian literary cultures (Bengali and Urdu), politics and aesthetics of translation, and minor literatures.

MPhil/PhD HINDI

The interdisciplinary and eclectic approach in terms of pedagogical experiments and methodological interventions that form the crux of the visions of the School of Letters has also been the guiding principle for the research programmes facilitated by the Hindi faculty of the school. Any student enrolled in either of the two research programmes, i.e. MPhil in Hindi and PhD in Hindi, is encouraged to participate in and contribute to this vision. The MPhil in Hindi is

of two years, comprising one year of the course work followed by six months dedicated for writing the dissertation, which is extendable by six months. The PhD in Hindi is of three years, extendable by two years, and comprises both the course work as well as the thesis writing. Candidates are provided due guidance through the supervisor and Research Advisory Committee assigned to her/ him. They are subjected to the requirements and guidelines of the university for presenting their research progress in front of the concerned committees. All researchers in Hindi programme are encouraged to participate in conferences and seminars, along with getting their research papers published in recognised journals as part of their research engagements in the programme.

PhD ENGLISH

The distinguishing feature of the Research programme offered by the English faculty of Ambedkar University Delhi (AUD) is that students shall be encouraged to pursue inter- or multidisciplinary research based on the assumption that concerns raised in literary texts often find resonances or analogies in other disciplines. The faculty shall make every effort to create an intellectual environment in which a researcher has the confidence and freedom to challenge canonically accepted critical positions and methodologies. The rationale behind any research undertaken in this programme shall be to understand how a literary or cultural text is profoundly influenced by art, politics, style, history, psychology, image-making, translations and technologies that define the spirit of the age in which literary production happens. Literary research in the contemporary world should, therefore, be inspired sometimes by present anxieties and discontents, sometimes by new areas of knowledge and visions of a different future; it should re-establish, for its own time and location, the truth or the enigma of any text; and, finally, it should claim its place in the same cultural and moral habitat in which other acts of reason and imagination take place

For more admission related query email us at: soladmission@aud.ac.in

SCHOOL OF LAW, GOVERNANCE AND CITIZENSHIP

The School offers an interdisciplinary approach to the productive and complex interaction of law, culture, politics and social structure. It offers a BA programme in Law and Politics and MA programme in Law, Politics and Society, which is designed with the premise that a focus on the intersection of law and politics is of crucial importance in shaping a better understanding of modern India. The programme is oriented towards those interested in deepening their understanding of law towards a career in research, teaching and legal practice.

BA LAW AND POLITICS

The BA programme in Law and Politics at AUD introduces students to the dynamism of the legal and political field, which extends beyond the study of formal institutions. It will explicate the productive entanglement of law and politics and the manner in which they co-constitute and generate each other. The BA Programme in Law and Politics (BA-LP) can best be described as understanding the relationship between these two domains and not thinking of law and politics as discrete domains. The concept of citizenship mediates this relationship and the BA-LP will foreground how citizenship in India continues to be arbitrated through legal processes, with these processes impelled by the political.

DURATION: 3 YEARS
TOTAL CREDITS: 96

MA LAW, POLITICS AND SOCIETY

The M.A. Programme in Law, Politics and Society at the SLGC is designed with the premise that a focus on the intersection of law and politics in the context of societal structures is of crucial importance in shaping a better understanding of modern India. Students from a wide range of disciplines, including but not limited to, law, sociology, political science, literature, economics or history will find this programme attractive.

DURATION : 2 YEARS
TOTAL CREDITS : 64

For more admission related query email us at: slgcadmission@aud.ac.in

SCHOOL OF LIBERAL STUDIES

The School of Liberal Studies (SLS) offers a range of interdisciplinary and overlapping programmes that support, encourage and redefine liberal arts education through cutting-edge interdisciplinary courses, interactive pedagogy and learning that goes beyond classroom spaces.

MA ECONOMICS

The Masters Programme in Economics provides students with a rigorous and in-depth advanced training in economic analysis, with a particular emphasis on equipping them with the ability to comprehend and think about contemporary economic issues including the challenges confronting developing countries like India.

The programme draws on different theoretical perspectives and traditions within the discipline, brings in perspectives from outside the discipline on contemporary social phenomenon, and uses creative pedagogical approaches to offer a well-rounded training that would enable students to achieve a variety of objectives simultaneously; in keeping with the University's vision, develop a socio-political and historical perspective on the economy and the discipline which analyses it; master the quantitative techniques which are used extensively in economic analysis; understand and learn to analyse contemporary economic issues at the global and national levels; and acquire skills for absorbing and communicating economic ideas.

DURATION: 2 YEARS
TOTAL CREDITS: 64

MA HISTORY

The MA History programme is designed to impart understanding of historical phenomena and processes as well as to transmit skills of historical analysis and encourage the historical imagination.

The programme teaches students to inquire historically while making use of insights and interpretive techniques of other disciplines, and it seeks to encourage a spirit of critical thinking about contemporary social questions. Skills acquired through the programme shall serve programme graduates well not only in academic but in such careers as journalism, publishing, educational administration, museum/archive management, tourism/heritage management and government service (among others).

DURATION: 2 YEARS
TOTAL CREDITS: 64

MA SOCIOLOGY

The Masters (MA) Programme in Sociology at AUD is designed to equip students with the knowledge and skills that will make them engaged citizens of the world capable of critical thinking and reflexive action. The unique approach of the program is its focus on orienting students to the relationship between text and context, self and society, and the past and present. Over the course of their program, students develop a reflexive awareness of the historicity of the social and the ability to locate the history of the discipline within the sociology of knowledge production. The MA programme in Sociology envisages its students as compassionate, engaged researchers and active learners committed to principles of social justice. Graduates from our programme are thus taught to think across disciplines and to ask questions from multiple vantage points while maintaining a firm sociological 'grounding' when exploring specific research issues.

DURATION: 2 YEARS
TOTAL CREDITS: 64

MPhil/PhD HISTORY

The School of Liberal Studies offers admission on an annual basis to MPhil and PhD Programmes in History. Both programmes emphasize development of research competency. Research scholars shall acquire or improve skills for effective review of and engagement with scholarship (professional or expert literature) in their chosen areas of research. They are helped to discover and apply methodologies necessary to carry out original research through a variety of sources, be they written, oral, visual or material, with a view to evolving interdisciplinary and connected engagement with historical studies. Research scholars will actively contribute to the intellectual life of the University through regular communication about research work with faculty and fellow students. The main output of history research scholars' efforts will be a thesis (dissertation). In line with UGC guidelines, MPhil History scholars are expected to submit a thesis for examination within two years of their enrolment in the programme. PhD History scholars must submit theses within five (5) years of enrolment. Enrolment periods can be extended under conditions identified in the AUD MPhil and PhD regulations.

MPhil/PhD MATHEMATICS

Scholars enrolling in MPhil will have to submit a dissertation for examination within 2 years from date of enrolment. Synopsis presentation is expected to take place within 6 months of completion of coursework prior to thesis Submission. An MPhil student is also expected to present a paper/ research work at a conference as part of pre-submission requirement of their dissertation. The minimum period for completion of PhD, including coursework period is three years, and maximum is 5 years. More details regarding rules governing MPhil and PhD programmes at AUD are available in the Research Studies Regulation. The supervisor and the RAC will monitor five milestones during the PhD process:

- *Successful completion of coursework: normally within 12 months of enrolment.*
- *Presentation and defence of research synopsis: before 5 semesters are completed after enrolment.*
- *Publication of a paper based on research work done for thesis: before submission of thesis.*
- *Pre-dissertation public viva: to be arranged by the SLS RSC.*
- *PhD defence in presence of AUD supervisor, co-supervisor (if any), thesis examiners, and any other experts invited as per research studies regulations of AUD.*

PhD ECONOMICS

The Ph.D. programme in economics aims to provide a well-rounded and rigorous training in economics which will enable research scholars to address substantive question using economic theory and empirical methods. It aims to produce scholars alive to the multiplicity of disciplinary traditions in economics and the connections of these traditions to each other and to other branches of human knowledge. The normal duration of the programme is five years from the date of enrolment of the student. The programme is designed to be a full-time engagement for the students. No other degree will be awarded to students not successfully completing the programme. In the first-year students take the required course on research methods and elective courses in their areas of interest. Thereafter the student is required to produce a thesis presenting his/her original research with the help active supervision / mentoring from the programme faculty.

PhD SOCIOLOGY

The Ph.D. programme in sociology resonates with the larger envisioning of AUD, which seeks a dialogue between the ideal of equality, social justice and critical thinking. Through a doctoral degree in Sociology at AUD, a scholar will be able to map the social reality in its complexities, arriving at a research question with the help of the taught courses as well as guided readings to actually doing the research- engaging with the field. Recently, the understanding of multi-sited-ness of the field has evolved new methods of both choosing the field and engaging with/in the field. It has resulted in the transformation of the discipline from within. The doctoral programme at AUD intends to sensitize the scholars to these new explorations, changes and challenges. The PhD research scholars in sociology will benefit immensely from the inter-disciplinary focus of research and teaching that Ambedkar University encourages.

The PhD programme in sociology aims to produce research scholars, who are capable of creative and critical engagement with the contemporary world through their research, transforming the way one engages with and re-imagines the social. The faculty intends to create an environment for cutting edge research in social sciences, with a disciplinary focus in sociology with an inter and trans-disciplinary orientation. Our research students will be able to draw from the varied academic interests and specializations of the faculty, not only in the School of Liberal Studies but from across the university. In keeping with the inter and trans-disciplinary focus of the university, the students will be encouraged to take courses, do research/seminar papers and generally participate in the vibrant academic pursuits of the AUD campus.

For more admission related query email us at: slsadmission@aud.ac.in

SCHOOL OF UNDERGRADUATE STUDIES

School of Undergraduate Studies aims to offer its students a unique liberal arts education that acquaints them with diverse approaches to knowledge. The undergraduate programmes at AUD encourage students to think critically and creatively, to analyse and reason, to communicate effectively, and to draw evidence-based conclusions. The aim of undergraduate education at AUD is not merely to provide specialised disciplinary knowledge, but to help our students in evolving as thoughtful citizens capable of understanding, analysing and communicating.

The unique aspect of undergraduate programmes at AUD is that there are common modules for foundational skills comprising language, writing skills, communication skills, analytical reasoning and a core module in social sciences. This is done through a blend of common foundational courses, languages, core discipline courses and a wide range of elective courses. Students

experience the flexibility of choosing courses from more than one disciplinary area, thus exploring not merely their chosen disciplines but also relationships between disciplinary paradigms.

The School offers compulsory language courses in English and Hindi. These courses are aimed at enabling students to understand and use these languages academically, as suited to the requirements of the programmes that they register in. Both, English and Hindi courses are offered at several levels, decided upon through a Language Proficiency Test, held soon after the end of the admissions process.

The School offers seven BA Honours programmes.

1. BA HONOURS ECONOMICS

The BA Honours programme in Economics is designed to provide students a rigorous undergraduate training in economic analysis, with an emphasis on issues confronting developing economies like India. The aim is to expose students to multiple perspectives within the discipline and also be familiar with the social, historical, and political dimensions of economics.

DURATION: 3 YEARS
TOTAL CREDITS: 96

2. BA HONOURS ENGLISH

The BA Honours programme in English introduces students to all aspects of the study of literature. Along with literature written in English, the course has a strong component of translations into English of Indian and all other significant literatures across the world. The study of literature is considered as the entry point for students to critically examine the world.

The programme attempts to impart to the students an understanding of literature as a cultural and linguistic practice and arm them with tools to dismantle accepted and forced hierarchies in literary and cultural practices. The English programme consists a host of elective courses from which the students are required to choose a fixed number each semester.

DURATION: 3 YEARS
TOTAL CREDITS: 96

3. BA HONOURS HISTORY

The BA Honours programme in History is designed to stimulate students' interest in India's varied pasts in relation to wider global trends. The programme aims to introduce students to different ways of accessing the past that make the study of history exciting and rewarding. The programme focuses on five important areas that is Indian history, world history, Delhi as an area of study, history and its methodology, and a wide range of themes drawn from Indian and world history like race, caste, wars, revolutions, decolonisation, art, architecture etc. The History programme strives to inculcate in its students, the basic question of study of history, that is, 'how do we know what we know'. Along with studying chronology, events and personalities, the programme lays an emphasis on the study of long term processes in history. Various courses taught in the BA History programme introduce students to sources, like archaeological evidences, inscriptions, coins, maps, historical biographies and autobiographies, paintings, historical monuments etc. and their role in history-writing.

DURATION: 3 YEARS
TOTAL CREDITS: 96

4. BA HONOURS MATHEMATICS

An Honours programme in Mathematics at the Undergraduate level is one of the most versatile degrees in terms of skills, knowledge-base and career options. The BA Honours in Mathematics at AUD will provide the opportunity to develop all the above abilities and at the same time greatly enhance computational skills. The flexible framework of the credit-based semester system at AUD provides a perfect opportunity to build a strong foundation in modern Mathematics as well as ability to explore other disciplines. The core courses in Mathematics will cover abstract algebra, real analysis, numerical analysis, probability and statistics, differential equations, linear optimization, number theory and cryptography.

A wide variety of elective courses in Mathematics will cover topics like mathematical finance, actuarial mathematics, mathematics for computer sciences, discrete mathematics, advanced algebra, advanced analysis and mathematical modelling. Computational skills and programming skills will be taught through extensive practical classes. Tutorials, lab sessions, workshops and seminars are some of the pedagogical hallmarks of the programme.

The Mathematics programme at AUD does not have a compulsory internship. However, students are encouraged to apply for internships that require training in Mathematics in companies or in other reputed institutions. They are also encouraged to participate in summer schools and other programmes of mathematical nature. A strong project component will seek to augment their understanding of the discipline and its many applications. Some of the Mathematics courses may also have this component.

DURATION: 3 YEARS
TOTAL CREDITS: 96

5. BA HONOURS PSYCHOLOGY

The BA Honours programme in Psychology hopes to provide to the student a comprehensive overview of the discipline of Psychology. It aspires to enable the student to think critically and creatively as s/he engages with complexities of human behaviour and experience across diverse locations. Catering to developing in the student an understanding of Psychology that is both theoretical and applied, the programme offers both core and elective courses. Core courses familiarize students with the history and methods of Psychology, with the fields of human cognition, childhood development, neuropsychology, social and abnormal psychology, statistics and the theories of personality. Elective courses blend psychological knowledge with pragmatic use showing the applicability of psychological understandings in different areas like counselling, organizational behaviour, psychological testing, experiments, case study etc. Innovative courses like 'Psychology in Action' and 'Psychology for India' are offered as well. In the final semester, students may opt for dissertation as an elective and undertake research in an area of their interest under the supervision of a faculty supervisor.

DURATION: 3 YEARS
TOTAL CREDITS: 96

6. BA HONOURS SOCIOLOGY

The BA Honours programme in Sociology is designed to develop students' critical awareness of the relationship between self and society, and to question common sense assumptions about their everyday world. The programme aims to cultivate reflexive orientation through a combination of innovative courses that are theoretical, methodological and topical.

DURATION: 3 YEARS
TOTAL CREDITS: 96

7. BA HONOURS SOCIAL SCIENCES AND HUMANITIES

The BA Honours Programme in Social Sciences and Humanities (SSH) can best be described as an immersion in interdisciplinary humanities. It allows students to explore three disciplines/ disciplinary areas of the School in some depth over three years while obtaining the wider benefits of a liberal arts education.

Students admitted to Social Sciences and Humanities complete their core course requirement by choosing four core/ elective courses each from any three of the other honours disciplines described above. In addition, they can also choose Political Science and Hindi as their disciplines. Apart from the three discipline course component, the rest of the graduation rules remain the same as any other Honours programme.

DURATION: 3 YEARS
TOTAL CREDITS: 96

For more admission related query email us at: susadmission@aud.ac.in

SCHOOL OF VOCATIONAL STUDIES

Delhi's changing demography and the resultant emergence of a large number of first-generation high school graduates who are keen to pursue full-time or part-time tertiary education for getting prepared to participate effectively in the fast-growing economy through acquisition of quality livelihood skills is the broad rationale for establishing the School of Vocational Studies (SVS) at AUD. As part of the university's vision to reach out to the people of Delhi, the School of Vocational Studies (SVS) was launched in 2017.

The B.Voc programmes offered by SVS are unique because the curriculum for each vocational programme has been designed in consultation with industry experts, industry associations, Sector Skill Councils, various Schools and Centres of the University and National Skill Development Corporation (NSDC) as well as professionals and academics. SVS has explored and developed programmes and courses that provide students with the required skill-set and academic background for meaningful employment. These programmes enable learners to become self-employed, entrepreneurs, creators and generators of job for themselves and for many more educated youth in the society.

All programmes have mandatory component of internship/on-the-job-training to provide students with hands on learning on the real job floor. The skill courses are linked to the 'job roles' already identified by the concern sector skill council and aligned with the National Occupation Standard (NOS) as prescribed under the National Skill Qualifications Framework (NSQF) levels. Each vocational programme has both skills and general education components. The Skill components has both theory and practical component which prepare student for on- job- training and thereby facilitate to acquire such skills as required by the industries.

SVS currently offers three vocational programmes with multiple entry and exit options that lead to Certificate, Diploma, Advanced Diploma and Bachelor of Vocation (B.Voc) degree in respective specialisations. In the year 2020-21 academic session, it proposes to offer B.Voc in Accounting & Financial Services as its new initiatives. The details on the programme components are presented as below:-

1. BVoc Early Childhood Centre Management and Entrepreneurship (ECCME)

BVoc in ECCME programme has been conceptualised keeping in view to meet the need for preparation of day care professionals in the university system as well as in institutional set-up as a degree programme. It is to be noted that the programme is not meant for preparation of preschool teachers. While a day care could have children from six months to 11 years, the specific focus in this degree programme would be two-fold—(i) on day care services for children from six months to three years and (ii) after school care for children up to elementary. A centre based day care with trained professionals would typically address issues of not just health and safety, but also create an environment that fosters cognitive and social-emotional development.

2. BVoc Retail Management

Retail Sector has been at the helm of India's growth story. The retail industry in India is vibrant and one of the fastest growing markets in the world especially in the sectors such as modern retail, traditional retail, e-commerce, direct selling, direct marketing etc. The BVoc. in Retail Management is a specialised undergraduate bachelor's degree programme which prepares the graduate to acquire such skills so that they become trained skilled manpower in the retail sector. This programme is aimed to equip students with all the desired skills to meet the needs of today's customer by procuring the desired merchandise from the retail stores for their personal use. This programme helps students in developing skills required to bring the customers into the store and respond to their buying needs.

Each skill course in every semester has in-built theoretical and practical components. Apart from skill courses, it also has a good component of industrial internship in each semester where BVoc Retail Management students get the opportunity of working in different retail formats.

3. BVoc Tourism and Hospitality

The Tourism & Hospitality programme aims at preparing students to the broad categories of fields within the service industries which includes lodging , event planning , theme parks , transportation, airline , cruise line , and such other employment opportunities within the hospitality & tourism industry . Today, the service industry is a major source of income for many countries, and brings impact on the economy of both the source and host countries; and in some cases being of vital importance.

The B.Voc In Tourism & Hospitality programme is a specialised undergraduate bachelor's degree programme which prepares the graduate to acquire such skills so that they become trained skilled manpower for this sector.

4. BVoc Programme in Accounting & Finance (Proposed from the Academic Session 2020-21)

Accounting & Finance is one of the important components of almost every business establishment, institution, organization, industry, etc. There are huge job opportunities and takers in Accounting & Finance sector in Delhi and around the National Capital Territory of Delhi. The BVoc.in Accounting and Finance is a specialised undergraduate degree programme which prepares the graduates to acquire industry-relevant skills. This programme aims to develop competencies in students so that they participate in accelerating India's economy by gaining appropriate employment or becoming entrepreneurs.

All BVoc programmes of School of Vocational Studies are designed based on the University Grants Commission (UGC) guidelines. The programmes are designed to develop such skills based on a specific job role as prescribed by the relevant industry body in commensuration with NSQF levels. The industry interface based on the job roles are presented as below:

BVoc Industry Interface					
		Job Roles	***Job Roles***	***Job Roles***	***Job Roles***
Duration	***Qualification***	***Tourism and Hospitality***	***Retail Management***	***ECCME***	***Accounting & Finance (New)***
Semester 1/ 6 months	*Certificate*	*Food and Beverage Service Steward*	*Sales Associate*	*Day Care Facilitator/ Assistant in ECD Programme*	*Accounts Assistant*
Semester 2/ Year 1	*Diploma*	*Meeting, Incentives, Conference and Events (MICE)*	*Team Leader*		
Semester 3 & 4/ Year 2	*Advanced Diploma*	*Tour Manager*	*Department Manager*	*Supervisor of Day Care Facilitators*	*Account Executive*
Semester 5 & 6/ Year 3	*BVoc Degree*	*Assistant Catering Manager*	*Store Manager*	*'Centre Head/ Entrepreneur'*	*Accounts Manager*

DURATION: 3 YEARS
TOTAL CREDITS: 180
For more admission related query email us at: svsadmission@aud.ac.in

STUDENT LIFE

Students at AUD start their day with classes, but it gradually transforms into a day where students become part of a wide range of events happening across the University. At one moment one might see a street play in progress, at another moment one might walk into a discussion over serious issues. AUD students spend their day engaging in these activities, enjoying each moment with full zeal and then preparing for the events of the next day with equal enthusiasm. Film screenings, literary festivals, musical nights, street plays, poetry recitations and other such events bring diverse cultures to the students; they not only enjoy but also learn. A student not only gathers knowledge in lectures at AUD, but the horizon of education goes beyond the four walls of classes.

AUD HOSTEL

AUD has at present limited hostel facilities. A few seats are available for girl students in the Kashmere Gate and Karampura campus. Students can apply for hostel accommodation once they have secured admission. The application form and details for hostel accommodation will be available at the Student Service Division and on the AUD website at the time of admission.

THE STUDENT CELL

Understanding the need for a student support structure, AUD has created a Student Cell – a peer support group that would hand-hold and assist fellow students, especially those who are facing economic, academic, social or emotional difficulties and as well as to identify and engage with such difficult experiences of the students. Its initiative rests vitally on the student's sense of responsibility towards themselves and on their sense of identification with the University. Such an effort may help in the creation of an institutional culture that would be marked by a sense of community and ownership, aimed at addressing the alienation that is often felt in such large spaces. The Student Cell would primarily act as a buffer between the students and the administration.

SOCIETIES @AUD

The Societies are an important part of University life and keeps us all engaged in co-curricular activities. These societies offer a large boulevard for self expression for an enriching experience. We have a huge variety of societies covering a wide range of activities such as dance, music, debate, theatre, photography etc. You will be introduced to all the official societies of AUD during your orientation.

DISABILITY SERVICES

Our university in its objective of being inclusive endeavours to take all measures necessary, to make its campuses accessible for all. 'Disability Services' was instituted especially for this purpose. In case of any query or needs for support; during admission or during your course of study, etc. please don't hesitate to approach any of the following people:

Anita Ghai - anitaghai@aud.ac.in
Sandeep R Singh - sandeeprsingh@aud.ac.in
Shefalee Jain - shefalee@aud.ac.in

AUD@CITY

To celebrate the cultural and creative life of the student community and as an expression of AUD's connect with the wider community of the city of Delhi a two-day annual festival is organised at AUD. Aud@city is planned as a showcase event of AUD, with the stated objective of highlighting the unique mandate of the University of combining 'access with success'. It is an event that will showcase the different-ness of AUD which sets it apart from other institutions of higher learning in Delhi, by focusing on the advantages of being Delhi's State University – 'of and for Delhi' by providing a space for creativity, inter-disciplinarity, multiculturalism and plurality.

PLACEMENT AND TRAINING CELL

The Placement and Training Cell at AUD is an attempt to organise events that create a platform for interaction between industry, alumni, students and faculty. It assists AUD to invite organisations and associations for Campus Placements and other recruitment opportunities. We constantly get updates about various internships and job opportunities. It provides necessary counselling and mentoring to students in their career placements and also organises workshops that prepare students for placements including interviews, group discussions and other necessary skills. For further details, please contact the Training & Placement cell: placements@aud.ac.in

LANGUAGE SUPPORT

AUD offers various kinds of support in English for students. Centre for English Language Education (CELE) conducts foundation courses in English proficiency and Academic English for the undergraduate students. In addition, a variety of workshops and short courses in study skills, academic reading and writing, presentation skills, interpersonal and business communication, researching and referencing skills etc. are periodically organised for both undergraduate and postgraduate students. CELE also operates a Language Buddy initiative, in which students are

paired with senior students, who provide guidance and help in matters related to English in particular and academics in general. In addition, different schools of studies also organise occasional need-based workshops and training in academic and language skills.

LIBRARY

The library at AUD provides access to both online and offline sources that include a very rich large variety of books and journals.

Campus Library timings:
Monday - Friday : 8.00 am - 8.00 pm
Saturday/Sunday/Gazetted Holidays : 9.00 am - 5.30 pm

IT SERVICES

The University strongly believes that "Information Technology is a fundamental organizer in relationship development and making improvements to higher education. AUD's IT vision is to provide information delivered instantly and securely to students, faculty and staff when needed, which is capable of analysis for constant improvement and research through an active process that requires communication and collaboration across academicians. The Division of IT Service is committed to delivering a Technological advantage to different stakeholders of the University by fostering creative and innovative use of technology to achieve the University's objectives.

For more details visit: https://aud.ac.in/services-1/it-services

HEALTH CENTRE

AUD has a health centre/ dispensary, which has all the basic facilities.

CENTRE FOR PSYCHOTHERAPY AND CLINICAL RESEARCH (CPCR) & EHSAAS

The Centre aims to provide qualitative mental health services, by offering psychotherapy and counselling at Ehsaas (The Psychotherapy and Counselling Clinic). It aims to offer mental health services to those who are unable to access them in private clinics or hospitals. They also train socially sensitive, psychodynamic psychotherapists and researchers through their M.Phil programme in 'Psychotherapy & Clinical Thinking'.

Ehsaas is an adult, child and family clinic where fee per session is bare minimum, to ensure affordability and access, in the interest of promoting mental health care. You can write to ehsaas@aud.ac.in and fill a referral form, available on the Ehsaas webpage.

AUD CENTRE FOR INCUBATION, INNOVATION & ENTREPRENEURSHIP (ACIIE)

ACIIE is like an in house not-for-profit company, set up within the larger vision of the University. Also housed in the KG campus, its stated objectives are (i) translating theoretical and conceptual learning into socially useful practice, and (ii) to reach out to the less-privileged section of society at the bottom of the pyramid who may not otherwise have access to new knowledge and contemporary practices.

To put it simply, if you're inspired by your readings (or otherwise), and have an idea that you think could be used for public good; but don't know how to turn that into reality, then you can approach ACIIE, and they will help you achieve your goal.

CENTRE FOR PUBLISHING

*The **Centre for Publishing** came into existence from October 2017. The main objectives with which the Centre came into being was (i) to engage in publication activities, with special emphasis on pedagogy related publication building upon AUD's experiments with developing new courses in interdisciplinary social sciences/humanities and (ii) to offer academic programmes in publishing, that will help students in AUD as well as open it up for those outside AUD.*

Besides bringing out a bi-annual Newsletter of the University (the first was released at the Annual Convocation on December 6, 2019 and starting an online magazine for research students, Notes from the Field, the following are the activities that the Centre has conducted till now:

- *Published Conversations with Ambedkar: 10 Ambedkar Memorial Lectures edited by Valerian Rodrigues in collaboration with Centre for Publishing and Tulika Press, New Delhi. The book was released on April 14, 2018 by Professor Pratap Bhanu Mehta, who delivered the 11th Ambedkar Memorial Lecture https://aud.ac.in/aud-publications*
- *Co-Organized round table with feminist publishers and journalists titled '**Women's Voices, Visions of Democracy and Publishing**' This was part of a workshop series under the UGC UKEIRI research project Teaching Feminisms Transforming Lives: Questions of Identity, Pedagogy and Violence in India and UK jointly conducted by Ambedkar University Delhi and University of Edinburgh https://feministtaleem.net/*
- *Co-organized International Conference on Childhood, Youth and Identity in South Asia jointly with Department of History, Shiv Nadar University*
-

The Centre intends to start short programmes on print and online publishing and editing.

EQUAL OPPORTUNITY OFFICE

The Equal Opportunity Office (EOO) at AUD is an overarching body within which structures exist that perform key crucial functions – (i) monitoring and ensuring effective implementation of policies of the state regarding affirmative action, (ii) grievance redressal, including those grievances arising out of discrimination on any basis, and (iii) taking proactive measures to make the University campus inclusive, and creating an enabling environment for those who belong to marginalised communities. The office serves all the constituents of the University – the students, the faculty, the staff as well as the general public / stakeholders.

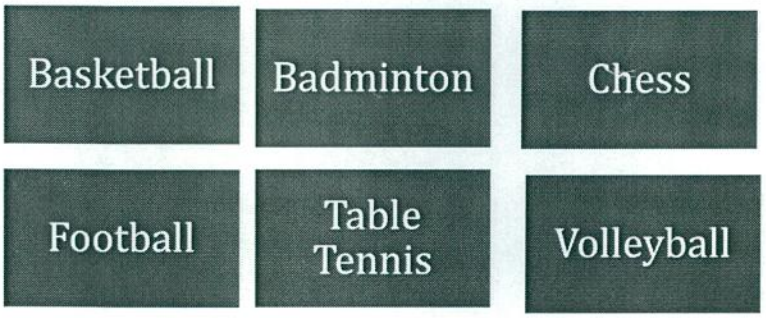
The broad aim of the EOO is to act as an umbrella body that contains within it and coordinates works with various cells, centers, committees and schemes of the university that work towards enhancing equity and equal opportunity for students and staff of the university belonging to various marginalized groups.

SPORTS AT AUD

Sports and Physical Activity will be intrinsically tied to the years you spend at AUD. The process of creating truly global citizens is well under way at the sports fields in the university. This is a unique initiative which not only provides state-of-the-art sports facilities, but also encourages

sport to be taken up by one and all. True transformation can take place only when you are outside your comfort zone. This process demands learning more about yourself before you even attempt to change anything around you. AUD Sports Day is held twice in a year. These are Indoor Sports Meet in Monsoon Semester and Outdoor Sports Meet in Winter Semester.

Following Sports are available:



GENDER-SENSITIVE CAMPUS SPACES

Building 'gender-sensitive and healthy' campus spaces is crucial for creating an enabling environment where our students and faculty, as individuals and as groups, can unfold our creative potential. The acts that constitute harassment are often general and diffused in our life. It is, therefore, important to understand what constitutes sexual harassment and how it affects our everyday lives in both public and private spheres, in educational institutions and work environments. Our attempt is to generate a consciousness amongst the university community that treats the experience of sexual harassment as a violation of one's dignity as well as freedom of mobility, speech and expression. We are committed to providing a creative and stimulating academic culture and healthy and safe campus life to our students and staff. We welcome all those who join us in the coming year to become a part of this process of creating a campus environment with a unique and fulfilling experience.

COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)

The University had notified the AUD Policy on 'Prevention, Prohibition and Redressal of Sexual Harassment and Discrimination based on Gender Identity and Sexual Orientation-2014'.The elections under clause 3.2 (i) (a) to (e) to constitute the CPSH were conducted on 8 October 2018 by the election committee, constituted by the Gender Issues Committee and the following members were elected for the 'Committee for Prevention of Sexual Harassment' (CPSH) under clause 3.2 of AUD Policy on 'Prevention, Prohibition and Redressal of Sexual Harassment and Discrimination based on Gender Identity and Sexual Orientation-2014' . The Composition of CPSH is available on the University website.

ZERO TOLERANCE FOR RAGGING

No form of ragging shall be tolerated in the University campus. Fresh students are advised to desist from doing anything, willingly or against their will, even if ordered to rag another student by a senior or any other student. Any attempt at ragging should be promptly reported to the Anti-Ragging Squad or to the Dean or to the Head of the University. All students are required to submit a signed affidavit in the format which can be downloaded from the website, http://antiragging.in/Site/Affidavitsregistrationform.aspx at the time of admission.(Annexure 8)

ANTI-RAGGING COMMITTEE

As per the directions of the Supreme Court of India, ragging within or outside any educational institution is prohibited. "Ragging means doing an act which causes or is likely to cause insult or annoyance or fear or apprehension or threat or intimidation or outrage of modesty or injury to a student". If any incident of ragging comes to the notice of authority, the concerned student shall be given liberty to explain and if his/her explanation is not found satisfactory the authority would expel him/her from the university. As per UGC Regulations, 2009 on Curbing the Menace of Ragging in Higher Educational Institutions under para6.3 (a & c) the University has constituted an Anti-Ragging Committee, as well as Anti-Ragging Squad. The details of the committee are given on the university website.

CODE OF DISCIPLINE

The students should abide by the university code of discipline available on University website.

PROGRAMMES AT AUD

UNDERGRADUATE PROGRAMMES (3-YEAR PROGRAMME)

School/Programme	Eligibility Criteria and Admission Criteria
School of Global Affairs (SGA)	
• **Bachelor of Arts in Global Studies** • **Bachelor of Arts in Social Sciences and Humanities** • **Bachelor of Arts in Sustainable Urbanism**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognised Board. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC(NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects and will not include any vocational subjects as listed by CBSE.
School of Law, Governance and Citizenship (SLGC)	
• **Bachelor of Arts in Law And Politics**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognised Board. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC(NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects and will not include any vocational subjects as listed by CBSE.

School of Undergraduate Studies (SUS)	
• **Bachelor of Arts (Honours) with a Major in Economics**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognized Board with at least passing marks in Mathematics. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects including Mathematics and will not include any vocational subjects as listed by CBSE.
• **Bachelor of Arts (Honours) with a Major in English**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognised Board with at least 65% marks in English. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects including English and will not include any vocational subjects as listed by CBSE.
• **Bachelor of Arts (Honours) with a Major in History**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognised Board. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects and will not include any vocational subjects as listed by CBSE.
• **Bachelor of Arts (Honours) with a Major in Mathematics**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognised Board with at least 65% marks in Mathematics. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects including Mathematics and will not include any vocational subjects as listed by CBSE.
• **Bachelor of Arts (Honours) with a Major in Psychology**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognised Board. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII.

	Merit will be calculated on the basis of the best four subjects and will not include any vocational subjects as listed by CBSE.
• **Bachelor of Arts (Honours) with a Major in Sociology**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognised Board. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects and will not include any vocational subjects as listed by CBSE.
• **Bachelor of Arts (Honours) with a Major in Social Sciences and Humanities**	**Eligibility Criteria:** Applicants need to have passed the class XII examination with at least 50% marks from CBSE or any recognised Board. (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** The selection will be based on merit on the basis of the marks obtained in class XII. Merit will be calculated on the basis of the best four subjects and will not include any vocational subjects as listed by CBSE.
School of Vocational Studies (SVS)	
• **BVcc Early Childhood Care Management and Entrepreneurship (ECCME)** • **BVcc Tourism & Hospitality (T&H)** • **BVcc Retail Management (RM)** • **BVcc Accounting and Finance (A&F)*** ***New programme to be offered in Academic year 2020-2021**	**Eligibility Criteria:** Applicants need to have passed the class XII examination from CBSE or any recognised Board. **Admission Criteria:** **Admission will be offered** on the basis of Class 12th marks (80%) + Vocational Subject in class 10+2 (10%) + Statement of Purpose in around 500 words (10%). **Weightage provided during admission is as per below:** **Class 10+2 marks** 80% **Vocational subject in class 10+2** 10% **Statement of Purpose** 10%

Note:

1. Rounding of percentages is not allowed i.e. 49.9% will be counted as 49.9% only and will not be treated as 50% in the qualifying exam.

2. Calculation of Merit (best of four subjects as per defined admission criteria) will be based on the CBSE list academic courses duly updated from time to time.

3. *The merit list shall be drawn on the basis of marks in best of four subjects (including the subjects as specified if in the minimum eligibility criteria as per the programme. In case of same score in the best of four subjects, then for deciding merit date of birth will be considered the candidate older in age will be treated higher in merit.*

4. The students appearing/appeared in qualifying examination and where results are yet not declared can also apply, provided that they need to produce results at the time of seeking admission. No provisional admission shall be considered without submission of the result in qualifying examinations.

POST GRADUATE PROGRAMMES (2-YEAR PROGRAMME)

School/Programme	Eligibility Criteria and Admission Criteria
School Of Business, Public Policy And Social Entrepreneurship (SBPPSE)	
• **MBA**	Admission process for the Academic Session 2020-21 is being notified separately on University website.
School of Culture and Creative Expressions (SCCE)	
• **Master of Arts in Film Studies**	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). Candidates must have exposure to the historical and formal elements of cinematic art, interest in the critical analysis of cinema and awareness of the varieties of cinema in India and its role in the socio-political life of the country. **Admission Criteria:** Entrance Test (weightage 75%) and Interview (weightage 25%)
• **Master of Arts in Literary Art**	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). Candidates must display a keen interest in literary history and genericity, in addition to some knowledge and appreciation of a range of literary texts. **Admission Criteria:** Entrance Test (weightage 75%) and Interview(weightage 25%)
• **Master of Arts in Performance Studies**	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). It is necessary that the candidates have reasonable

	exposure to the historical and formal elements of the art of performance and a keen interest in the critical analysis of performance. **Admission Criteria:** Entrance Test (weightage 75%) and Interview(weightage 25%)
• **Master of Arts in Visual Art**	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). Students applying to the MA programme in Visual Art are not necessarily expected to have done any course in art making. However, they should have a reasonable exposure to the historical and formal elements of art practice, keen interest in the critical analysis of art and an involvement in thinking critically about contemporary art practice. The students are expected to carry a portfolio of their previous work to the interview. **Admission Criteria:** Entrance Test (weightage 75%) and Interview(weightage 25%)
School of Development Studies (SDS)	
• **Master of Arts in Development Studies**	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** Entrance Test (weightage 75%) and Interview(weightage 25%)
School of Design (SDes)	
• **Master of Arts in Social Design {MDes (Social Design)}**	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline (3 year) or a 4-year, full time graduate degree/diploma in design from any university or institute recognised by law in India with minimum 45% marks or equivalent grade.(Relaxation of 5% marks for SC/ST/PwBD/D-OBC(NCL)/ Defence/KM). Individuals with additional qualifications and work experience are also encouraged to apply. **Admission Criteria:** Statement of Purpose (25%), Entrance Test (50%) and Interview (25%). In case the degree/certificate has been obtained from a university/board of any country other than India, an equivalence certificate must be obtained by the candidate from the Association of Indian Universities (AIU), New Delhi, at the time of document verification

	for seeking admission. Visit http://www.aiu.ac.in for more details.
School of Education Studies (SES)	
• Master of Arts in Education	**Eligibility Criteria:** Applicants need to have a Bachelors/Masters degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC(NCL)/Defence/KM). Desirable: Minimum one year's work experience in the field of education. **Admission Criteria:** Entrance Test (weightage 75%) and Interview (weightage 25%)
• Master of Arts in Education (Early Childhood Care and Education)	**Eligibility Criteria:** Applicants need to have a Bachelors/Masters degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). Desirable: 1 year work experience in the field of Early Childhood Care and Education. **Admission Criteria:** Entrance Test (weightage 75%) and Interview (weightage 25%)
School of Global Affairs (SGA)	
• Master of Arts in Global Studies • Master of Arts in Urban Studies	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** Entrance Test (weightage 75%) and Interview (weightage 25%)
School of Human Ecology (SHE)	
• Master of Arts in Environment and Development	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** Entrance Test (weightage 75%and Interview (weightage25%)
School of Human Studies (SHS)	
• Master of Arts in Psychology • Master of Arts in Gender Studies	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM).

	Admission Criteria: Entrance Test (weightage 75%) and Interview (weightage 25%)
School of Law, Governance and Citizenship (SLGC)	
• Master of Arts in Law, Politics and Society	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** Entrance Test(weightage 75%) and Interview(weightage 25%)
School of Letters (SoL)	
• Master of Arts in English • Master of Arts in Hindi	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** Entrance Test(weightage 75%) and Interview(weightage 25%)
School of Liberal Studies (SLS)	
• Master of Arts in Economics • Master of Arts in Sociology • Master of Arts in History	**Eligibility Criteria:** Applicants need to have a Bachelors degree in any discipline with minimum 45% marks or equivalent grade from a recognised university (Relaxation of 5% marks for SC/ST/PwBD/D-OBC (NCL)/Defence/KM). **Admission Criteria:** Entrance Test (weightage 75%) and Interview (weightage 25%)

Note 1.*Those who are appearing/appeared for their final examinations and results are yet to be declared such candidates are also eligible to apply for the online application for a programme. However they have to submit the proof of their result to fulfil the minimum eligibility for admission to the programme and to ascertain merit as per cut off on the notified day of admission. Non Submission of the result/ non production of detailed mark sheet or relevant proof etc. from the respective Board/University on the notified day of verification of Certificates, as per cut off merit etc. notified, such candidates shall not be considered for admission.*

Note 2.*The merit list shall be prepared on the basis of marks earned by each candidate, out of 100 comprising of percentage of marks obtained in entrance examination and marks obtained in interview.*

Note 3.*In view of the challenges brought about by Covid-19, any change in the procedures for personal appearance of applicants for entrance examinations/trials for CCA and Sports, as well as for verification of certificates shall be notified in due course by the Dr. B. R. Ambedkar University Delhi on its website. Applicants are advised to monitor the same and act as directed.*

RESEARCH PROGRAMMES

Admissions to the MPhil programmes occur once a year in July–August. Admissions to the PhD programmes generally happen twice a year, in July–August and January–February. The number of seats available in each School for research may vary. Cutting-edge, unconventional and interdisciplinary research in new and established field's is encouraged at AUD. Admission brochure for admission in research programme MPhil& PhD will be released by the University in due course of time.

ASSESSMENT AND EVALUATION

The purpose of assessment and evaluation at AUD is to facilitate and promote continuous learning with experiential understanding. Work done by students during the teaching semester will count for more than the end-of-course examination. Grades will be given to students for performance in tests, classroom presentations, group discussions, field work/project work, term papers and other exercises designed by teachers. The ability to work in a group or design a research project may be tested and evaluation may include peer assessment. Results of assessment will be communicated to students in a timely manner so that they have adequate opportunity to improve their subsequent work. Tutorials and mentoring will be important features of all programmes. For detailed Assessment and Evaluation Policy, AUD website may be followed.

OUTREACH

The School of Development Studies and the School of Human Studies have jointly launched an MPhil programme in Development Practice in collaboration with PRADAN. The Programme involves 'field- immersion' for about two semesters in rural and tribal locations.

INDUSTRY INTERNSHIP

The MBA programme offered by SBPPSE has a 4 credit Summer Internship Programme. The BVoc programmes offered by the SVS has a mandatory course work of intense engagement with relevant industries in the form of internship in each semester for minimum of 240 hours. This facilitate the students to understand the professional dynamics in the industries and thereby to make them job ready.

MEDIUM OF INSTRUCTION

The medium of instruction at AUD is English. However, we encourage students from different linguistic backgrounds to apply for admission to the different programmes at AUD. Specially designed courses in English are organized to help students improve their language proficiency. The broad intent behind the policy is to help students progress from language deficiency to language proficiency and become a truly global citizen.

NUMBER OF SEATS

The total intake this year in the BA and MA programmes (including unreserved as well as reserved seats as per norms set by the Government of NCT of Delhi) is as under:

Undergraduate Programmes

School	Programmes	Total Seats* (Excluding Supernumerary Seats)	Supernumerary Seats			
			Foreign Students	Single Girl Child	Kashmiri Migrants#	CCA/ Sports
School of Global Affairs (SGA)	Bachelor of Arts in Global Studies	**63**	8	1	1	1
	Bachelor of Arts in Social Sciences and Humanities	**63**	8	1	1	1
	Bachelor of Arts in Sustainable Urbanism	**63**	8	1	1	1
School of Law, Governance and Citizenship (SLGC)	Bachelor of Arts in Law And Politics	**63**	8	1	1	1
School of Undergraduate Studies (SUS)	Bachelor of Arts (Honours) with a Major in Economics	**44**	5	1	1	1
	Bachelor of Arts (Honours) with a Major in English	**44**	5	1	1	1
	Bachelor of Arts (Honours) with a Major in History	**44**	5	1	1	1
	Bachelor of Arts (Honours) with a Major in Mathematics	**44**	5	1	1	1
	Bachelor of Arts (Honours) with a Major in Psychology	**44**	5	1	1	1
	Bachelor of Arts (Honours) with a Major in Sociology	**44**	5	1	1	1
	Bachelor of Arts (Honours) with a Major in Social Sciences and Humanities	**44**	5	1	1	1
School of Vocational	BVoc Early Childhood Care	**40**	5	1	1	1

Studies (SVS)	Management and Entrepreneurship (ECCME)					
	BVoc Tourism & Hospitality (T&H)	**40**	5	1	1	1
	BVoc Retail Management (RM)	**40**	5	1	1	1

Postgraduate Programmes

School	Programmes	Total Seats* (Excluding Supernumerary Seats)	Supernumerary Seats			
			Foreign Students	Single Girl Child	Kashmiri Migrants#	Sports
School Of Business, Public Policy & Social Entrepreneurship (SBPPSE)	MBA Admission	**53**	6	1	1	1
School of Culture and Creative Expressions (SCCE)	MA Film Studies	**18**	2	1	1	1
	MA Literary Art	**13**	2	1	1	1
	MA Performance Studies	**18**	2	1	1	1
	MA Visual Art	**13**	2	1	1	1
School of Development Studies (SDS)	MA Development Studies	**53**	6	1	1	1
School of Design (SDes)	MDes (Social Design)	**31**	4	1	1	1
School of Education Studies (SES)	MA Education	**53**	6	1	1	1
	MA Education (Early Childhood Care and Education)	**53**	6	1	1	1
School of Global Affairs (SGA)	MA in Global Studies	**53**	6	1	1	1
	MA in Urban Studies	**53**	6	1	1	1
School of Human Ecology (SHE)	MA Environment and Development	**53**	6	1	1	1
School of Human Studies	MA Psychology	**53**	6	1	1	1
	MA Gender Studies	**53**	6	1	1	1

(SHS)						
School of Law, Governance and Citizenship (SLGC)	MA Law, Politics and Society	**53**	6	1	1	1
School of Letters (SoL)	MA English	**53**	6	1	1	1
	MA Hindi	**53**	6	1	1	1
School of Liberal Studies (SLS)	MA Economics	**53**	6	1	1	1
	MA Sociology	**53**	6	1	1	1
	MA History	**53**	6	1	1	1

Over and above the sanctioned seats in each MA and BA programme, seat/s for Foreign students, Single Girl Child, Kashmiri Migrants and Co-Curricular Activities/ Sports have been kept as supernumerary seats (subject to fulfilment of the eligibility criterion for admission).

 # As notified by the government from time to time.

RESERVATION OF SEATS

Admissions will be made in accordance with the reservation policies of the Government of National Capital Territory of Delhi in respect of various social groups and other categories as applicable to institutions of higher education. Applicants claiming the benefit of reservations will have to produce the requisite certificates from the competent authorities. The current scheme of reservations is given below:

Students from the	Reservation/Percentage
Delhi Region- 85%	D-OBC (NCL) -27% DSC -15% DST-7.5%
Outside Delhi – 15%	ODSC-15% ODST-7.5%

EWS Reservation – 10%

The detailed seat matrix in different social categories from within and outside the NCT in BA and MA programmes will be notified on AUD website shortly as per the reservation norms of Govt. of the NCT of Delhi.

The policy as stated in the admission brochure is subject to the change in compliance of the University and/or Government of NCT of Delhi policies as notified from time to time, on or before the date of commencement of Admissions.

National Capital Territory of Delhi *- 85% seats are reserved for Candidates belonging to National Capital Territory of Delhi, i.e. those who have passed the qualifying examination from any School/College/University located in NCT of Delhi. The candidates who have passed the qualifying examination through Distance/Open Education system of any recognized School/College/University and had his/her Study Centres in Delhi will be considered as NCT of Delhi Candidates but the responsibility to provide proof of his/her study centre in Delhi will be of the candidate only. The candidate must bring in writing the certificate issued by the concerned School/College/University imparting Distance/Open Education stating clearly that the study centre of the candidate is/was in NCT of Delhi or Outside NCT of Delhi. The I-card or any other document will not be considered as proof of study centre.*

Outside National Capital Territory of Delhi*- 15% seats are reserved for Candidates Outside National Capital Territory of Delhi, i.e. those who have passed the qualifying examination from any School/College/University located outside Delhi. The candidates who have passed the qualifying examination through Distance/Open Education system of any recognized School/College/University and had his/her Study Centres Outside Delhi will be considered as Outside Delhi Region Candidates but the responsibility to provide proof of his/her study centre outside Delhi will be of the candidate only. The candidate must bring in writing the certificate issued by the concerned University imparting Distance/ Open Education stating clearly that the study centre of the candidate is/was in Delhi or Outside Delhi. The I-card or any other document will not be considered as proof of study centre by the Admission Officer.*

AUD reserves the right to defer/withdraw any of the above Programmes.

RESERVATION POLICY

ABBREVIATIONS

NCT : National Capital Territory of Delhi
ONCT : Outside National Capital Territory of Delhi
UR: Unreserved
DOBC (NCL) : Delhi Other Backward Classes(Non Creamy Layer)
DSC : Delhi Scheduled Caste
DST : Delhi Scheduled Tribe
ODSC: Outside Delhi Scheduled Caste
ODST: Outside Delhi Scheduled Tribe
CW/Defence : Child/Widow of armed forces including paramilitary forces
PwBD : Persons With Benchmark Disability
EWS: Economically Weaker Section
SGC : Single Girl Child
CCA : Co- Curricular Activities
KM : Kashmiri Migrants

RELAXATION IN ELIGIBILITY

Candidates belonging to Persons With Benchmark Disability/ Scheduled Castes/ Scheduled Tribes/ Delhi Other Backward Classes {D-OBC (NCL)}/ Widows or Wards of Defence Personnel/KM will be allowed 5% relaxation of marks in the minimum eligibility requirement or as specified by the statutory body governing the programme of study, irrespective of the fact whether there exists any reservation for any category of such candidates or not.

The merit list for the unreserved category (UR) seats will comprise all the applicants in order of merit. No one will be excluded from the same. In other words, the merit list will also include SC / ST/D- OBC (NCL) applicants, irrespective of category, if they meet the criterion of merit for UR category.

No applicant can be excluded from the UR category merit list just because the applicant belongs to or has applied under SC/ST/D-OBC (NCL) category. Such an applicant is entitled to be considered under the UR category, as well as under the reserved category. Admission to UR category seats will be strictly in order of merit without excluding SC/ST/D-OBC (NCL) applicants.

ECONOMICALLY WEAKER SECTION (EWS)

Implementation of 10% reservation of Economically Weaker Sections, as per letter no.F.DHE.1(119)/Estt./2018-19/2549-76 dated 17.06.2020 in terms of OM No. F No. 12-4/2020-U1 dated 17.01.2020 issued by the Ministry of Human Resource Development, Department of Higher Education in this respect to give effect to the provision of the Constitution (One Hundred and third Amendment) Act, 2020 for all higher educational institutions funded/aided, directly, or indirectly, by the Government of NCT of Delhi. The candidates shall be granted admission in EWS category subject to fulfilment of all the conditions as per rules of Govt. The Certificate for claiming reservation under EWS category needs to issued by the competent Authority as per the Annexure 1.

OTHER BACKWARD CLASSES

27% seats are reserved for Delhi OBC Category belonging to the list of OBC castes in Delhi. Students will be admitted in this category on the submission of a certificate to this effect from the Competent Authority of the Government of NCT of Delhi. Certificate issued by Govt. of India or any state government will not be accepted under any circumstances. A certificate issued by a Competent Authority of Delhi to an individual on the basis of Caste Certificate of his/her parents from another state will be accepted for claiming a seat under OBC Category if and only if the caste is in the list of notified OBC list by Govt. of NCT of Delhi (Annexure 9). The non-creamy layer certificate should be issued after 31st March, 2020. The caste certificate based on which reservation is sought must be issued with the Competent Authority of Delhi. A list of approved Competent Authorities for the issuance of OBC-NCL certificates is as under:-

- *District Magistrate*
- *Additional District Magistrate*
- *Deputy Commissioner*
- *Collector*
- *Additional Deputy Commissioner*
- *Deputy Collector*
- *1st Class Stipendiary Magistrate*

- *City Magistrate (not below the rank of 1st class Stipendiary Magistrate)*
- *Sub-Divisional Magistrate*
- *Executive Magistrate*

PERSONS WITH DISABILITIES (PWD)

PwD seats shall be 5% (horizontal reservation) in accordance with the provisions of 'The Rights of Persons with Disabilities Act 2016' (PWD ACT). All the candidates who furnish PwD certificate from any Government Hospital located in Delhi or Outside Delhi under the provisions of 'The Rights of Persons with Disabilities Act 2016, shall be eligible for claiming reservation on NCT and ONCT seats (based on the location of their qualifying exam).The Certificate for claiming reservation under PwD category needs to be issued by the competent Authority as per the Annexure 2.

The following specified categories of disabilities as mentioned in the Schedule to the Rights of Persons with Disabilities Act, 2016 [See clause (zc) of section 2 of Act of Rights of Persons with Disabilities Act, 2016] are eligible to get the benefit of the said reservation.

I. ***Physical***

A. Locomotor disability

1. *Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—*
2. *"leprosy cured person" means a person who has been cured of leprosy but is suffering from—*
    1. *(i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifestation of deformity;*
    2. *(ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;*
    3. *(iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;*
3. *"cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;*
4. *"dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimetres) or less;*
5. *"musculardystrophy" meansagroupofhereditarygeneticmusclediseasethatweakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;*
6. *"acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.*

B. Visual impairment

7. *"blindness" means a condition where a person has any of the following conditions, after bestcorrection -*

1. *(i) total absence of sight; or*
2. *(ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or*
3. *(iii) limitation of the field of vision subtending an angle of less than 10 degree.*

8. *"low-vision" means a condition where a person has any of the following conditions, namely:*
   1. *(i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or*
   2. *(ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.*

3. *Hearing impairment*

9. *"deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;*
10. *"hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;*
11. *"speech and language disability" means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.*

II. ***Intellectual disability,*** *a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills, including—*

12. *"specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;*

13. *"autism spectrum disorder" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.*

III. ***Mental behaviour***

14. *"Mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by sub normality of intelligence.*

IV. ***Disability caused due to***

(a) Chronic neurological conditions, such as—

15. *"multiple sclerosis" means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are dam- aged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;*
16. *"Parkinson's disease" means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.*

(b) Blood disorder—

17. *"haemophilia" means an inheri1table disease, usually affecting only male but trans- mitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding;*
18. *"Thalassemia" means a group of inherited disorders characterised by reduced or ab- sent amounts of haemoglobin.*
19. *"Sickle cell disease" means a haemolytic disorder characterised by chronic anaemia, painful events, and various complications due to associated tissue and organ damage; "haemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of haemoglobin.*

V. ***Multiple Disabilities (more than one of the above specified disabilities)***

20. *Multiple disabilities including deaf blindness which means a condition in which a per- son may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.*
21. ***Any other category as may be notified*** *by the Appropriate Government.*

SCHEDULED CASTE

15% of seats are reserved for candidate belonging to SC Category. The format for Certificate claiming reservation under SC category needs to be issued by the competent Authority and the list of caste as per the Presidential order 1951 as updated time to time (Annexure 10).

SCHEDULED TRIBE

7.5% of seats are reserved for candid belonging to ST Category applicants. The Certificate for claiming reservation under ST category needs to be issued by the competent Authority.

NOTE:

The policy as stated in the admission brochure is subject to the change in compliance of the University and/or Government of NCT of Delhi policies as notified from time to time, on or before the date of commencement of Admissions.

A list of approved Competent Authorities for the issuance of Scheduled Caste and Scheduled Tribe certificates is as under:-

- *District Magistrate, Additional District Magistrate, Deputy Commissioner, Collector, Additional Deputy Commissioner, Deputy Collector, 1st Class Stipendiary Magistrate, City Magistrate (not below the rank of 1st class Stipendiary Magistrate), Sub-Divisional Magistrate, Taluk Magistrate, Executive Magistrate and Extra Assistant Commissioner;*
- *Chief Presidency Magistrate, Additional Chief Presidency Magistrate and Presidency Magistrate;*
- *Revenue Officer not below the rank of Tehsildar;*
- *Administrator, Secretary to the Administrator or the Development Officer (Lakshadweep & Minicoy Islands).*

- *The candidates belonging to the communities, which are not included in the list of Scheduled Castes for Delhi, in the Presidential order, will not be entitled to admission in the University against the seats reserved for Scheduled Castes candidates of the NCT of Delhi. The*

candidates, belonging to the communities, included in the list of Scheduled Castes, in the Presidential order, in relation to Delhi will be entitled to be considered for admission in the University, against the seats reserved for SC candidates, in terms of the Presidential order dated 20th September, 1951, as amended time to time, by the law made in this regard.

- *The required certificate (s) for reserved categories/ classes will be essential at the time of the admission / documents verifications and no provisional admission shall be admissible for want of caste/category certificate from the local competent authority. Further, the caste/category certificate should invariably be in the name of candidate himself/herself and not in favor of respective parents/ guardians. The candidate shall not be entitled / eligible for admission against reserved seat, even on the basis of any undertaking*

- *In case of married woman, applying to any course under reserved category, the applicant has to produce the caste certificate in her name. Certificate in the name of husband/ mother /father is not acceptable.*

IMPORTANT INFORMATION

1. *Reservation policy as enumerated above may be modified in light of instructions received from Statutory bodies governing specific programmes of studies, Govt. Of India, Govt. of NCT of Delhi, Hon'ble Court(s) and / or the University, on or before the start of admissions. If any change in the reservation policy is made by the Government, the same will be announced on University's Website (www.aud.ac.in) and implemented. Admissions will be made in accordance with the reservation policies of the Government of National Capital Territory of Delhi in respect of various social groups and other categories as applicable to institutions of higher education.*

2. *Clarification for Admissions under Reserved Category: Admission will be permissible to qualified candidates in any programme in the following conditions: -*
   - *If qualifying examination is passed from Delhi and Reservation certificate issued from Delhi for SC/ST/OBC categories, then admission is permissible under NCT Reserved category.*
   - *If qualifying examination is passed from Outside Delhi and Reservation certificate issued from anywhere in India, including Delhi for SC/ST categories, then admission is permissible under ONCT Reserved category.*
   - *If qualifying examination is passed from Delhi and Reservation certificate issued from Outside Delhi for SC/ST/OBC categories, then admission is permissible only under NCT Unreserved category; where admissions are done on all-India basis entrance examination, these candidates shall be eligible to claim All India SC/ST reservation.*

ARMED FORCES / DEFENCE (CW)

The University reserves 5% (horizontal reservation) of the total number seats in all programmes under CW category. The applicants seeking admission under this category need to upload Certificate (Annexure 3) issued by any of the following authorities:

- *Secretary, Kendriya Sainik Board, Delhi*
- *Secretary, Rajya Zila Sainik Board*
- *Officer-in-Charge, Record Office*
- *1st Class Stipendiary Magistrate*

- *Ministry of Home Affairs (For Police Personnel in receipt of Gallantry Awards)*

Admission may be offered to the Children / Widows of Officers and Men of the Armed Forces including Para-Military Personnel, in the following order of preference:

I. Widows / Wards of Defence personnel killed in action/ Para Military Personnel killed in action. Required Certificate: Proof in Original

II. Wards of Defence Personnel and ex-servicemen/Para Military Personnel disabled in action and boarded out from service with disability attributable to military service. Required Certificate: Original disability certificate clearly indicating the disability is attributable to Military Services in action and was boarded out

III. Widows / Wards of Defence personnel /Para Military Personnel who died while in service with death attributable to military service.Required Certificate Proof in Original.

IV. Wards of Defence personnel / Para Military Personneldisabled in service and boarded out with disability attributable to the military service. Required Certificate: Original disability certificate clearly indicating the disability is attributable to Military Services and was boarded out.

V. Wards of Serving / Ex-servicemen / Para Military Personnel/Police personnel who are in receipt of Gallantry Awards.Required Certificate: Proof in Original

1) *Param Vir Chakra*
2) *Ashok Chakra*
3) *MahaVir Chakra*
4) *Kirti Chakra*
5) *Vir Chakra*
6) *Shaurya Chakra*
7) *Sena, Nau Sena, Vayusena Medal*
8) *Mention-in-Despathces*
9) *President's Police Medal for Gallantry*
10) *Police Medal for Gallantry*

VI Wards of Ex-Servicemen Required Certificate: Original ex-servicemen Identity Card/ discharge book supported by PPO (Pension Payment Order).

VII. Wives of:

1) *Defence Personnel disabled in action and boarded out from service. Required Certificate: Original disability certificate clearly indicating the disability is attributable to Military Services in action and was boarded out.*
2) *Defence Personnel disabled in service and boarded out with disability attributable to military service. Required Certificate: Original disability certificate clearly indicating the disability is attributable to Military Services and was boarded out.*
3) *Ex-Servicemen and Serving Personnel who are in receipt of Gallantry Awards. Proof in Original. Only the Gallantry Awards specified in Priority V shall be considered.*

VIII. Wards of Serving Personnel. Original Service Identity Card and Dependent Card/ Certificate issued by the Competent Authority

IX. Wives of Serving Personnel. Required Certificate: Original Service Identity Card and Dependent Card/ Certificate issued by the Competent Authority.

Entitlement card in original issued by the Record Officer of the concerned unit or the regiment of the armed forces in case of personnel of the armed forces is to be produced as proof for claiming reservation in a particular category at the time of admission/document verification.

In addition, the candidate will also have to submit undertaking as per Annexure 3 duly completed in original and signed by the competent authority at the time of admission/document verification.

Note:

1. For the purpose of reservation, only notification which states that the Sena Medal has been awarded for Gallantry will be accepted and the Sena Medal for Distinguished Services will not be considered.

2. For admission to a seat reserved for Defence Category: i. Entitlement card in original issued by the Record Officer of the Unit/ Regiment of Armed Personnel of the Armed Forces in case of Armed Personnel. ii. The Children/ Widow of the officers and men of Armed forces who died or were disabled on duty must submit a certificate to that effect from the following authorities. i. Secretary, Kendriya Sainik Board. ii. Secretary, Rajya/ ZilaSainik Board. iii. Officer-in-Charge, Record Office.

SINGLE GIRL CHILD

One supernumerary seat is reserved for a Single Girl Child in each programme. The daughter should be the only Single Girl Child/Twin Daughter/Fraternal Daughter of the family and there is no other male and female child in the family. Affidavit must be uploaded/produced in the form as per the attached Annexure 4

KASHMIRI MIGRANTS

One supernumerary seat in each programme is allocated to Kashmiri migrants. The certificate issued by the Competent Authority needs to be uploaded/produced as per the Annexure 5

CO-CURRICULAR ACTIVITY (CCA) CATEGORY/ SPORTS

Candidates seeking admission in AUD who have special talent and achievements in the areas of Sports, Theatre, Dance, Music, Fine Arts, Debating and Creative Writing can apply under the CCA category for admission to any programme, except in the School of Vocational Studies, School of Culture and Creative Expressions and the School of Business, Public Policy & Social Entrepreneurship.

In view of the challenges brought about by Covid-19, the detailed policy or any change in the procedures for personal appearance of applicants for entrance examinations/trials for CCA and Sports, as well as for verification of certificates shall be notified in due course by the Dr. B.R. Ambedkar University Delhi on its website: www.aud.ac.in. Applicants are advised to monitor the same and act as directed.

FOREIGN STUDENTS

Every undergraduate and postgraduate degree programme has a Foreign Student (FS) supernumerary quota of 15%. The numbers of FS seats in those programmes are indicated in the tables above. For the numbers of FS seats in MPhil and PhD programmes, see the separate bulletin for foreign student admission. Note that the FS admission category is a unitary category separate from other admission categories. An applicant who applies under the FS category cannot be considered for admission under any other category, and vice versa. There are no other admission categories within the FS admission category. It should be noted that FS admission is 'in absentia', and in all programmes there are different eligibility requirements, application fees, admission procedures and tuition charges for applicants under the FS and the Indian

620

categories. ***For information about FS admission, see the separate bulletin and information on the AUD website ('Admissions 2020').***

AGE LIMIT FOR ALL PROGRAMMES

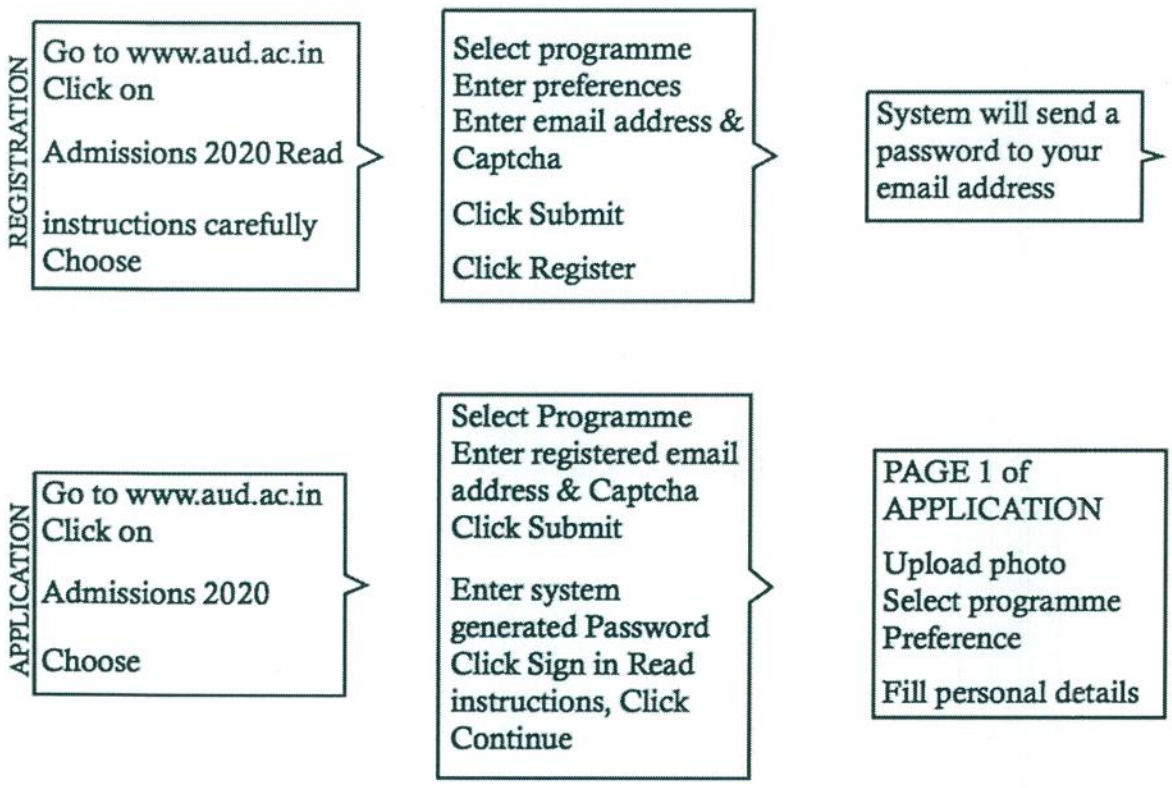
S.No	Programmes	Age Limit as on 01.08.2020
1	Bachelor of Arts	Minimum 17 years; Maximum 25 years
2	Bachelor of Vocational Studies	Minimum 17 years; Maximum 45 years
3	Master of Arts/ Master of Design	Minimum 20 years; Maximum 35 years

Note 1: *Relaxation in minimum age up to one year only with the approval of Competent Authority is permissible. Such candidates should apply for relaxation only.*

Note 2: *The upper age limit may be relaxed upto a maximum of five years in exceptional cases by the Competent Authority (designated) if he/she is satisfied with the merit of the case. Candidates exceeding the upper age limit upto five years may provisionally apply/ appear in the Entrance Test. However, they would be required to submit to the satisfaction of the Competent Authority an explanation regarding the gap period.*

APPLICATION FLOWCHART 621

Page 1



622

PAGE 2 APPLICATION
Enter qualifying examination details Upload scanned signature
Click Save Preview Completed

To make changes,
click Edit Back else
Click Submit
(No changes allowed after submission)

ONLINE

Select option
Credit Card/Debit
Card/ Net Banking
Pay using: Billdesk
Payment gateway
On successful payment
webpage will redirect
you to application form
Click Save

Choose Download Report PDF
Store for further use

APPLICATION PROCEDURE

The application process is computerized for all undergraduate and postgraduate programmes. There are no paper application forms. There is one application form which is common for all undergraduate programmes and another application form which is common for all postgraduate programmes. Application forms are to be filled online by logging on to www.aud.ac.in and following the instructions provided there.

623

NOTE

Before filling the online application form keep ready with you scanned copies of your photo, signature in JPEG format and relevant certificate/testimonials in PDF format.

The application fee of Rs. 510 per postgraduate programme (Rs. 200 per programme for SC/ ST/ PwBD candidates) and Rs. 390 per undergraduate programme (Rs. 150 per programme for SC/ST/PwBD/D-OBC(NCL)/Defence candidates/KM) can only be paid Online. Please use either Mozilla Firefox or Chrome as your browser.

Online payment (Credit/Debit card/Net banking): Choose the online option when required. Click on the save button You will be directed to the billdesk payment gateway. Enter the details of your credit/debit card or net banking particulars. Once payment is made successfully, you will be redirected to the online application form. If the payment is not successful, you will be directed again to the billdesk payment gateway.

REGISTRATION

- *Access www.aud.ac.in and click on Admissions 2020 Choose UG/PG option. Enter your preference of the programme/s in the box indicating the order of preference (i.e. 1, 2, 3...). Choose the category you belong to.*
- *Enter your email ID (an authentication code will be sent to this address).*
- *Enter the Captcha and click on Submit. Click on Register.*
- *Check your email. You should have received a mail from admissions@aud.ac.in containing your Password.*
- *Please check your notification/spam folder if the mail is not found in your inbox.*

APPLICATION

- *Return to the AUD Online Form Login screen. Re-enter your email ID and Captcha.*
- *Enter the password sent to you by email. Click 'Submit', you will be redirected to the Online Application Form.*
- *Read the instructions carefully and click 'continue'.*
- *There are two pages in your application Page 1: Personal details Page 2: Qualifying exam details*
- *The second page of the application form will appear only after successful payment. The application process will be complete only when payment has been received by the University.*
- *After filling each page, Click 'Save'. A preview of all the pages will be shown for you to double check your entries. You can still make corrections at this stage.*
- *To submit your application, click 'Submit'.*
- *Please note that no change can be made after you have submitted the form.*
- *After you submit the form, use the 'Download PDF' link to save a copy of your application. This can only be done till the last date for submission of the application form.*
- *Note: You cannot change the Programme preferences, your category, email id, and the method of payment after you have saved.*
- *Help*
- *While filling the online application form, if your browser closes unexpectedly or if you are logged out, please use the login information sent to your email to login again.*
- *The green buttons are help buttons. In case of any technical problem, please send an email to admissions@aud.ac.in explaining the problem with a cc to junati@gmail.com. For any assistance please send an email to admissions@aud.ac.in.*

FEE STRUCTURE

624

Postgraduate Programmes

School	Programmes	Fee break-up/Heads	Fee Structure (in Rs) Semester-wise			
			1st	2nd	3rd	4th
School Of Business, Public Policy & Social Entrepreneurship (SBPPSE)	MBA	Tuition Fee	1, 24,080	-	1, 12,800	-
		Course Material Fee	11,000	-	10,000	-
		Industry Interface	15,000	-	15,000	-
		Student Welfare Fund	1000	-	1000	-
		Alumni Fee	5000	-	-	-
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**1,61,080**	**-**	**1,38,800**	**-**
School of Culture and Creative Expressions (SCCE)	MA Film Studies MA Literary Art MA Performance Studies MA Visual Art	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Extra Mural Cost	2500	2500	2500	2500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**34,880**	**29,880**	**29,880**	**29,880**
School of Development Studies (SDS)	MA Development Studies	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**32,380**	**27,380**	**27,380**	**27,380**
School of Design (SDes)	MDes (Social Design)	Tuition Fee	33,600	33,600	33.600	33,600
		Student Welfare Fund	500	500	500	500
		Extra Mural Cost	5000	5000	5000	5000
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**44,100**	**39,100**	**39,100**	**39,100**
School of Education Studies (SES)	MA Education	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Extra Mural Cost	2500	2500	2500	2500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**34,880**	**29,880**	**29,880**	**29,880**
	MA Education	Tuition Fee	26,880	26,880	26,880	26,880

	(Early Childhood Care and Education)	Student Welfare Fund	500	500	500	500
		Extra Mural Cost	2500	2500	2500	2500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**34,880**	**29,880**	**29,880**	**29,880**
School of Global Affairs (SGA)	MA in Global Studies MA in Urban Studies	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Programme Support and Extra Mural Cost	2500	2500	2500	2500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**34,880**	**29,880**	**29,880**	**29,880**
School of Human Ecology (SHE)	MA Environment and Development	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**32,380**	**27,380**	**27,380**	**27,380**
School of Human Studies (SHS)	MA Psychology	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Extra Mural Cost	2500	2500	2500	2500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**34,880**	**29,880**	**29,880**	**29,880**
	MA Gender Studies	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**32,380**	**27,380**	**27,380**	**27,380**
School of Law, Governance and Citizenship (SLGC)	MA Law, Politics and Society	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**32,380**	**27,380**	**27,380**	**27,380**
School of Letters (SoL)	MA English MA Hindi	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500

		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**32,380**	**27,380**	**27,380**	**27,380**
School of Liberal Studies (SLS)	MA Economics MA Sociology MA History	Tuition Fee	26,880	26,880	26,880	26,880
		Student Welfare Fund	500	500	500	500
		Caution Deposit (Refundable)	5000	-	-	-
		Total Fee	**32,380**	**27,380**	**27,380**	**27,380**

Undergraduate Programmes

School /Programmes	Fee Break-up/ Heads	Fee Structure (in Rs) Semester-wise					
		1st	2nd	3rd	4th	5th	6th
School of Undergraduate Studies BA (H) Economics BA(H) English BA (H) History BA (H) Mathematics BA (H) Psychology BA (H) Sociology BA (H) Social Sciences & Humanities	Tuition Fee	21,440	21,440	21,440	21,440	21,440	21,440
	Student Welfare Fund	500	500	500	500	500	500
	Caution Deposit (Refundable)	5000	-	-	-	-	-
	Total Fee	**26,940**	**21,940**	**21,940**	**21,940**	**21,940**	**21,940**
School of Vocational Studies BVoc Early Childhood Care Management and Entrepreneurship (ECCME) BVoc Tourism & Hospitality (T&H) BVoc Retail Management (RM)	Tuition Fee	21,440	21,440	21,440	21,440	21,440	21,440
	Student Welfare Fund	500	500	500	500	500	500
	Programme Enrichment Fees	2500	2500	2500	2500	2500	2500
	Caution Deposit (Refundable)	5000	-	-	-	-	-
	Total Fee	**29,440**	**24,440**	**24,440**	**24,440**	**24,440**	**24,440**
School of Global Affairs BA Global Studies BA Social Sciences and Humanities BA Sustainable Urbanism	Tuition Fee	21,440	21,440	21,440	21,440	21,440	21,440
	Student Welfare Fund	500	500	500	500	500	500

	Extra Mural Cost	2500	2500	2500	2500	2500	2500
	Caution Deposit (Refundable)	5000	-	-	-	-	-
	Total Fee	**29,440**	**24,440**	**24,440**	**24,440**	**24,440**	**24,440**
School of Law Governance &Citizenship BA Law And Politics	Tuition Fee	21,440	21,440	21,440	21,440	21,440	21,440
	Student Welfare Fund	500	500	500	500	500	500
	Extra Mural Cost	2500	2500	2500	2500	2500	2500
	Caution Deposit (Refundable)	5000	-	-	-	-	-
	Total Fee	**29,440**	**24,440**	**24,440**	**24,440**	**24,440**	**24,440**

PAYMENT OF FEES

All candidates who will be provisionally offered admission to a programme are required to deposit the fee within the time stipulated in the admission notice.
Students will be required to pay the fees of the subsequent semester/s within four weeks of the commencement of classes. A penalty of Rs. 100, will be imposed per week for late payment and after four weeks of non- payment, the name of the student shall be de- enrolled from the programme.

FEE-WAIVER

It is the stated policy of the University that no deserving applicant, as far as possible, is denied the opportunity of studying at AUD merely due to her/his inability to pay the fees. To implement this a comprehensive fee-waiver policy is adopted.

The University offers full and partial tuition fee-waivers to students who are in need of support given their economic background. Students with an annual family income of less than Rs. 6 Lakhs will be considered for tuition fee-waiver.

The gross annual family income ceiling (slab-wise) for availing tuition fee-waiver from the economically backward students (other than SC, ST and PwBD), is given below:

Tuition Fee waiver		Gross Annual Family Income
1	Tuition Fee waiver - 100%	Rs. 3 Lakh or below
2	Tuition Fee waiver- 75%	Rs. 4 Lakh or below, but more than Rs. 3 lakh
3	Tuition Fee waiver- 50%	Rs. 5 Lakh or below, but more than Rs 4 lakh
4	Tuition Fee waiver- 25%	Rs. 6 Lakh or below, but more than Rs 5 lakh

Note: The University extends waiver of tuition fees to all eligible students as per the policy as applicable and duly notified on AUD website at the time of admission/document verification for the session 2020-21.

628

PROCEDURE FOR APPLYING FOR FEE-WAIVER

At the time of admission/document verification, a student can apply for tuition fee-waiver by submitting supporting documents mandatorily i.e. income certificate issued after 31 March 2020 by Competent Authority.

Refund of Fees

1. *If a student chooses to withdraw from the programme of study in which he/she enrolled, AUD shall follow the following five-tier system for the refund of fees* remitted by the student as per notification issued by UGC. (https://www.ugc.ac.in/pdfnews/5437737_UGC-Notice-reg-Fees-refund-Eng.pdf)*

S.No.	*Percentage of refund of fees**	*Point of time when notice of withdrawal of admission is served*
1.	*100%*	*15 days before the formally notified last date of admission*
2.	*90%*	*Less than 15 days before the formally notified last date of admission*
3.	*80%*	*15 days or less after the formally notified last date of admission*
4.	*50%*	*30 days or less, but more than 15 days after formally notified last date of admission*
5.	*00%*	*More than 30 days after formally notified last date of admission*

*Note: *Caution money and Security deposit, which are not part of the fees chargeable, shall be refunded in full.*

2. *In case of (i) in the table above, AUD shall deduct an amount not more than 5% of the fees paid by the student, subject to a maximum of Rs.5000/- as processing charges from the refundable amount.*

3. *Fees shall be refunded by AUD to an eligible student within fifteen days from the date of receiving a written application from him/her in this regard.*

4. *THE FORMALLY NOTIFIED LAST DATE OF ADMISSION shall be notified on University website for the Admission Year 2020-21.*

STUDENT WELFARE FUND

The University has created a Student Welfare Fund with the objective of making financial assistance available for meeting the welfare needs of students in need, such as conveyance, purchase of books and study material.

Through the fee structure as well as the exemptions offered, AUD hopes to inculcate a social sensitivity in its students—to respect what they enjoy as privileges and to be able to serve society in their future professional capacities.

629

IMPORTANT INSTRUCTIONS FOR APPLICANTS

- *All admissions in the University shall be provisional till regularized by the University.*

- *Your candidature in the whole admission process /selection process is "PURELY PROVISIONAL" pending scrutiny of your eligibility as mentioned in the Admission Brochure for the programme. In case, it is found at any stage of selection that the candidate does not fulfill the eligibility criteria and any information provided by the candidate is found to be false or is not in conformity with the eligibility criteria mentioned in the Admission Brochure including Age, Caste Category, Sub-Category, Application Fee, Educational Qualification, etc. the candidature of such a candidate will be rejected at any stage of selection process and even after appointment.*

- *The candidate will have to submit the final result of qualifying degree proving his/her eligibility on or before 30th September 2020 to their concerned Dean/ of their respective School where the admission has been granted. The candidate shall give documentary proof of having been appeared in the last semester/year of qualifying examination before 31.07.2020. The candidate shall give undertaking as per the attached Annexure 6.*

- *Result Awaited / Compartment / Supplementary Cases*
    - *All such candidates who have appeared in the qualifying examination (irrespective of the outcome of their final result) will be eligible to apply/appear in the entrance exam 2020-21 and all such candidates will be provisionally admitted in the respective programmes.*
    - *The candidate will have to submit the final result of qualifying degree proving his/her eligibility on or before 30th September 2020 to their concerned Dean of their respective School where the admission has been granted provisionally. The concerned Dean must submit the details of these result provisionally admitted students within 7 days i.e. 7th October 2020 to Dean Student Services. In case the candidate fails to submit his/her final result of qualifying degree in the manner as prescribed above to prove his/her eligibility on or before 30th September, 2020, whatsoever, the reason may be, his/her admission will be treated as null and void (cancelled) and the entire fee will be forfeited and under no any circumstances he/she will be allowed to appear in the exam. No extension beyond 30th September 2020 shall be allowed by the University in any case. The Dean of Schools will be responsible to ensure that the eligibility of all students is checked by them to ensure correctness of admissions specially in case of provisional students. The provisional admission will automatically stand cancelled if the candidate fails to submit result in time i.e. 30th September 2020.*

- *No admitted student pursuing a programme of study from the Dr B R Ambedkar University Delhi (AUD) is allowed to pursue any other (2nd or more) degree / diploma programme of study from any University including AUD at any given moment of time. If at any stage it is found that an admitted student has registered for more than one programme of study in AUD or any other University, simultaneously then the admission of such a candidate shall be cancelled from all programmes of studies of AUD.*

- *For ascertaining the eligibility conditions, combination of mark sheets, shall be allowed, only and only if the mark sheets are from the same Board. If any particular candidate changes the Board e.g. CBSE to NIOS, an appropriate proof of accepting the marks of*

earlier Board shall be required, by the new Board. Thus, such candidate shall supply the one complete mark sheet making him eligible. The decision for ascertaining the region will be based on the documents produced by the candidate.

- *Applicants are required to submit medical certificate as enclosed in Annexure 7 at the time of admission.*

- *Category: Select the appropriate option for your categories – DSC, DST,SC,ST,D-OBC(NCL), UR, EWS, PwBD(Persons with Benchmark Disability), Defence and Kashmiri Migrant. If no category is specified, you would be considered as falling under Unreserved category. And, no claim whatsoever shall be entertained thereafter. Category certificate to be verified at the admission. If a candidate falls in more than two categories, he / she can select multiple options.*

- *The medium of instruction for all programmes of studies offered in the University shall be English unless otherwise specified in the Scheme and Syllabi of Examinations of the concerned programme of study.*

- *For formats of self-declaration / affidavits / undertakings required at the time of admissions, candidates are advised to see the Annexures of the Admission Brochure.*

- *All admitted students to any programme in AUD and their parents/guardian shall have to give an affidavit / undertaking for not indulging in any Ragging during the tenure of the student in the University.*

- *Students and their parents are advised, in their own interest, to visit the campus prior to the date(s) of admission to ascertain the location, other academic and infrastructural facilities available such as hostel, transportation etc. in the various campuses which may facilitate their decision-making at the time of admission.*

- *If it is found at any stage during the entire period of the programme that the candidate has either concealed any material information or has furnished any false or incorrect information in the application form or at the time of admission, his/her candidature for the programme will be cancelled summarily. In addition, disciplinary action may be taken against him/her as per the University rules.*

- *A candidate who secure more marks in qualifying examination is ranked higher.*

- *In case where marks obtained by two or more candidate are equal in qualifying examination, the candidate senior in age is ranked higher.*

- *The University shall not issue any certificate of equivalence to any other programme of study. That is, if a student is awarded a degree by the University and desires a certificate regarding its equivalence to some other degree, then the request of the student for such equivalence certificate shall be summarily rejected.*

- *AUD is a non-smoking campus. Consumption and sale of illegal drugs or intoxicating substances are strictly prohibited within the AUD campus.*
- *Grievance related to admission will be referred to Admission Grievance Committee which will be notified separately.*

- *In case of any difference in the interpretation of the admission brochure clause(s), and / or clarification and changes, the decision of the Vice-Chancellor, Dr. B R Ambedkar University Delhi shall be final.*

- *The University reserves the rights to add or remove any programme from the list of programmes grouped together for the purpose of admissions.*

- *Any Change / Addition / Modification / further clarification about eligibility conditions for admission in various programmes, if required, will be notified on the University Website through separate notification.*

- *Terms and conditions notified in this brochure, and notified time to time on the University website http://www.aud.ac.in, shall be binding on all applicants. In case of any dispute, the decision of the Vice Chancellor, Dr. B R Ambedkar University, Delhi shall be final.*

- *If the University is not satisfied with the character, past behavior or antecedents of a candidate, it can refuse to admit him/her to any course of study of the University.*

- *The Vice Chancellor may cancel the admission of any student for specific reasons and / or debar him/her for a certain period from admissions and / or examinations.*

- *The contents of this Admission Brochure are subject to issue of any other instructions from the Govt. of NCT of Delhi or any of the statutory authorities.*

- *For document verification / admission / Withdrawal / Refund of Fees refer Annexure 11*

Admission Calendar

To be notified separately on AUD Website.

FACULTY

632

S.NO	Name	Designation	Qualification	Specialisation	School / Centre
1	Akha Kaihrii Mao	Associate Professor	MPhil, University of Delhi	Vocational Education	SVS
2	Akhil Katyal	Assistant Professor	PhD, University of London	Literary Art	SCCE
3	Amit Kumar Mishra	Associate Professor	PhD, JNU	Global Studies	SGA
4	Amit Singh	Assistant Professor	PhD, JNU	English Literature	SUS
5	Amol Padwad	Professor	PhD, Nagpur University	English Language	CELE
6	Anandini Dar	Assistant Professor	PhD, State University of New Jersey	Education	SES
7	Anil Persaud	Associate Professor	PhD, JNU	Global Studies	SGA
8	Anirban Biswas	Assistant Professor	PhD, JNU	Economics	SLS
9	Anirban Sengupta	Assistant Professor	PhD, TISS	Development Studies	SDS
10	Anita E. Cherian	Associate Professor	PhD, University of New York	Literary Art	SCCE
11	Anita Ghai	Professor	PhD, University of Delhi	Disability Studies	SHS
12	Ankush Rathor	Assistant Professor	MPhil, Bundelkhand University	Tourism & Hospitality	SVS
13	Annu	Assistant Professor	PhD, MDU-Rohtak	Economics	SUS
14	Anoop Kumar Koileri V.	Assistant Professor	MPhil, NIMHANS	Psychology	SUS
15	Anshu Gupta	Assistant Professor	PhD, University of Delhi	Management	SBPPSE
16	Anshumita Pandey	Assistant Professor	MA, University of Delhi	Psychology	SHS
17	Anup Kumar Dhar	Professor	PhD, Jadavpur University	Philosophy	SLS
18	Anushka Singh	Assistant Professor	PhD, University of Delhi	Law & Legal Studies	SLGC
19	Arindam Banerjee	Associate Professor	PhD, JNU	Economics	SLS
20	Ashis Roy	Psychotherapist	PhD, University of Delhi	Psychotherapy	CPCR

21	AsmitaKabra	Professor	PhD, JNU	Economics, Political Ecology	SHE
22	Awadhesh Kumar Tripathi	Assistant Professor	PhD, JNU	Hindi	SUS
23	Babu P. Remesh	Professor	PhD, JNU	Development Studies	SDS
24	Balchand Prajapati	Assistant Professor	PhD, IIT Delhi	Mathematics	SLS
25	Benil Biswas	Assistant Professor	MPhil, JNU	Performance Studies	SCCE
26	Bhoomika Meiling	Assistant Professor	PhD, JNU	English Literature	SoL
27	Bidhan Chandra Dash	Assistant Professor	PhD, IIT Bombay	Sociology	SLS
28	Bindu K. Covilakam	Assistant Professor	PhD, University of Hyderabad	Gender Studies	SHS
29	Bodh Prakash	Professor	PhD, JNU	English Literature	SoL
30	Budhaditya Das	Assistant Professor	PhD, AUD	Human Ecology	SHE
31	Bharati Baveja	Professor	PhD, University of Delhi	Education	SES
32	Chandan Mukherjee	Professor	PhD, ISI	Economics	SLS
33	Deepan Sivaraman	Associate Professor	MPhil, MG Univ.	Performance Studies	SCCE
34	Deepita Chakravarty	Professor	PhD, JNU	Development Studies	SDS
35	Deepti Sachdev	Assistant Professor	MSc, University of Oxford	Psychology	SHS
36	Denys Philip Leighton	Professor	PhD, University of Washington	History	SLS
37	DharitriNarzaryChakravartty	Assistant Professor	PhD, University of Delhi	History	SLS
38	Dhiraj Kumar Nite	Assistant Professor	PhD, JNU	History	SLS
39	Dhirendra Datt Dangwal	Professor	PhD, JNU	History	SLS
40	Diamond Oberoi Vahali	Associate Professor	PhD, JNU	English Literature	SoL
41	Dipa Sinha	Assistant Professor	PhD, JNU	Economics	SLS
42	Divya Chopra	Assistant Professor	M. Arch, SPA Delhi	Urban Design	SDes

43	DML Haokip	Assistant Professor	PhD, Manipur University	Political Science	SUS
44	Ekta Singh	Assistant Professor	PhD,JNU	Public Policy & Governance	SGA
45	Fariha Siddiqui	Assistant Professor	MPhil, University of Delhi	ECCME	SVS
46	Gangmumei Kamei	Assistant Professor	MA, University of Delhi	Psychology	SHS
47	Geetha Venkataraman	Professor	PhD, University of Oxford	Mathematics	SLS
48	Gopalji Pradhan	Professor	PhD, JNU	Hindi	SoL
49	Gulshan Bano	Assistant Professor	PhD, JNU	Hindi	SUS
50	Gunjan Sharma	Assistant Professor	PhD, University of Delhi	Education	SES
51	Honey Oberoi Vahali	Professor	PhD, University of Delhi	Psychology	SHS
52	Ipshita Hajra Sasmal	Assistant Professor	PhD, University of Hyderabad	English Language	CELE
53	Ishita Mehrotra	Assistant Professor	PhD, University Of London	Political Science	SUS
54	Ivy Dhar	Assistant Professor	PhD, JNU	Development Studies	SDS
55	Jatin Bhatt	Professor	PD, NID Ahmadabad	Product Design	SDes
56	Javed Iqbal Wani	Assistant Professor	PhD. University Of London	Law & Legal Studies	SLGC
57	Jyotirmoy Bhattacharya	Associate Professor	PhD, JNU	Economics	SLS
58	Kalindi Maheshwari	Assistant Professor	PhD, University of Manchester	Management	SBPPSE
59	Kancharla Valentina	Assistant Professor	PhD, JNU	Management	SBPPSE
60	Kanwal Anil	Associate Professor	PhD, University of Lucknow	Management	SBPPSE
61	Kartik Dave	Professor	PhD, MLS, University, Udaipur	Management	SBPPSE
62	Kaustav Banerjee	Associate Professor	PhD,JNU	Global Studies	SGA
63	Khushbu Dublish	Assistant Professor	MDes. , NID	Design	S Des

64	KK Dixit	Associate Professor	PhD, Nagpur University	English Language	CELE
65	Kopal	Assistant Professor	PhD, University of Delhi	English Literature	SUS
66	Kranti Kumar	Assistant Professor	PhD, IIT Roorkee	Mathematics	SLS
67	Krishna Menon	Professor	PhD, University of Delhi	Gender Studies	SHS
68	Krishna Ram	Assistant Professor	PhD, JNU	Economics	SUS
69	Kritika Mathur	Assistant Professor	PhD, University of Delhi	Management	SBPPSE
70	Lawrence Liang	Professor	PhD, JNU	Law & Legal Studies	SLGC
71	Lovitoli Jimo	Assistant Professor	PhD., JNU	Gender Studies	SHS
72	Mamatha Karollil	Assistant Professor	PhD, TISS	Psychology	SHS
73	Manasi Thapliyal Navani	Assistant Professor	PhD, University of Delhi	Education	SES
74	Manish Jain	Associate Professor	PhD, University of Delhi	Education	SES
75	Moggallan Bharti	Assistant Professor	PhD, JNU	Development Studies	SDS
76	Mohd.Sharique Farooqi	Professor	PD, NID	Social Entrepreneurship	SBPPSE
77	MonalManikDewle	Assistant Professor	PhD, EFLU	English Language	CELE
78	Monimalika Day	Associate Professor	PhD, Wheelock University	Education	SES
79	Mradul Veer Singh	Assistant Professor	PhD,IIT Roorkee	Mathematics	SLS
80	Mrityunjay Tripathi	Assistant Professor	PhD, University of Allahabad	Hindi	SUS
81	Nakkeeran Nanjappan	Professor	PhD, JNU	Public Health	SGA
82	Nandini Nayak	Assistant Professor	PhD, University of London	Development Studies	SDS
83	Neetu Sarin	Assistant Professor	MA, University of Delhi	Psychology	SHS
84	Ngoru Nixon	Assistant Professor	PhD, JNU	Law & Legal Studies	SLGC
85	Nidhi Kaicker	Assistant Professor	PhD, University of Delhi	Management	SBPPSE
86	Niharika Banerjea	Associate Professor	PhD, University of New York	Sociology	SLS

87	Nikhil Singh Charak	Assistant Professor	MA, IGNOU	Retail Management	SVS
88	Nikita Jain	Psychotherapist	MPhil, University of Delhi	Psychotherapy	CPCR
89	Nivedita Sarkar	Assistant Professor	PhD,NIEPA,	Education	SES
90	Oinam Hemlata Devi	Assistant Professor	PhD, University of Delhi	Anthropology, Environment and Development	SHE
91	Pallavi Chakravarty	Assistant Professor	PhD, University of Delhi	History	SLS
92	Parag Waknis	Associate Professor	PhD, University of Connecticut	Economics	SLS
93	Partha Saha	Associate Professor	PhD, JNU	Public Policy & Governance	SGA
94	Pooja Satyogi	Assistant Professor	PhD, John Hopkins University	Law & Legal Studies	SLGC
95	Pranay Goswami	Assistant Professor	PhD, Rajasthan University	Mathematics	SLS
96	Praveen Singh	Professor	PhD, JNU	Global Studies	SGA
97	Preeti Sampat	Assistant Professor	PhD, University of New York	Sociology	SLS
98	Pritpal Singh Randhawa	Assistant Professor	PhD, JNU	Urban Studies	SGA
99	Priyasha Kaul	Assistant Professor	PhD, University of Bristol	Sociology	SLS
100	Pulak Das	Assistant Professor	PhD, Assam University	Ecology & Environment Studies	SHE
101	Rachana Johri	Professor	PhD, University of Delhi	Psychology	SHS
102	Rachna Chaudhary	Associate Professor	PhD, University of Delhi	Gender Studies	SHS
103	Rachna Mehra	Assistant Professor	PhD, JNU	History	SGA
104	Radharani Chakravarty	Professor	PhD, University of Delhi	Comparative Literature	SoL
105	Rajan Krishnan	Associate Professor	PhD, University of Columbia	Film Studies	SCCE
106	Rajshree Chanchal	Assistant Professor	PhD, JNU	Education	SES
107	Ramesh Chander Sharma	Associate Professor	PhD, MDU	Instructional Design	SGA
108	Ramneek Khassa	Assistant Professor	PhD, Punjab University	Mathematics	SLS

109	Richa Awasthy	Associate Professor	PhD, Jamia Hamdard	Management	SBPPSE
110	Rinju Rasaily	Assistant Professor	PhD, JNU	Sociology	SLS
111	Robin Singhal	Assistant Professor	PhD, JNU	Economics	SLS
112	Rohit Negi	Associate Professor	PhD, Ohio State University	Urban Studies	SGA
113	Rukmini Sen	Professor	PhD, University of Calcutta	Sociology	SLS
114	Salil Misra	Professor	PhD, JNU	History	SLS
115	Samik Chowdhury	Associate Professor	PhD, JNU	Public Health	SGA
116	Sandeep R. Singh	Assistant Professor	MA, JNU	Comparative Literature	SoL
117	Sanjay Kumar Sharma	Professor	PhD, University of London	History	SLS
118	Sanju Thomas	Assistant Professor	PhD, JNU	English Literature	SoL
119	Santhosh S.	Assistant Professor	MFA, Baroda University	Visual Art	SCCE
120	Santosh Kumar Singh	Associate Professor	PhD, JNU	Global Studies	SGA
121	Saranika Sarkar	Assistant Professor	MPhil, JNU	Economics	SLS
122	SatyaketuSankrit	Professor	PhD Patna University	Hindi	SoL
123	Sayandeb Chowdhury	Assistant Professor	MPhil, Jadavpur University	English Literature	SoL
124	Shad Naved	Assistant Professor	PhD, University of California	Comparative Literature	SoL
125	Shailaja Menon	Assistant Professor	PhD, JNU	History	SLS
126	Shefalee Jain	Assistant Professor	MFA, University of Baroda	Visual Art	SCCE
127	Shefali Singh	Psychotherapist	MPhil, IHBAS	Psychotherapy	CPCR
128	ShelmiSankhil	Assistant Professor	MPhil, University of Delhi	Comparative Literature	SoL
129	Shifa Haq	Assistant Professor	PhD, University of Delhi	Psychology	SHS
130	Shivani Nag	Assistant Professor	PhD, JNU	Education	SES
131	Shubhra Nagalia	Assistant Professor	PhD, JNU	Gender Studies	SHS
132	Sitansu S. Jena	Professor	PhD, University of Mysore	Vocational Education	SVS

133	SR Prabakaran	Assistant Professor	LLM, Tamil Nadu Dr. Ambedkar University	Law & Legal Studies	SLGC
134	Suchitra Balasubrahmanyan	Professor	PhD, CEPT	Design	SDes
135	Sumana Datta	Assistant Professor	PhD, University of Manchester	Environmental Studies	SUS
136	Sumangala Damodaran	Professor	PhD, JNU	Development Studies	SDS
137	Sunalini Kumar	Associate Professor	PhD, JNU	Global Studies	SGA
138	Sunita Singh	Associate Professor	PhD, JNU	Education	SES
139	Surajit Sarkar	Coordinator (Programmes)	MBA, Jodhpur University		CCK
140	Suresh Babu	Associate Professor	PhD, University of Delhi	Ecology	SHE
141	Swati Shresth	Assistant Professor	PhD, University of Duke	Environmental Studies	SUS
142	Tanuja Kothiyal	Professor	PhD, JNU	History	SLS
143	Taposik Banerjee	Assistant Professor	PhD, JNU	Economics	SLS
144	Teena Anil	Assistant Professor	PhD, JNU	Public Policy & Governance	SGA
145	Thokchom Bibinaz Devi	Assistant Professor	MA, University of Delhi	Psychology	SHS
146	Urfat Anjem Mir	Assistant Professor	PhD, University of Delhi	Sociology	SLS
147	Usha Mudiganti	Assistant Professor	PhD, IIT Delhi	English Literature	SoL
148	Vaibhav	Assistant Professor	PhD, JNU	Hindi	SUS
149	Vatsala Saxena	Assistant Professor	PhD, University of Delhi	Psychology	SUS
150	Vebhuti Duggal	Assistant Professor	PhD, JNU	Film Studies	SCCE
151	Venugopal Maddipati	Assistant Professor	PhD, University of Minnesota	Design	SDes
152	Vikram Singh Thakur	Assistant Professor	PhD, University of Hyderabad	English Literature	SoL

153	Vinod R.	Assistant Professor	MPhil, University of Delhi	Psychology	SHS
154	Wrick Mitra	Assistant Professor	MPhil, University of Delhi	Psychology	SHS
155	Yogesh Snehi	Assistant Professor	PhD, Punjab University	History	SLS

MANAGEMENT TEAM

Vice Chancellor	Professor Anu Singh Lather
Pro- Vice Chancellor-I	Professor Jatin Bhatt
Pro- Vice Chancellor-II	Professor Salil Misra
Proctor	Professor Satyaketu Sankrit
Registrar	Dr. Nitin Malik
Controller of Finance(i/c)	Professor Kartik Dave
Dean, Academic Services (i/c)	Professor Anu Singh Lather
Dean, Assessment, Evaluation & Student Progression	Professor Sanjay Sharma
Dean Planning	Professor Praveen Singh
Dean (Officiating), Student Services	Dr. Santosh Kumar Singh
Director , IT Services	Dr. Dinesh Taneja
OSD, Kashmere Gate Campus	Professor Satyaketu Sankrit
OSD, Karampura Campus	Professor Sitansu Sekhar Jena
OSD, Lodhi Road Campus	Dr. Manish Jain
Dean, School of Business, Public Policy & Social Entrepreneurship	Professor Kartik Dave
Dean, School of Design	Professor Suchitra Balasubrahmanyan
Dean, School of Development Studies	Professor Babu P. Remesh
Dean(Officiating), School of Education Studies	Dr. Sunita Singh
Dean, School of Global Affairs	Professor Praveen Singh
Dean, School of Human Studies	Professor Krishna Menon
Dean (Officiating), School of Human Ecology	Dr. Suresh Babu
Dean (Officiating), School of Culture & Creative Expressions	Mr Deepan Sivaraman
Dean (i/c), School of Law, Governance and Citizenship	Professor Salil Misra
Dean, School of Letters	Professor Satyaketu Sankrit
Dean, School of Liberal Studies	Professor Dhirendra Datt Dangwal
Dean, School of Undergraduate Studies	Professor Bodh Prakash
Dean, School of Vocational Studies	Professor Sitansu Sekhar Jena
Dean, Research and Consultancy	Professor Geetha Venkataraman
Dean, International Affairs	Professor Denys P Leighton
Librarian	Dr. Debal C Kar
Director, AUD Centre for Incubation, Innovation	Professor M S Farooqi

and Entrepreneurship	
Director, Centre for Community Knowledge	Professor Denys P Leighton
Director, Centre for Development Practice	Professor Anup Dhar
Director, Centre for Early Childhood Education & Development	Dr. Vrinda Dutta
Director, Centre for Psychotherapy and Clinical Research	Professor Rachana Johri
Director, Centre for Publishing	Professor Rukmini Sen
Director, Centre for Research Methods	Professor Chandan Mukherjee
Director, Centre for Urban Ecology & Sustainability	Dr Suresh Babu
Director, Centre for English Language Education	Professor Amol Padwad
Director, Equal Opportunity Office	Professor Gopalji Pradhan
Director, IQAC	Professor Amol Padwad

641

IMPORTANT CONTACTS- KASHMERE GATE

Name of the Division	Name & Designation	Contact	Room No.
Student Services studentservices@aud.ac.in	Dr Prasad TSVK. Deputy Registrar, (Admissions &Exams) Mr. Upendra Nath Singh, Assistant Registrar (SS)	011-23864054 studentservices@aud.ac.in arss@aud.ac.in	31 4
Proctor Office	Mr. Ashish Patidar Assistant Registrar	proctoroffice@aud.ac.in	5
International Affairs Division	Mr. Harsh Kapoor Assistant Registrar	011-28160233 iadoffice@aud.ac.in	T1
Sports Division	Dr. Sunil Kumar Dahiya Assistant Director Sports Dr. Dhiraj nite Dy. Dean Student Service/CCA	sunildahiya@aud.ac.in dhiraj@aud.ac.in	71I 70FF
Assessment, Evaluation & Student Progression (AES)	Mr. Upendra Nath Singh Assistant Registrar	011-23864054 araes@aud.ac.in	2
School of Undergraduate Studies (SUS)	Mr.Deepak Kapoor Assistant Registrar	011-23863135	57B
Library	Dr Dinesh Kumar, Deputy Librarian Smt. Alka Rai, Deputy Librarian	011-23865080	Old IG Block
IT Services	Mr. Deepak Bishla System Administrator Mr. Ramiz Kazmi Technical Assistant	011-23865083	58 Computer Lab
Student Cell	–	011-23864874	Sardar Lab

Women's Hostel	Dr.Oinam Hemlata Devi Assistant Professor & Warden	011-23863740	71E
Health Centre	Dr. Archana Gupta MBBS, MD	011-23864571	16
Ehsaas Clinic ehsaas@aud.ac.in	Prof. Rachna Johri Ashis Roy Dr ShifaHaq Nikita Jain	011-23862321 9818447798 9953308594 9891635626	1 to 5 Media Block
Administration	Mr. Bipu lKumar Srivastav Dy. Registrar Mr. Rajeev Kumar Assistant Registrar	011-23864457 011-23863655	6A 6
Estate	Mr. Rajeev Kumar Assistant Registrar	011-23863744	
Finance	Mr. Manoj Rana Deputy Registrar Mr. Bhagwati Prasad Assistant Registrar Mr. Deepak Kapoor Assistant Registrar	011-23864458 011-23863741	6A 56
Academic Services	Sameer Saini Deputy Registrar Mr. Manjeet Singh Rana Assistant Registrar	011-23862326	3 3
Human Resources	Mr. Nooru lHaq Deputy Registrar Mr. Sachit Sharma Assistant Registrar	011-23864544 011-23862320	57C
Training and Placement	Mr. Sachit Sharma Assistant Registrar	011-23862320	57C
Public Information Officer	Ms. Anshu Singh Assistant Registrar	011-23863742	23

Planning and Public Relations	Ms. Anshu Singh Assistant Registrar	011-23863742	23
PVC Office	Dr. Sunita Tyagi Assistant Registrar	011-23864055	12-A
Vice Chancellor's Office	Ms. Bindu Nair Assistant Registrar (VCO &Governance)	011-23865070	12-A
Campus Development	Mr. Umesh Mishra Co-Director (Technical)	011-23864460	61
Security & Fire Emergency	Nb. Sub. Dharmender Kumar (Retd.), Security Officer	011-23863744 8880084014	AD4 Near Main Gate
Caretaker Lost & Found Office	Mr. Yatinder Singh Caretaker	011-23863744	AD4 Near Main Gate
Engineering & Maintenance Unit (EMU)	Mr. Mithilesh Kumar Singh	011-28160215	55

IMPORTANT CONTACTS – KARAMPURA CAMPUS

Name of the Division	Name & Designation	Contact	Room No.
Administration	Dr. Lokesh Garg Dy. Registrar	011-28160102	109
Student Services	Dr.Ngoru Nixon Dy. Dean	7862911100,011-28160116, 011-25192175	New Academic Block (Ground Floor)
Information Technology Services	Mr. Shambhu Sharan Singh Technical Assistant	9716126208	
Security & Fire Emergency	Sub. Major Mohd. Haseen (Retd.), Security Officer	8279703607	
OSD Office	–	7863811100	New Academic Block (First Floor)
Faculty Room	–	8882780089	
Library	Mr. Om Prakash Mishra	7838384533	-
Caretaker	Mr.Sandeep Kumar	8377889236	112

IMPORTANT CONTACTS – LODHI ROAD CAMPUS

Name of the Division	Name & Designation	Contact	Room No.
Administration & OSD office	Mr. Ashish Patidar Assistant Registrar	011-24654730 ashishpatidar@aud.ac.in	GF- Faculty Room 2
Caretaker	Mr. Hirendra Singh Chahar	011-24654730	GF- Faculty Room 2
Storekeeper	Mr. Shiv Kant Awasthi Junior Consultant	011-24654730	GF- Faculty Room 2
Assistant	Mr. Ram Kumar Assistant	011-24654730	GF- Faculty Room 2
School of Education Studies Office	Mr. Om Prakash Assistant	011-24654732	GF-09
Library	Ms. Alka Rai Deputy Librarian	_____	GF- 03
	Mr. Anoop Kumar Verma	_____	
IT services	Mr. Manas Ranjan Dakua Technical Assistant	011-24654732	GF- 10

For further details please contact:

डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
Established by The Government of NCT of Delhi

Kashmere Gate Campus

Lothian Road,
Kashmere Gate,
Delhi 110006
Telephone : +91-11-23863740/43
Fax : +91-11-23863742
Email: info@aud.ac.in

Karampura Campus

Shivaji Marg, Karampura,
New Delhi-110015,
Telephone : +91-11-25192175
Fax : +91-11-25192175
Email: info@aud.ac.in

Lodhi Road Campus

Aliganj, BK Dutt Colony,
Lodhi Road,
New Delhi 110003
Telephone : +91-11-24654732/30
Fax : +91-11-23863742
Email: info@aud.ac.in

Connect with us on social media platforms :

www.aud.ac.in

Annexure 1

647

Dr. B.R. Ambedkar University Delhi (AUD)

Government of .....
(Name & Address of the authority issuing the certificate)

INCOME & ASSETS CERTIFICATE TO BE PRODUCED BY ECONOMICALLY WEAKER SECTIONS

Certificate No. _____ Date: _____

VALID FOR THE YEAR_____

This is to certify that Shri/Smt./Kumari _____ son/daughter/wife of _____ permanent resident of _____, Village/Street _____ Post Office _____ District_____ in the State/Union Territory _____ Pin Code_____ whose photograph is attested below belongs to Economically Weaker Sections, since the gross annual income* of his/her 'family"** is below Rs. 8 lakh (Rupees Eight Lakh only) for the financial year _____. His/her family does not own or possess any of the following assets*** :

I. 5 acres of agricultural land and above;
II. Residential flat of 1000 sq. ft. and above;
III. Residential plot of 100 sq. yards and above in notified municipalities;
IV. Residential plot of 200 sq. yards and above in areas other than the notified municipalities.

2. Shri/Smt./Kumari _____ belongs to the _____ caste which is not recognized as a Scheduled Caste, Scheduled Tribe and Other Backward Classes (Central List)

Signature with seal of Office_____
Name _____
Designation _____

Recent Passport size attested photograph of the applicant

*Note1:. Income covered all sources i.e. salary, agriculture, business, profession, etc.

**Note 2:The term "Family" for this purpose include the person, who seeks benefit of reservation, his/her parents and siblings below the age of 18 years as also his/her spouse and children below the age of 18 years

***Note 3: The property held by a "Family" in different locations or different places/cities have been clubbed while applying the land or property holding test to determine EWS status.

Annexure 2

648

Dr. B.R. Ambedkar University Delhi (AUD)

Fitness Certificate for availing Admission against Differently Abled Person(PD)/Persons with Disability Quota

for Academic Session 2020-21

(To be submitted at the Time of Admission/Document Verification)

Photograph duly attested by the officer who has certified this certificate

Certified that Shri/ Km/ Smt._____Son/daughter/wife of Shri/Smt. With Application No. _____ is Physically Handicapped/Persons with Disability due to _____ and he/she is fit for undergoing the following course(s) /Programmes of Study(s) :

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

At Dr B.R Ambedkar University Delhi for the Academic Session 2020-21.

Date of Issue:_____

Name, Designation & Signature
with date and Office Seal
of the Issuing Authority

649

Annexure 2

Dr. B.R. Ambedkar University Delhi (AUD)

Format of Certificate for Differently Abled Person (PD)
To be issued by Medical Board from Govt. Hospital
(To be submitted at the Time of Admission/Document Verification)

Photograph duly attested by the officer who has certified this certificate

Certified that Shri/ Km/ Smt._____Son/daughter/wife of Shri/Smt. With Application No. _____ is person with Disability due to _____ Percentage _____and he/she is fit to peruse the UG/PG/Mphil/PhD Studies

Member (Orthopedic Specialist)

Member

Principal Medical Officer

Date:

Seal of Office

Note: The Certificate must be issued by Medical Board of any recognized Government Hospital.

650

Dr. B.R. Ambedkar University Delhi (AUD)

UNDERTAKING FOR DEFENCE CATEGORY

(To be submitted at the Time of Admission/Document Verification for Academic Session 2020-21

Photograph duly attested by the officer who has certified this certificate

I_____ Son/Daughter of_____ Application No._____Programme_____hereby undertake that I fall under the following Priority of Defence category as tick marked below:-

Priority I : Widows/Wards of Defence personnel/Para Military Personnel killed in action..

Priority II : Wards of Defence Personnel and ex-servicemen/Para Military personnel disable in action and boarded out from service with disability attributed to military service

Priority III : Widows/Wards of Defence personnel/Para Military personnel who died in peace time with death attributable to military service.

Priority IV : Wards of Defence personnel/Para Military personnel disabled in service and boarded out from service with disability attributable to military service.

Priority V : Wards of serving Defence personnel and Ex-Servicemen/para military/police personnel who are in receipt of Gallantry Awards.

i. Param Vir Chakra
ii. Ashok Chakra
iii. Maha Vir Chakra
iv. Kirti Chakra
v. Vir Chakra
vi. Shaurya Chakra
vii. Sena, Nau Sena, Vayu Sena Medal
viii. Mention in Despatches
ix. President's Police Medal for Gallantry
x. Police Medal for Gallantry

Priority VI : Wards of Ex-Servicemen.

Priority VII : Wives of

i. Defence personnel disabled in action and boarded out from service.
ii. Defence personnel disabled in service and boarded out with disability attributable to military service.
iii. Ex-Servicemen and serving personnel who are in receipt of Gallantry Awards.

Priority VIII : Wards of Serving Personnel.

Prority IX : Wives of Serving Personnel.

Name of Father/Mother_____ Name of Candidate: _____

Rank_____Address:_____

Service No._____Unit_____Tel No: _____

Signature of Father/Mother_____Signature of Candidate: _____

Countersigned by: Secretary, Kendriya Sainik Board, New Delhi / Secretary, Rajya or Zila Sainik Board / Officer-in-Charge, Record Office/Concerned Officials of Ministry of Home Affairs in case of Para Military Forces/ Police personnel who are in receipt of Gallantry Awards.

I have checked the original documents and I certify that he/she is entitled for reservation under defence category under priority_____(Note: The priority must be filled otherwise the claim shall be rejected).

Date :
Place : Seal/ Signature of the officer

Note: Entitlement card in original issued by Record Officer of the Unit/Regiment of Armed personnel of the Armed Forces in case of Armed personnel or from Home Ministry in case of Para Military Forces / Police personnel who are in receipt of Gallantry Awards.

651

Dr. B.R. Ambedkar University Delhi (AUD)

A F F I D A V I T
(MUST BE ON Rs.50/- STAMP PAPER)

I _____ son/wife of _____
(father/mother name)
resident of _____

_____ do hereby make oath and state as under:-

1. That the Deponent is the father / mother of _____
(candidate name)

2. That the deponent's daughter is a Single Girl Child/Twin Daughter/Fraternal Daughter of the family and there is no other male and female child in my family.

Verified at _____ on this _____ that the contents of the above
(place) *(date - month - year)*
affidavit are true and correct to my personal knowledge and belief.

DEPONENT Signature .....

Name .....

Full Address .....

.....

.....

Seal & Signature of .....
SDM / First Class Magistrate / Gazetted Officer (not below the rank of Tehsildar) certifying the aforesaid declaration.

Annexure 5

652

Dr. B.R. Ambedkar University Delhi (AUD)

Format of Certificate for Availing against
Kashmiri Migrant Supernumerary Quota
(To be submitted at the Time of Admission/Document Verification)

Photograph duly attested by the officer who has certified this certificate

Certified that Shri/ Km/ Smt._____Son/daughter/wife of Shri_____resident of_____is registered as migrant from Jammu and Kashmir. The registration number is_____dated_____.

It is also certified that Shri/ Km/ Smt._____is registered in Delhi on_____.

Name and Signature of
Deputy Commissioner/
Competent Authority (Office Seal)

Place:
Date:

Note: In reference to GNCTD letter no. DHE 4(52)/Kashmiri Migrants/14-15/6815-20 dated 18-12-2019, no other document than this will be accepted by the university for claiming reservation against Kashmiri Migrants seats.

Annexure 6

653

Dr. B.R. Ambedkar University Delhi (AUD)

UNDERTAKING FROM RESULT AWAITED CANDIDATES FOR SEEKING PROVISIONAL ADMISSION FOR ACADEMIC SESSION 2020-21

Photograph duly attested by the officer who has certified this certificate

I/My Ward_____(Name of the candidate), Son/Daughter/Wife of _____(Father's/Husband's name), Resident of _____ (Permanent Address) seeking admission to_____(Name of the Course) of Dr. B.R. Ambedkar University, hereby solemnly affirm and declare:

i) that I/My ward have/has appeared in the 12th class/final semester/final year (name of the qualifying degree) e.g. B.A., B.Sc. etc.,) _____ Examination, 2020 of (Board/University) on or before 31st July 2020*, the result of which has not yet been declared and is expected to be declared latest by 30th September, 2020**;

ii) I have passed all the papers of the qualifying degree_____(name of the qualifying degree) examination other that the final year /final semester examination.

iii) I have no compartment as on this date in my 12th class/qualifying degree examination.

iv) I am seeking provisional admission due to non-declaration of result of final year/final semester of the qualifying degree examination by Board/University and not on account of compartment in current or previous years of the qualifying degree examination as on date of admission.

v) That I/My ward have/has carefully gone through the rules regarding provisional admission and fully understand that in the event of my/my ward's failure to submit to the concerned Dean/Principal/Director of the concerned School/College where the admission has been granted, appropriate proof of my/my ward securing at least_____marks in the qualifying examination for admission to____(Name of the Course) of Dr. B.R. Ambedkar University Delhi by 30th September, 2020*; my/my wards provisional admission to the said course will automatically get cancelled and full fee deposited will be forfeited.

Deponent

Verification:

Verified at_____on this_____day of_____, 2020 that the contents of the above Undertaking are true and correct to the best of my knowledge and belief. No part of it is false and nothing material has been concealed therefrom.

Deponent

Notes:

i) In case the candidate is minor i.e. below 18 years of age; in that case, the Undertaking shall be signed by his/her parent/guardian.

ii) Submission of false Undertaking is punishable offence. If it is found at any stage that false Undertaking was submitted, admission shall be cancelled and legal proceedings shall be initiated, for which candidate/parent/guardian shall be responsible.

***In view of the challenges brought about by Covid-19, any change in the procedures for personal appearance of applicants for entrance examinations/trials for CCA and Sports, as well as for verification of certificates shall be notified in due course by the Dr. B. R. Ambedkar University Delhi on its website. Applicants are advised to monitor the same and act as directed.**

**** May change as per the result declaration notification by University before the cut off list.**

Annexure 7

654

Dr. B.R. Ambedkar University Delhi (AUD)

Photograph duly attested by the officer who has certified this certificate

MEDICAL CERTIFICATE**
(FOR THE ACADEMIC SESSION 2020-21)

(TO BE SUBMITTED AT THE TIME OF ADMISSION/DOCUMENT VERIFICATION)

I certify that I have carefully examined Shri/Km/Smt.*_____

son/ daughter/wife of Shri/Smt.*_____whose signature is given below. Based on the examination, I certify that he/she is in good mental and physical health and is free from any physical defects which may interfere with his/her studies including the active outdoor duties required of a professional. Visible Mark of Identification

_____

Signature of the Candidate_____

Place :

Date :

Name & Signature of the
Medical Officer with Seal and
Registration Number

* Strike whichever is not applicable.

** To be signed by a Registered Medical Practitioner holding a Medical degree.

Note : Use photocopy of this Form

Dr. B.R. Ambedkar University Delhi (AUD)

UNDERTAKING BY THE STUDENT WITH RESPECT TO ANTI RAGGING

I, _____S/D of Mr./ Mrs. /Ms. _____, having been admitted to_____, have received a copy of the UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the "Regulations") carefully read and fully understood the provisions contained in the said Regulations.

2) I have, in particular, perused clause 3 of the Regulations and am aware as to what constitutes ragging.

3) I have also, in particular, perused clause 5 and clause 6.1 of the Regulations and am fully aware of the penal and administrative action that is liable to be taken against me in case I am found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.

4) I hereby solemnly aver and undertake that

a) I will not indulge in any behavior or act that may be constituted as ragging under clause 3 of the Regulations.

b) I will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under clause 3 of the Regulations.

5) I hereby affirm that, if found guilty of ragging, I am liable for punishment according to clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against me under any penal law or any law for the time being in force.

6) I hereby declare that I have not been expelled or debarred from admission in any institution in the country on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging; and further affirm that, in case the declaration is found to be untrue, I am aware that my admission is liable to be cancelled.

Declared this___day of_____month of_____year.

_____

Signature of deponent Name:
Address: Telephone/Mobile No.

VERIFICATION

Verified that the contents of this affidavit are true to the best of my knowledge and no part of the affidavit is false and nothing has been concealed or misstated therein.

Verified at_____on this the____of___,_____.

_____

656

Dr. B.R. Ambedkar University Delhi (AUD)

UNDERTAKING BY PARENT/GUARDIAN WITH RESPECT OF ANTI RAGGING

I, Mr./Mrs./Ms. _____ (full name of parent/guardian) father/mother/guardian of, (full name of student with admission/registration/enrolment number), having been admitted to (name of the institution) , have received a copy of the UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the "Regulations"), carefully read and fully understood the provisions contained in the said Regulations.

2) I have, in particular, perused clause 3 of the Regulations and am aware as to what constitutes ragging.

3) I have also, in particular, perused clause 5 and clause 6.1 of the Regulations and am fully aware of the penal and administrative action that is liable to be taken against my ward in case he/she is found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.

4) I hereby solemnly aver and undertake that

a) My ward will not indulge in any behave our or act that may be constituted as ragging under clause 3 of the Regulations.

b) My ward will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under clause 3 of the Regulations.

5) I hereby affirm that, if found guilty of ragging, my ward is liable for punishment according to clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against my ward under any penal law or any law for the time being in force.

6) I hereby declare that my ward has not been expelled or debarred from admission in any institution in the country on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging; and further affirm that, in case the declaration is found to be untrue, the admission of my ward is liable to be cancelled.

Declared this___day of_____month of_____year.

_____

Signature of deponent
Name:
Address:
Telephone/Mobile No

VERIFICATION

Verified that the contents of this affidavit are true to the best of my knowledge and no part of the affidavit is false and nothing has been concealed or misstated therein.

Verified at_____on this the_____of_____,_____.

_____

List of OBC approved by SC/ST/OBC welfare department in Delhi

1. Abbasi, Bhishti, Sakka
2. Agri, Kharwal, Kharol, Khariwal
3. Ahir, Yadav, Gwala
4. Arain, Rayee, Kunjra
5. Badhai, Barhai, Khati, Tarkhan, Jangra-BrahminVishwakarma, Panchal, Mathul-Brahmin, Dheeman, Ramgarhia-Sikh
6. Badi
7. Bairagi,Vaishnav Swami *****
8. Bairwa, Borwa
9. Barai, Bari, Tamboli
10. Bauria/Bawria(excluding those in SCs)
11. Bazigar, Nat Kalandar(excluding those in SCs)
12. Bharbhooja, Kanu
13. Bhat, Bhatra, Darpi, Ramiya
14. Bhatiara
15. Chak
16. Chippi, Tonk, Darzi, Idrishi(Momin), Chimba
17. Dakaut, Prado
18. Dhinwar, Jhinwar, Nishad, Kewat/Mallah(excluding those in SCs) Kashyap(non-Brahmin), Kahar.
19. Dhobi(excluding those in SCs)
20. Dhunia, pinjara, Kandora-Karan, Dhunnewala, Naddaf,Mansoori
21. Fakir,Alvi ***
22. Gadaria, Pal, Baghel, Dhangar, Nikhar, Kurba, Gadheri, Gaddi, Garri
23. Ghasiara, Ghosi
24. Gujar, Gurjar
25. Jogi, Goswami, Nath, Yogi, Jugi, Gosain
26. Julaha, Ansari, (excluding those in SCs)
27. Kachhi, Koeri, Murai, Murao, Maurya, Kushwaha, Shakya, Mahato
28. Kasai, Qussab, Quraishi
29. Kasera, Tamera, Thathiar
30. Khatguno
31. Khatik(excluding those in SCs)
32. Kumhar, Prajapati
33. Kurmi
34. Lakhera, Manihar
35. Lodhi, Lodha, Lodh, Maha-Lodh
36. Luhar, Saifi, Bhubhalia
37. Machi, Machhera
38. Mali, Saini, Southia, Sagarwanshi-Mali, Nayak
39. Memar, Raj
40. Mina/Meena

41. Merasi, Mirasi
42. Mochi(excluding those in SCs)
43. Nai, Hajjam, Nai(Sabita)Sain,Salmani
44. Nalband
45. Naqqal
46. Pakhiwara
47. Patwa
48. Pathar Chera, Sangtarash
49. Rangrez
50. Raya-Tanwar
51. Sunar
52. Teli
53. Rai Sikh
54 Jat ***
55 Od ***
56 Charan Gadavi ****
57 Bhar/Rajbhar ****
58 Jaiswal/Jayaswal ****
59 Kosta/Kostee ****
60 Meo ****
61 Ghrit,Bahti, Chahng ****
62 Ezhava & Thiyya ****
63 Rawat/ Rajput Rawat ****
64 Raikwar/Rayakwar ****
65 Rauniyar *****

*** vide Notification F8(11)/99-2000/DSCST/SCP/OBC/2855 dated 31-05-2000
**** vide Notification F8(6)/2000-2001/DSCST/SCP/OBC/11677 dated 05-02-2004
***** vide Notification F8(6)/2000-2001/DSCST/SCP/OBC/11823 dated 14-11-2005

124/C

166

[1]THE CONSTITUTION (SCHEDULED CASTES) [2][(UNION TERRITORIES)] ORDER 1951

C.O. 32

In exercise of the powers conferred by clause (1) of article 341 of the Constitution of India, as amended by the Constitution (First Amendment) Act, 1951, the President is pleased to make the following Order, namely:—

1. This Order may be called the Constitution (Scheduled Castes) [2][(Union Territories)] Order, 1951.

2. Subject to the provisions of this Order, the castes, races or tribes or parts of, or groups within, castes or tribes, specified in [3][Parts I to III] of the Schedule to this Order shall, in relation to the [2][Union territories] to which those parts respectively relate, be deemed to be Scheduled Castes so far as regards members thereof resident in the localities specified in relation to them respectively in those Parts of that Schedule.

[4][3. Notwithstanding anything contained in paragraph 2, no person who professes a religion different from the Hindu, [5][the Sikh or the Buddhist] religion shall be deemed to be a member of a Scheduled Caste.]

[6][4. Any reference in this Order to a Union territory in Part I of the Schedule shall be construed as a reference to the territory constituted as a Union territory, as from the first day of November, 1956, any reference to a Union territory in Part II of the Schedule shall be construed as a reference to the territory constituted as a Union territory as from the first day of November, 1966 and any reference to a Union territory in Part III of the Schedule shall be construed as a reference to the territory constituted as a Union territory as from the day appointed under clause (*b*) of section 2 of the Goa, Daman and Diu Reorganisation Act, 1987.]

[2][THE SCHEDULE

PART I.—*Delhi*

Throughout the Union territory: —

1. Adi-Dharmi
2. Agria
3. Aheria
4. Balai
5. Banjara
6. Bawaria
7. Bazigar
8. Bhangi
9. Bhil
10. Chamar, Chanwar Chamar, Jatava or Jatav Chamar, Mochi, Ramdasia, Ravidasi, Raidasi, Rehgarh or Raigar
11. Chohra (Sweeper)
12. Chuhra (Balmiki)
13. Dhanak or Dhanuk
14. Dhobi
15. Dom
16. Gharrammi
17. Julaha (Weaver)
18. Kabirpanthi
19. Kachhandha
20. Kanjar or Giarah
21. Khatik
22. Koli
23. Lalbegi
24. Madari
25. Maliah
26. Mazhabi
27. Meghwal
28. Naribut
[7][29. Nat (Rana), Badi]
30. Pasi
31. Perna
32. Sansi or Bhedkut
33. Sapera
34. Sikligar
35. Singiwala or Kalbelia
36. Sirkiband.]

---

1. Published with the Ministry of Law Notifn. No. S.R.O. 1427A, dated the 20th September, 1951, Gazette of India, Extraordinary, 1951, Part II, Section 3, page 1198.
2. Subs. by the Scheduled Castes and Scheduled Tribes Lists (Modification) Order, 1956.
3. Subs. by Act 18 of 1987, s. 19 and the First Sch., for "Parts I to IV" (w.e.f. 30-5-1987).
4. Subs. by Act 63 of 1956, s. 3 and the Second Sch.
5. Subs. by Act 15 of 1990, s. 3, for "or the Sikh".
6. Subs. by Act 18 of 1987, s. 19 and the First Sch., for paragraph 4 (w.e.f. 30-5-1987).
7. Subs. by Act 61 of 2002, s. 2 and Second Sch.

660

Annexure 11a

Dr. B. R. Ambedkar University Delhi
ADMISSIONS 2020-21

UNDERTAKING

I, _____

S/o, D/o _____

do hereby undertake that I will submit the following documents at **Student Services Division of AUD (date to be notified on University website)**.

SL	Name of the Document

I fully understand that if I do not submit the above said certificate and marks sheets my provisional admission will be cancelled.

Dated: _____

Signature: _____

Name in (Block Letters) _____

Address _____

_____

_____

Mobile No._____

E-mail ID:- _____

661

Annexure 11a

Dr. B. R. Ambedkar University Delhi
ADMISSIONS 2020-21

UNDERTAKING

I hereby undertake the following:

1. I will attend the classes regularly in each semester as per requirement of University Ordinance and in case I fail to fulfill this obligation, Dr. B.R. Ambedkar University Delhi would be within its right to strike off my name form the rolls. I shall also be responsible to see all the notices displayed on the Notice Board/E-mail/Website of the university from time to time.

2. Any excess payment that may be found to have been made as a result of incorrect Scholarship, SWF, Caution Deposits, refunds, etc. or any excess payment detected in the light of discrepancies noticed subsequently will be refunded by me to the University, without raising any objection to it.

3. If there is any change of information submitted in application (such as residence, contact no. etc), I shall inform the University accordingly.

Dated: _____ _____

(Signature of the Candidate)

Name: _____

Annexure 11b

Dr. B. R. Ambedkar University Delhi

UNDERTAKING

(Strike out whichever is not applicable)

1. *I_____ (Name of the candidate) herewith undertake that I have read all the rules of admission for the year 2020-21 and after fully understanding all the rules, I have filled in this application form for admission for the current academic year.*

2. *I belong to _____ category which is recognized as **SC/ST** Category in _____ state vide G.R No._____ dated_____.The serial no. of my caste is _____ and submitting the caste certificate issued by_____ vide No._____ dated_____*

3. *I belong to **OBC/PwD** category and based on this, I am herewith submitting the caste certificate/PwD issued by_____ vide No._____ dated_____*

4. *I belong to **unreserved/General** category*

5. *The information given by me in application form is true to the best of my knowledge and belief.*

6. *If at any stage, it is found that I have furnished wrong information and/or submitted false certificate(s), I am aware that my admission stands cancelled and fees paid by me will be forfeited. Further, I will be subject to legal and/or penal action as per the provision of the law.*

7. *I hereby agree to confirm to any Rules, Acts and Laws enforced and I hereby undertake that so long as I shall be a student of the University I will do nothing either inside or outside the University which may result in compelling the authorities to take disciplinary action against me under the Rules, Acts and Laws of good conduct and behavior in general.*

Signature of the Candidate

Annexure 11c

Dr. B.R. Ambedkar University Delhi

Approval form for Transfer of Admission for UG/PG/MPhil/PhD PROGRAMMES

(Please fill all columns in BLOCK LETTERS)

UG ☐ PG ☐ MPhil ☐ PhD ☐

Name of the Student	
Application No.	
Programme in which admitted	
Admitted in Cutoff/admission list	1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐
Date of admission	
Fee paid (amount INR)	
Fee Challan no.	
Fee paid through	Demand Draft ☐ Debit Card ☐ Credit Card ☐

I may be admitted to the programme	
Best Four Percentages as per programme in which transfer is sought *(applicable for only BA students)*	
Cut off/admission list with date in which transfer is being opted.	

My previous admission may therefore be cancelled.

Dated:_____ **Signature of the Student**

(FOR USE BY CONCERNED SCHOOL OF STUDY STUDENT WAS ADMITTED)	**FOR USE BY CONCERNED SCHOOL OF STUDY STUDENT IS BEING TRANSFERRED)**
Admission from the programme	Student may be transferred to (programme name)
_____	_____
_____stands cancelled.	_____
Verified by (Name):_____	Verified by (Name):_____
Faculty **Dean of School**	**Faculty** **Dean of School**

Annexure 11c

(FOR USE BY STUDENT SERVICES)

Differential fees to be paid /adjusted, if any.

Fee Heads	Fee Paid as per previous admission	Fee as per programme in which admission approved	Balance (Fee to be paid/adjusted/refunded as per programme in which admitted)

An amount of Rs. _____ may be collected/adjusted/refunded. *(stike of whichever is not applicable)*

Assistant **AR, SS** **Dean, Student Services**

(FOR USE BY FINANCE DIVISION)

Fee received (in case of Demand Draft)

Name of the Bank:_____Branch:_____

Draft No._____Dated_____Amount_____

Challan No._____

Fee received (in case paid through Debit /Credit card on campus)

Debit Card ☐ Credit card ☐ Name of the Bank:_____

Challan No._____

Differential fee, if any to be paid/adjusted/refunded_____

Payment details:

Demand Draft No		Debit Card	
Name of the Bank		Credit Card	
Branch		Name of the Bank	
Dated		Date	
Amount		Amount	

OR

Cashier **DR, Finance** **Controller of Finance**

Annexure 11d

665

Dr. B.R. Ambedkar University Delhi
Doctor of Philosophy (PhD)
Admission Form - 2020

(Please fill all columns in BLOCK LETTERS)

Paste latest Photo

Programme Name: _____

1 Name: _____

2 Date of Birth: _____

3 Gender: _____

4 Father's Name: _____ Father's Mobile no. _____

5 Mother's Name: _____ Mother's Mobile no. _____

6 Address:

A) Correspondence Address: _____

_____

_____ Tel. No. _____

B) Permanent Address: _____

_____

_____ Tel. No. _____

7 Emergency contact no. _____

8 Family income (Annual): _____

9 Details of Examinations Passed: (10^{th} onwards)

S. No.	Name of Exam	Main Subjects	Year of Passing	Board / University	Marks(%)
(1)					
(2)					
(3)					
(4)					
(5)					

10 Do you wish to avail fee waiver, Yes_____ or No_____, if yes, then please submit any of the following documents:

(i) Income Certificate (ii) BPL Ration Card (yellow coloured) (iii) Income Ration Card (pink coloured)

11 Whether applied in EWS category, Yes ☐ No ☐ if yes, then please submit EWS certificate.

12 Fee Payment Details (in case of Demand Draft)

Name of the Bank: _____ Branch: _____

Draft No._____ Dated_____ Amount_____

13 Fee Payment Details (in case you wish to pay through Debit /Credit card on campus)

Debit Card ☐ Credit card ☐ Name of the Bank:_____

DECLARATION

I hereby declare that the particulars given above are correct to the best of my knowledge and that on admission I shall abide by the rules/regulations and discipline of Dr. B. R. Ambedkar University Delhi. I undertake that I shall NOT participate in ragging in any form and will report any incident of ragging which I notice in the university and hostel.

Dated:- **Signature of the Candidate**

(FOR USE BY CONCERNED SCHOOL OF STUDY)

Checked the following certificates/documents with the original certificates/documents and found in order as per claim of the student.

Particulars	**Please "WRITE" details below in block letter**
Name of Student	as on mark sheet in block letter
Date of Birth	as on mark sheet in block letter
Father's Name	as on mark sheet in block letter
Mother's Name	as on mark sheet in block letter
Certificate of qualifying Exam	(10^{th}) (12^{th})
Certificate for Date of Birth	(10^{th})
Document of NCT Category ☐ Delhi Region ☐ Outside Delhi Region	M.A. ☐ M.Phil Degree ☐
Reservation Category/Caste Certificate	OBC SC ST KM SGC CW(Defence) PWD
EWS Certificate	Yes / No
Anti-Ragging Affidavit	Yes / No
Migration Certificate	Yes / No
Provisional Certificate	Yes / No

Candidate has been admitted / offered in the _____ admission list.

Whether candidate has been given Provisional Admission? If yes, reason thereof _____

_____

Verified by (Name & Signature): _____ **Dean (Signature & Stamp)**_____

(FOR USE BY STUDENT SERVICES)

Fee Waiver : Yes / No **If yes, under fee slab:**_____

Amount of fee to be collected_____

(Admin Staff Student Services) **Dean Student Services**

Annexure 11e

Dr. B.R. Ambedkar University Delhi
Master of Philosophy (MPhil)
Admission Form - 2020

(Please fill all columns in BLOCK LETTERS)

Paste latest Photo

Programme Name: _____

1 Name: _____

2 Date of Birth: _____

3 Gender: _____

4 Father's Name: _____ Father's Mobile no. _____

5 Mother's Name: _____ Mother's Mobile no. _____

6 Address:

A) Correspondence Address: _____

_____

_____ Tel. No. _____

B) Permanent Address: _____

_____

_____ Tel. No. _____

7 Emergency contact no. _____

8 Family income (Annual): _____

9 Details of Examinations Passed: (10^{th} onwards)

S. No.	Name of Exam	Main Subjects	Year of Passing	Board / University	Marks(%)
(1)					
(2)					
(3)					
(4)					
(5)					

10 Do you wish to avail fee waiver, Yes_____ or No_____, if yes, then please submit any of the following documents:

(i) Income Certificate (ii) BPL Ration Card (yellow coloured) (iii) Income Ration Card (pink coloured)

11 Whether applied in EWS category, Yes ☐ No ☐ if yes, then please submit EWS certificate.

12 Fee Payment Details (in case of Demand Draft)

Name of the Bank: _____ Branch: _____

Annexure 11e

Draft No._____ Dated_____ Amount_____

13 Fee Payment Details (in case you wish to pay through Debit /Credit card on campus)

Debit Card ☐ Credit card ☐ Name of the Bank:_____

DECLARATION

I hereby declare that the particulars given above are correct to the best of my knowledge and that on admission I shall abide by the rules/regulations and discipline of Dr. B. R. Ambedkar University Delhi. I undertake that I shall NOT participate in ragging in any form and will report any incident of ragging which I notice in the university and hostel.

Dated:- **Signature of the Candidate**

(FOR USE BY CONCERNED SCHOOL OF STUDY)

Checked the following certificates/documents with the original certificates/documents and found in order as per claim of the student.

Particulars	**Please "WRITE" details below in block letter**
Name of Student	as on mark sheet in block letter
Date of Birth	as on mark sheet in block letter
Father's Name	as on mark sheet in block letter
Mother's Name	as on mark sheet in block letter
Certificate of qualifying Exam	(10^{th}) (12^{th})
Certificate for Date of Birth	(10^{th})
Document of NCT Category ☐ Delhi Region ☐ Outside Delhi Region	M.A. ☐
Reservation Category/Caste Certificate	OBC SC ST KM SGC CW(Defence) PWD
EWS Certificate	Yes / No
Anti-Ragging Affidavit	Yes / No
Migration Certificate	Yes / No
Provisional Certificate	Yes / No

Candidate has been admitted / offered in the _____ admission list.

Whether candidate has been given Provisional Admission? If yes, reason thereof _____

_____

Verified by (Name & Signature): _____ **Dean (Signature & Stamp)**_____

(FOR USE BY STUDENT SERVICES)

Fee Waiver : Yes / No **If yes, under fee slab:**_____

Amount of fee to be collected_____

(Admin Staff Student Services) **Dean Student Services**

Annexure 11f

Dr. B.R. Ambedkar University Delhi
Master of Arts/MDes
Admission Form - 2020

(Please fill all columns in BLOCK LETTERS)

Paste latest Photo

Programme Name: _____

1 Name: _____

2 Date of Birth: _____

3 Gender: _____

4 Father's Name: _____ Father's Mobile no. _____

5 Mother's Name: _____ Mother's Mobile no. _____

6 Address:

A) Correspondence Address: _____

_____

_____ Tel. No. _____

B) Permanent Address: _____

_____

_____ Tel. No. _____

7 Emergency contact no. _____

8 Family income (Annual): _____

9 Details of Examinations Passed: (10th onwards)

S. No.	Name of Exam	Main Subjects	Year of Passing	Board / University	Marks(%)
(1)					
(2)					
(3)					
(4)					
(5)					

10 Do you wish to avail fee waiver, Yes_____ or No_____, if yes, then please submit any of the following documents:

(i) Income Certificate (ii) BPL Ration Card (yellow coloured) (iii) Income Ration Card (pink coloured)

11 Whether applied in EWS category, Yes ☐ No ☐ if yes, then please submit EWS certificate.

12 Fee Payment Details (in case of Demand Draft)

Name of the Bank: _____ Branch: _____

Draft No. _____ Dated _____ Amount _____

13 Fee Payment Details (in case you wish to pay through Debit /Credit card on campus)

Debit Card ☐ Credit card ☐ Name of the Bank: _____

DECLARATION

I hereby declare that the particulars given above are correct to the best of my knowledge and that on admission I shall abide by the rules/regulations and discipline of Dr. B. R. Ambedkar University Delhi. I undertake that I shall NOT participate in ragging in any form and will report any incident of ragging which I notice in the university and hostel.

Dated:- **Signature of the Candidate**

(FOR USE BY CONCERNED SCHOOL OF STUDY)

Checked the following certificates/documents with the original certificates/documents and found in order as per claim of the student.

Particulars	**Please "WRITE" details below in block letter**
Name of Student	as on mark sheet in block letter
Date of Birth	as on mark sheet in block letter
Father's Name	as on mark sheet in block letter
Mother's Name	as on mark sheet in block letter
Certificate of qualifying Exam	(10^{th}) (12^{th})
Certificate for Date of Birth	(10^{th})
Document of NCT Category ☐ Delhi Region ☐ Outside Delhi Region	B.A. ☐
Reservation Category/Caste Certificate	OBC SC ST KM SGC CW(Defence) PWD
EWS Certificate	Yes / No
Anti-Ragging Affidavit	Yes / No
Migration Certificate	Yes / No
Provisional Certificate	Yes / No

Candidate has been admitted / offered in the _____ admission list.
Whether candidate has been given Provisional Admission? If yes, reason thereof _____

Verified by (Name & Signature): _____ **Dean (Signature & Stamp)** _____

(FOR USE BY STUDENT SERVICES)

Fee Waiver : Yes / No **If yes, under fee slab:** _____

Amount of fee to be collected _____

(Admin Staff Student Services) **Dean Student Services**

Annexure 11g

673

Dr. B.R. Ambedkar University Delhi
BA/BVOC
Admission Form - 2020

(Please fill all columns in BLOCK LETTERS)

Paste latest Photo

Programme Name: _____

1 Name: _____

2 Date of Birth: _____

3 Gender: _____ Aadhar No. _____

4 Father's Name: _____ Father's Mobile no. _____

5 Mother's Name: _____ Mother's Mobile no. _____

6 Address:

A) Correspondence Address: _____

_____

_____ Tel. No. _____

B) Permanent Address: _____

_____

_____ Tel. No. _____

7 Emergency contact no. _____

8 Family income (Annual): _____

9 Details of Examinations Passed: (10^{th} onwards)

S. No.	Name of Exam	Main Subjects	Year of Passing	Board / University	Marks(%)
(1)					
(2)					
(3)					
(4)					

10 Do you wish to avail fee waiver, Yes_____ or No_____, if yes, then please submit any of the following documents:

(i) Income Certificate (ii) BPL Ration Card (yellow coloured) (iii) Income Ration Card (pink coloured)

11 Studied Hindi language upto which Standard/Class, please mention _____

12 Whether applied in EWS category, Yes ☐ No ☐ if yes, then please submit EWS certificate.

13 Fee Payment Details (in case of Demand Draft)

Name of the Bank: _____ Branch: _____

Draft No. _____ Dated _____ Amount _____

674

14 Fee Payment Details (in case you wish to pay through Debit /Credit card on campus)

Debit Card ☐ Credit card ☐ Name of the Bank: _____

DECLARATION

I hereby declare that the particulars given above are correct to the best of my knowledge and that on admission I shall abide by the rules/regulations and discipline of Dr. B. R. Ambedkar University Delhi. I undertake that I shall NOT participate in ragging in any form and will report any incident of ragging which I notice in the university and hostel.

Dated:- **Signature of the Candidate**

(FOR USE BY CONCERNED SCHOOL OF STUDY)

Checked the following certificates/documents with the original certificates/documents and found in order as per claim of the student.

Particulars	Please "WRITE" details below in block letter
Name of Student	as on mark sheet in block letter
Date of Birth	as on mark sheet in block letter
Father's Name	as on mark sheet in block letter
Mother's Name	as on mark sheet in block letter
Certificate of qualifying Exam	(10^{th}) (12^{th})
Certificate for Date of Birth	(10^{th})
Document of NCT Category ☐ Delhi Region ☐ Outside Delhi Region	12^{th} Certificate ☐
Reservation Category/Caste Certificate	OBC SC ST KM SGC CW(Defence) PWD
EWS Certificate	Yes / No
Anti-Ragging Affidavit	Yes / No
Migration Certificate	Yes / No
Provisional Certificate	Yes / No

Whether candidate has met the best four percentages, Yes ☐ No ☐ . Best four %: _____

Candidate has been admitted / offered in the _____ cut-off list.

Whether candidate has been given Provisional Admission? If yes, reason thereof _____

Verified by (Name & Signature): _____ **Dean (Signature & Stamp)** _____

(FOR USE BY STUDENT SERVICES)

Fee Waiver : Yes / No **If yes, under fee slab:** _____

Amount of fee to be collected _____

(Admin Staff Student Services) **Dean Student Services**

Annexure 11h

Dr. B.R. Ambedkar University Delhi

Approval form for
Withdrawal of Admission

(Please fill all columns in BLOCK LETTERS)

I wish to withdraw my admission from Dr. B.R. Ambedkar University Delhi. My admission may therefore be cancelled and the fee deposited may be transferred through NEFT in the Bank A/C mentioned below.

Name of the Student	
Application No.	
Programme in which admitted	
Date of admission	
Fee paid (amount INR)	
Fee Challan No.	
Fee paid through	Demand Draft ☐ Debit Card ☐ Credit Card ☐

Please attach original Fee Challan with the form.

Account Holder Name (in the name of student)	
Account Number	
IFS Code	
Bank Name	

Please enclose bank passbook copy/ cancelled cheque.

Signature of Student

(FOR USE BY SCHOOL OFFICE)

- Original Migration certificate has been handed over to the student on his/ her withdrawal request.

  ☐ Yes ☐ No

- Fee may be processed by the Student Services Division as per AUD Rules.
-

Dealing Assistant **Assistant Registrar** **Dean**

Appendix-18

Proposed Structure for Tuition Fees and other charges/costs for various programmes of AUD to be offered in the Academic Year 2020-21

Sr. No.	Programme	Programme Duration	Total Credits	Tuition Fees per Semester	Total Tuition Fees for Programme	EMC/II/CCC/PE/DI per Semester	SWF/Semester	Caution Money Deposit (one time Refundable)
1.	BA	6 Sem=3yrs	96	21440	128640	0000	500	5000
2.	BA KPC	6 Sem=3yrs	96	21440	128640	2500	500	5000
3.	MA	4Sem=2yrs	64	26880	107520	0000	500	5000
4.	MA Dev Studies#	4Sem=2yrs	64	26880	107520	2500	500	5000
5.	MA Env & Dev#	4Sem=2yrs	64	26880	107520	2500	500	5000
6.	MA SCCE/GS/US	4Sem=2yrs	64	26880	107520	2500	500	5000
7.	MA Education	4 Sem=2yrs	70	26880	107520	2500	500	5000
8.	MA Psychology	4 sem=2yrs	70	26880	107520	2500	500	5000
9.	MDes (Social Design	4 Sem=2yrs	80	33600	134400	5000	500	5000
10.	MBA	4 Sem=2yrs	84	124080 For 1st year	236800	**7500**	500	5000 +5000 (Alumni Registration)
11.	MBA Venture Development	4 Sem=2yrs	To be decided				500	5000
12.	Masters in Social Entrepreneurship		To be Decided				500	5000
13.	BVoc	6 Sem=3yrs	180	21440	128640	2500	500	5000
14.	BBA	6 Sem = 3 yrs	150	35000	210000	5000	500	5000
15.	MPhil Dev Pr	Programme not being offered this year. To be decided when programme is offered. SWF and Caution Money Deposit to be same as others.						
16.	MPhil Psy	Programme not being offered this year. To be decided when programme is offered. SWF and Caution Money Deposit to be same as others						
17.	MPhil/PhD		16	26880		6370	500	5000
18.	Phd SBPPSE		16	26880		6370	500	5000

Abbreviations

EMC : Extra Mural Cost
II :Industry Interface
CCC : Co Curricular Costs
PE : Programme Enhancement
DI : Dissertation
SWF : Students Welfare Fund

KPC : Karampura Campus
SCCE : School Of Culture & Creative Expressions
GS : Global Studies
US : Urban Studies
MDes :Masters of Design

679

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

6th June 2020

MINUTES

A meeting was convened by the Pro-Vice Chancellor I to discuss about the proposed fee structure for the new Academic Session 2020-2021. The meeting was held at 11:30 AM through Zoom online application and was participated by the Registrar, Controller of Finance, Dean, Student Services, Deputy Registrar, Finance, AR, Student Services, AR, International Affairs Division and AR, Governance & VCO.

The Pro-Vice Chancellor-I apprised the members about the present fee structure and its governing principles.

1. **Governing Principles**

a) The present Tuition Fees structure is credit based and collected each semester.
b) The current fee collection reflects 11-13% of the operational cost.
c) In order to meet the rising cost of transaction of different courses/ programmes, the Board of Management in 2014 had approved to adopt the principle of annual revision of Fees based on the cost inflation.
d) In 2018, the Fee Review Committee had further recommended to link the annual Fee fixation based on the average of last ten years cost inflation or 5% whichever is higher.
e) The Fees payable for every cohort in an Academic year are applicable to the admitted cohort throughout the entire duration of the programme they are admitted in.
f) Extent of Fee waiver is extended to eligible students on the criteria of income at the time of paying the fees. Full tuition fee waiver is extended to SC/ST /PWD students.
g) The students who repeat the same course in the subsequent semester do not have to pay Fees for that course.

2. **Current Fees Structure**

The Fees structure and other charges at AUD are determined by the nature of programmes, transactional needs, parity with similar programmes in specific disciplines like Business, Design, Vocational Studies, intensity and credit loads required for specific disciplines.

Most Bachelors and Masters programmes in established Social Science disciplines have same credits load aligned with minimum credit requirements stipulated by UGC. This model has also been adopted by SCCE, SGA, SHE and SES for their UG and PG programmes. Under this structure, following are the details of Fees for different programmes:

Sr. No.	Programme	Duration	Total Credits	Fees/Credit	Total/Sem	Total	#EMC/II/CC/Dissertation/ Semester	Caution/SWF
1.	BA	6 Sem=3yrs	96	1340	21440	128640	0000	5000/500
2.	BA KPC	6 Sem=3yrs	96	1500	24000	144000	0000	5000/500
3.	MA	4Sem=2yrs	64	1680	26880	107520	0000	5000/500
4.	MA SCCE/GS/US	4Sem=2yrs	64	1680	26880	107520	2500 per Semester (Charged Annually)	5000/500
5.	MA Edu	4 Sem=2yrs	70	1680	1st sem – 28560	117600	0	5000/500
6.	MA Psy	4 sem=2yrs	70	1680	27475	117600	0	5000/500
7.	MDes	4 Sem=2yrs	80	1680	33600	134400	20000	5000/500
8.	MBA	4 Sem=2yrs	84	2820 (increased fee already announced)	For 1st year - 124080	236800	(7500+5500) 13000	5000/1000 +5000 (Alumini Registration)
9.	BVoc	6 Sem=3yrs	180	800	24000	144000	1000 (Programme enrichment fee/semester)	5000/500
10.	MPhil Dev Pr	4 Sem=2yrs	64	1680	26880	107520	6370	5000/500
11.	MPhil Psy	6 Sem=3yrs	100	1680				5000/500
12.	MPhil/PhD		16	1680	26880		6370	5000/500
13.	Phd SBPPSE		16	2640 or			6370	5000/500

2.a #Extra Mural Costs/Industry Interface Costs/Programme Enrichment Costs

Some of the practice based programmes and programmes with extensive industry interface, field studies, extended field work and internships charge additional Fees against Extra Mural Costs/Industry Interface Costs/Programme Enrichment Costs depending on the nature of programme transaction requirements. This is not consistent across programmes which incur such expenditure as some programmes despite having such needs do not charge such Fees.

Fees collected under these heads are solely for these programmes and is utilized for various transactional needs unique to each programme. Moreover, it is to be utilized by the deans for activities articulated specifically for each programme over and above the funds available to each programme under Learning Enhancement accrued as 25% of the Tuition Fees collected by them. Such a provision allows decentralized access to each programme/school to extend financial support to various unique programme needs to under the direction and guidance of the school deans and faculty.

While reviewing the Fees structure, such costs need to be evaluated and taken into account in revision and rationalization of fees structure across all programmes. Simultaneously, requests for review of the current charges under these heads by schools based on past experiences and issues emanating out of them needs to be taken on board.

One such instance is of Masters in Social Design Programme for which SDes has requested for revision of an additional amount of Rs. 20,000/- per semester to be reduced to Rs. 5000/- per Semester (with a detailed note from the Dean SDes) collected as Extra Mural Costs towards for supporting course transactions such as field studies, project implementation, materials, travel, thesis projects, events participation etc from every student enrolled in the MDes. Detailed submission from the Dean SDes is enclosed with justification for the proposal based on the concerns and consultations from the Finance Division.

Similarly, Rs 5000/- per year charged as Extra Mural Cost by School of Global Affairs and School of Culture and Creative Expressions needs to be reviewed based on the programme needs and expenditure.

2.b Students Welfare Fund

Rs 500 is collected from every student every semester under Student Welfare Fund and an equivalent amount is contributed from the University under this fund as well from the Fees collected annually. This is collected from all the students regardless of their eligibility for Fees waiver Scheme of AUD. There is a process of extending support to needy students after receipt of applications and due scrutiny to determine the extent of support to be extended to deserving students.

2.c Caution Money Deposit

Caution Money Deposit is a onetime collection from each student and is refundable at the end of completing respective programme or leaving the University at any stage of their studies. Any claim by university from a student is adjusted before the amount due is refunded.

3. **Current utilisation of Tuition fees collected**

a) 10% of the actual Fees collected in each school is earmarked towards award of scholarships for their programmes on the basis of merit.
b) 25% of the total fee collected net of fee waiver and scholarship is set aside for supporting activities under 'Learning Enhancement' which includes field based learning, projects support and other activities connecting real world context. Since not all programmes utilize the funds under Learning Enhancement fully, other field intensive and projects based programmes are cross subsidized from their surplus.
c) Rupees 500/- per semester is collected from every student under Student Welfare Fund with Matching contribution from the University.
d) The balance Fees are transferred to University Development Fund.

4. The current system of credit based fees have been based on the rationale of working out the **cost of education** using CREDIT as an objective measure of unit cost. Credit based system has enabled AUD to submit queries from government on cost of education from time to time. In

addition, this has system allowed for working out Fees for any additional courses taken by a student over and above the minimum credit requirement for each programme. This however, does require variable calculations of Fees to be paid for each student as well as each programme.

Almost all programmes at AUD have internships, field studies and/or dissertation as an integral part of learning. Since the Fees are charged as Tuition Fees under the Fees structure, students interpret all programme components such as internships, field studies and/or dissertation being done without day today engagement of the programme faculty. This is a misinterpretation by some students, as faculty involvement in fixing and overseeing such activities in most programmes is very significant.

With increasing numbers of students and programmes, there is a need to streamline the Fees structure for ease of accounting, collections and consistency across programme levels. Also, some of the programmes, despite having a substantive component of external engagement by students, do not cost such expenditure charged by other programmes under Extra Mural Costs.

It the above context, moving to consolidated Fees Structure from Credit Based Fees Structure was discussed as a proposed alternative.

5. The proposal for having examination fee / reappearance fee for repeating any course was also discussed.

6. **Recommendations**

(i) The Tuition Fees for all programmes be charged as consolidated amount per semester.
(ii) In programmes such as B.VOC, with distinct credit requirements determined by external bodies the Tuition Fees be rationalized as equivalent of similar programmes at that level ie. BA or MA.
(iii) Exercise be carried out for Fees/Credits rationalization in consultation with all schools having similar BA, MA and MPhil programmes.
(iv) Tuition Fees for each cohort to remain unchanged during the entire duration of the programme completion.
(v) The students be allowed to take two extra courses (Maximum 4 Credits each) per semester @ Rs.6000/- for 4 credit course and Rs. 3000/- for 2 credit course.
(vi) Professional programmes Fees should be aligned closely with other similar programmes so as to maintain parity and yet offer benefits of a public university.
(vii) MBA programme to continue having Co-Curricular Activities and Course Material Fees.
(viii) Extra Mural cost of MDes programme be reduced to Rs 5000/- per semester in the light of under-utilisation of the funds collected under this head in the past years.
(ix) The School of Education Studies, School of Development Studies#, School of Human Studies and School of Human Ecology# to have Extra Mural Cost of Rs 2500/- per semester in light of internship, dissertation reimbursement and field visit expenditure incurred by the schools in the past few years.
(x) Reasonable freedom be extended to respective deans of schools to utilize Extra Mural Costs/Industry Interface Costs/Programme Enrichment Costs and such after working

out requirements specifically for their programmes transaction based on school/programme specific norms to support activities unique to the programme transactions.

(xi) Funds under EMC, II, PEC etc can be planned for programme requirements based on projected activities and needs and need not be spent in exact amounts every semester.

(xii) Guidelines for Extra Mural Costs/Industry Interface Costs/Programme Enrichment Costs need to be evolved with flexibility and judicious freedom vested with Deans. Such expenses should be incurred under intimation/approval from concerned PVC based on the norms formulated by each school/programme.

(xiii) Since not all programmes utilize funds under Learning Enhancement, the surplus is used for cross subsidy of other field/projects intensive programmes. While all programmes should be encouraged to utilize the funds under Learning Enhancement for field engagement and real life experiences as much as possible, the system of cross subsidy should be continued.

(xiv) The payment terms for allowances under "Learning Enhancement" be increased so as to account for inflation and inputs from Deans/faculty based on past experience and emerging requirements.

(xv) The Fees for the certificate programmes offered by the Centre be decided separately based on the fact that Centres need to generate revenue to meet the programme and other related expenses. All fees for Certificate Programmes should be based on revenue surplus model ensuring that overall Fees collected should be at least 60 % higher that expenditure incurred to cover all faculty, support staff, infrastructure, overheads, materials, promotion and other related costs. Such Fees should be amortized over Minimum cohort size per programme.

Attached is the table for proposed Structure for Tuition Fees and other charges/costs stated in Para 2.a as applicable to various Fulltime Degree programmes offered by the Schools of AUD for the Academic Year 2020-21.

The proposed revised Fees structure will be applicable for all students enrolled AUD as well as students to be admitted in academic year 2020-21 with immediate effect.

#Extra Mural Costs for SDS and SHE to be differed to 2021-22 Academic year in the light of the decision not to increase fees for Academic year 2020-21 in view of COVID-19 pandemic.

In the light of the current COVID -19 pandemic, the application Fees and Tuition fees for the forthcoming academic session 2020-21 should be the same as last academic year (Revised consolidated Fees for programmes have been optimized to current amounts after adding Extra Mural Costs).

The meeting ended with vote of thanks to the Chair.

Appendix-20

682

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

F.No.AUD/2020-21/SCR/Notification/01 Dated: 22.05.2020

NOTIFICATION

Standing Committee (Research) Guidelines for Completing Milestones for MPhil/ PhD Programmes in the light of the UGC Committee's report on Examinations and Academic Calendar in view of the COVID-19 Pandemic and Subsequent Lockdown

1. AUD suspended classes on 12th March and research scholars have been unable to access the library and other research facilities on campus since then. Scholars who regularly use the library, scholar rooms and laboratories as their workspace have been especially affected.
2. Offline interactions between students and their supervisors have not been possible although there have been online meetings to discuss research progress, course work and other research-related assignments.
3. In view of this and the uncertainty about resumption of normal functioning of university campuses, the following guidelines are proposed. They may be implemented by the Research Studies Committees (RSC) of Schools.
4. Faculty teaching courses in the MPhil/PhD programmes will adopt online modes of teaching and learning. Reductions and modifications in the existing assessment structures may be required in order to complete the courses in the stipulated time period. The RSC may meet to discuss such modifications, if necessary. It is recommended that teaching for research courses should be completed by 15th June for providing adequate time for assessments, grading and feedback.
5. The AES Calendar for Research Programmes (F.No. AUD/19-10/2019/AES/ Calendar dated 12.12.2019) has been revised in view of the prevailing situation. Deadlines for synopsis submission and thesis submission have been revised for all MPhil/ PhD scholars who were expected to submit **between 12th March and 31st December 2020**. However, scholars are encouraged to submit before the deadline in view of the advantages of early submission for academic and career applications.
6. For all scholars who are due for submission **after 31st December 2020,** the Standing Committee (Research) will consider their case in the next semester

and will take an appropriate decision on possible extensions. The challenges of carrying out fieldwork, community internships and archival research in the lockdown/ pandemic situation will be considered accordingly.

7. MPhil/ PhD programme coordinators and supervisors to identify those research scholars who are facing extraordinary difficulties in adhering to timelines prescribed in these guidelines and to reach out to them and assist them in any manner possible.
8. MPhil/PhD programme coordinators will schedule online pre-submission presentations in consultation with faculty supervisors, keeping in mind the revised deadlines and relevant clauses of AUD Regulations. In case a research scholar is unable to make an online presentation due to technological difficulties, she/he may write an application for extension to the supervisor. RSC may consider such applications and allow them strictly on a case-by case basis, with reasons recorded in writing.
9. For scholars whose thesis has been examined and examiners reports have been received, Chair, RSC will prepare for and schedule viva-voce through video conferencing in compliance of Clauses 26 & 27 of the AUD Regulations and in accordance with Point 12 of the UGC Guidelines on Examinations and Academic Calendar for the Universities in view of Covid-19 Pandemic.
10. Electronic/ digital signatures OR communications received from the AUD's email of scholars, faculty members and statutory authorities will be used for all formats/ forms and procedural documents related to approvals and milestones in the research programmes. Completed, signed and duly verified documents to be forwarded in PDF format. Signatures in person will be taken subsequently on the required documents.

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

Revised Calendar for Research Programmes in Winter Semester 2020

S. No.	Milestones for MPhil/ PhD	Existing Deadline	Revised Deadline
1.	Assignment of Supervisor and RAC for each Research Scholar	Not later than a year from enrolment	No change
2.	Grade Entry for Courses undertaken in WS 2020	14th August	No change[1]
3.	Meeting of the RAC of Scholars	--	At least one online meeting may be scheduled before **14thAugust.**[2]
4.	Synopsis submission for MPhil Scholars enrolled in MS 2019	Within 6 months of completion of course work	Within **9 months** of completion of course work
5.	Synopsis submission for PhD Scholars	Within 5 semesters from date of enrolment	**Within6 semesters** from date of enrolment for all scholars who are supposed to submit synopsis between 12 March and 31 December 2020.
6.	Thesis Submission for MPhil Scholars	Within 2 years of enrolment (3 Years in case of MPhil Psychoanalytic Psychotherapy)	**Six month extension** in addition to the normal/ regular registration period for all scholars due for submission between 12 March and 31st December 2020.[3]
7.	Thesis Submission for PhD Scholars enrolled in MS 2015	Within 5 years of enrolment	**Six month extension** in addition to the normal/ regular registration period for all scholars due for submission between 12 March and 31st December 2020.[4]

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

Notes:

(1) For courses where assessments cannot be completed due to the prevailing circumstances, course coordinators may apply for the use of Incomplete (I) grade and a deferment of course completion. Such a request may be discussed in the RSC and after due approval, be forwarded by the School Dean and MPhil/ PhD programme coordinator to Dean, AES. The request (via note sheet/ email) should be accompanied by a clear timeline of the date of completion for the course.

(2) Six monthly progress report to be submitted as per Clause 12(ii) of Regulations.

(3) This six-month extension is also applicable for women and PwD candidates enrolled in MS 2017 who have availed of the extra time granted by Clause 11(viii) of the MPhil Regulations, and all other scholars whose request for extension had been duly approved by the SCR.

(4) This six-month extension is also applicable for women and PwD candidates enrolled in MS 2013 who have availed of the extra time granted by Clause 12 (V) of the PhD Regulations, and all other scholars whose request for extension had been duly approved by the SCR.

These guidelines and the revised academic calendar are being issued with the approval of competent authority.

SD/-
(Professor Salil Misra)
Chairperson, SCR

Copy to:

1. Office of the Vice Chancellor.
2. Office of PVC-I/PVC-II, AUD
3. All Deans of Schools/Head of Division/Directors ofCentres/OSDs
4. Office of the Registrar/ Office of the CoF, AUD
5. Office of the Proctor/ The Librarian
6. Director (IT Services)
7. All Dy Registrars & Assistant Registrars
8. Webmaster- for uploading on the Intranet
9. Office Copy/Guard File

Appendix-21

डॉ बी आर
अम्बेडकर विश्वविद्यालय दिल्ली

Dr. B.R.
Ambedkar University Delhi

GUIDELINES PERTAINING TO RESEARCH ETHICS

Dr. B.R. Ambedkar University Delhi (AUD) is a premier university in the field of social sciences and humanities, that is guided by Dr. Ambedkar's vision of bridging equality and social justice with academic excellence through research and teaching. The university is strongly committed to the highest standards of ethical research and practice. The ethical framework laid out in these guidelines emerge from an understanding that truth generation and interpretation, which are central to humanities and social science research, are fraught with dilemmas. This is particularly due to the fact that such research often involves working with human beings and communities, including marginalised communities.

Research ethics are not merely about 'doing the right thing' at the individual, community and institutional levels. These guidelines are therefore oriented to something more fundamental than moral prescriptions or 'do's' and 'don'ts'. They seek to enable the creation of an ethos and culture of respect for various ethical practices without compromising on academic freedom and research autonomy. Additionally, these guidelines aim at

a) helping researchers become cognisant of their ethical views and attitudes;

b) raising researchers' awareness to conflicting standards, considerations and interests;

c) protecting and regulating relationships with individuals and groups directly affected by the research;

d) promoting sound research practice at the institutional level, associated with the quest for truth and independence;

e) enhancing the ability of researchers to make well-founded decisions in such contexts; and

f) striking a balance between academic freedom and social responsibility.

These guidelines are based on foundational principles such as dignity, respect, equality, privacy, consent, confidentiality, integrity and responsibility to participants and the research community. Each of these principles and their import in the context of humanities and social science research is given in some detail below.

Integrity in the Research Process

The primary purpose of research at AUD is to generate knowledge within an atmosphere that nurtures the freedom to ask relevant questions within a set of norms that promote integrity. The idea of knowledge has been identified with the pursuit of truth. However, it is apparent that both within the sciences and more emphatically within

कुलसचिव / Registrar
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
लोथियान रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट / website : www.aud.ac.in

21/05/2020

Humanities and the Social sciences the idea of truth remains a contested one. An ethical framework is vital to the social scientific practice of research precisely because it is impossible for a social scientist to practice outside some vision of the human condition. Some of the ethical requirements of research include the freedom to pursue research questions, originality, accuracy, relevance, integrity, accountability and impartiality.

Academic Freedom

The idea of research has several different connotations depending on the context. Within the space of Universities, however, research is often guided by the quest for greater understanding that may or may not seem immediately applicable, relevant or driven by the most popular paradigms and ideological orientations of the time. AUD will be committed to maintaining academic freedom of researchers. This will include the freedom to ask debatable questions and to adopt diverse theoretical approaches to their area of enquiry.

However, researchers will be required to give due consideration to the framework within which this freedom ought to be exercised. This framework will require researchers to be responsible to

1. Participants (see the section below on conducting the research)
2. Perspective of the Supervisor, RAC and Programme Team in the case of supervised research work of research scholars
3. Members of a collaborative team.

Originality

Originality is a primary requirement of all research and is of paramount importance. However, the notion of originality differs amongst disciplines. This may include asking new research questions, taking a new theoretical position towards a problem, approaching a new set of participants, new texts or new sites or contexts or using new methods to ask old research questions. Since AUD is committed to interdisciplinarity and engaged research, the articulation of their personal location in relation to the question asked may be thought of as a valued aspect of originality.

Research at AUD is committed to accuracy and correct reporting of the data sources. The ethical requirement of accuracy will imply retaining the original character of the data even while the interpretations may be at variance with the voice or text received. Impartiality in social science will be reflected in the reflectivity with regards to the researcher's theoretical location while determining the research question, interpreting the data and writing.

Relevance

There has been an increased emphasis on the criteria of relevance in recent writing in social sciences. While asking questions that may help locate answers to social

कुलसचिव / Registrar
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय, दिल्ली
Dr. B. R. Ambedkar University Delhi
लोथियान रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट / website : www.aud.ac.in

21/05/2020

problems are to be valued, this must not result in jeopardising the theoretical potential. The ethical framework of research at AUD will value academic freedom to pursue research questions that are debatable within a framework of due diligence towards **participants' interests.**

Fairness

Fairness involves honesty in the research process. This includes integrity in reporting data mentioned above, freedom from plagiarism, making accurate references to past work on the subject and establishing norms about data sharing and ownership.

Equality

Research work will often be in a context of unequal power relations such as those between supervisor and research student or senior and junior colleagues or researcher and participant. AUD remains committed to the principle of equality. There are many guidelines already stipulated in AUD that pertain to matters of equality such as those related to gender, caste, race etc. These will apply to research related relationships as well.

Research ethics includes encouragement of dissemination of findings. In research work involving supervision or collaboration, clarity must be established early in the research process about ownership of data and the right to publish.

Conducting Research

The following principles are the cornerstone of high-quality research at AUD. While each principle is essential, together they enable the scholars to engage in exemplary practices and create a strong culture for ethical research. It is essential for researchers to use these principles as guidelines as they attempt to negotiate through research dilemmas to decide ethical courses of action.

Individuals in research

Research in all disciplines of humanities and social sciences, must be grounded in fundamental respect for human dignity. This means recognising individual rights, safeguarding participants from physical and harm and unreasonable strain, and respecting their privacy. It is necessary to consider these issues at all stages of the research process including choosing a research topic, developing a research design, collecting data, synthesising information to develop reports and during dissemination of findings through presentations or publications.

Informed Consent and Obligation to Notify

Researchers need to share adequate information about the research including, the purpose of the study, the nature of engagement required from the participant, the duration of the study, the source of funding, intended use of results, the risks associated

कुलसचिव / Registrar
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
लोथियन रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट / website : www.aud.ac.in

27/05/2020

with participation and the long-term consequences of participation. As far as possible, researchers must have written approval from participants, prior to engaging in data collection. However, oral consent may be recorded where participants are unable to provide it in a written form. Information must be shared in easy to understand language considering language, culture and literacy levels of the participants.

In addition to obtaining it is necessary to respect the privacy and autonomy of participants throughout the research process. Participants must be allowed to withdraw from a study at any time. In general, the data from participants ought to be used only for the purpose that the participant consents to.

Confidentiality

Researchers have an obligation to protect the personal identifying information of participants, especially vulnerable individuals, communities and groups, to minimise risks of harm, except where the participant has consented to sharing of personal details, for example testimonials. Personal information must be de-identified and stored safely, separately from other data to prevent unauthorised use. Instead reference numbers may be used to connect information. When disseminating information through presentations or publications, it is necessary to anonymise the data. When gathering or storing information, it is important to consider long term use of the data, including placement of data in archives, or use of data by other researchers.

Safeguarding from Harm

Researchers should take reasonable steps to ensure that participants are not exposed to physical pain or mental harm, as a result of their involvement in a study. Participants may feel discomfort, go through re-traumatisation, or experience serious mental strain. Researchers have a responsibility to be sensitive to such issues and make efforts to minimise such risks. Risk is considered to be minimal when the anticipated discomfort is similar to what the individual ordinarily experiences in daily life or routine tests. Risk reduction strategy could involve providing the participant with an emergency phone number or a support person/group in the community where the participant lives. It is the researcher's duty to adopt such measures to minimise the possibility of harm to the participant arising from the research. When unintended harm is caused, researchers need to inform the AUD Ethics Review Board and take actions to minimise the risks.

Protection of Children and Other Vulnerable Population

Researchers need to make special efforts to protect children and other vulnerable populations from harm. The issue of consent is more complex for research on children than with adults. Children may not be aware that their participation is voluntary and may feel the need to respect authority. They may also not be aware of the long-term consequences of participating in a study. It is necessary to seek permission or assent from parents or legal guardians when the participants are below the age of 18 years. Moreover, children must be informed that their participation is voluntary and they may

Registrar
Dr. B. R. Ambedkar University Delhi
Lothian Road, Kashmere Gate, Delhi-110006
website : www.aud.ac.in

21/05/2020

choose to withdraw from the study. Researchers must know enough about children to be able to adapt methods for data collection, when necessary.

Some individuals may have difficulty understanding the scope of the study and giving informed consent due to mental illness, intellectual disability, persons affected by dementia and other conditions. Researchers have a special responsibility to protect the integrity of such persons. Permission or assent must be obtained from legal guardians of the participants of the vulnerable groups. However, as with children, researchers need to consider and respect the perspective of the individuals.

Conflict of Interest

Researchers need to avoid getting into situations which may result in conflict of interest or disclose such issues to the ethics committee to address such issues at the earliest. Such situations arise when the researcher's personal, professional and financial gains deter them from engaging in the research process in an unbiased manner.

Research Ethics Review Board: Nature and Functions

A simple structure has been envisaged for research ethics clearance at the level of programmes, schools and centres. Research at these units will be governed by the existing rules of AUD related to research, the AUD Research Ethics Regulations and the AUD Ethics Review Board constituted by the Vice Chancellor.

Faculty and research staff proposals for research will be expected to comply with the Research Ethics Regulations in drafting their proposals. Before final submission to the Dean Research and Consultancy (R&C), all such proposals must be scrutinised by the Deans and Directors of respective Schools and Centres for a review of ethics before being forwarded to Dean R&C.

Deans of Schools and Directors of Centres may utilise existing programme committee members of AUD with expertise in the subject area of the research proposal and also invite other members of AUD or outside AUD with such expertise, for the scrutiny of the research proposal including for ethical review. Due care must be taken to not unduly delay the process of forwarding of proposals.

The AUD Ethics Review Board will be constituted by the Vice Chancellor of AUD. The Board will (1) examine the project and proposals forwarded to them by Dean R&C vis-à-vis ethics, (2) examine projects and proposals which are not covered by the terms of the AUD research ethics framework, and (3) advice Dean R&C on ethics related issues. The Board will meet at least twice during a year.

Rachana Johri (Convenor)
Yogesh Snehi
Monimalika Day
Saumya Uma.

21/08/2020

कुलसचिव / Registrar
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
लोथियन रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट / website : www.aud.ac.in

Appendix-22

AMBEDKAR UNIVERSITY DELHI

1. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Letters** (SoL) on the following :
   i. To note the report of Six-monthly work-in-progress of the MPhil CLTS Students (Batch 2018).

   The SCR took note of the same and recorded the Six-monthly work-in-progress report of the following MPhil CLTS Students (Batch 2018).

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussion/ Suggestions from RAC
1.	Ms Minu Mathew	S184LCL02	20.08.2018	The candidate failed to attend the RAC meeting scheduled on 25 November 2019. Subsequently, she met members of the committee on 28 November 2019. She informed the committee that she had been unwell. A. Coursework: The committee noted that the scholar had not completed all her coursework in the first two semesters. B. Synopsis: The committee noted that the scholar had not submitted her synopsis for approval. She discussed her ideas for the research project, and agreed to submit her synopsis at the earliest. C. Based on the discussion, she was offered the following advice: 1. To re-register for the MPhil Elective course on Hermeneutics in WS 2020. 2. To submit her synopsis for approval. The scholar agreed to follow the advice offered by the RAC. **RAC meeting on Synopsis:** A. Synopsis: The committee noted that the scholar had not submitted her synopsis during her third semester. She discussed her ideas for the research project, which will focus on historical novels by Anita Nair and Keki N. Daruwalla. She agreed to submit her synopsis by 2 February 2020. She informed the committee that she expects to complete all the requirements for the MPhil programme within a period of two years from her date of registration. B. Based on the discussion, she was given the following instructions: 1. To re-register for the MPhil Elective course on Hermeneutics in WS 2020. 2. To submit her synopsis for approval, by 2 February 2020. The scholar agreed to follow the instructions of the RAC. However, she has not submitted her synopsis to date.

ii. To note the formation of the Research Advisory Committee (RAC) of the PhD CLTS students (2019-20 Batch) of SoL

The SCR took note and recorded the formation of the Research Advisory Committee (RAC) of the following PhD CLTS students (2019-20 Batch) of SoL

S. No.	Name	Enrolment no.	Date of Enrolment	RAC)
1	Mr Abhimanyu Singh	S195LCL01	19.08.2019	Dr. Shad Naved (Supervisor), Mr Sandeep R. Singh, Mr Shelmi Sankhil
2	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	Prof. Radha Chakravarty (Supervisor), Dr Anita Cherian (Co-supervisor), Mr Shelmi Sankhil
3	Mr Mohammed Irfan	S195LCL03	19.08.2019	Dr Shad Naved (Supervisor), Prof. Radha Chakravarty, Mr Sandeep R. Singh
4	Ms Pali Sarkar	S195LCL04	21.08.2019	Prof. Radha Chakravarty (Supervisor), Dr Pallavi Chakravarty (Co-supervisor), Dr Shad Naved

iii. To note completion of the coursework (1 compulsory and 1 elective) of the f 8 PhD English Students (2019-20)

The SCR took note and recorded the completion of the coursework (1 compulsory and 1 elective) of the following 8 PhD English Students (2019-20)

Sl.No.	Name	Enrolment No.	Date of Registration
1	Aadarsh Narayan Prabat	S195LEN01	26-08-2019
2	Aishwarya Kumar	S195LEN02	21-08-2019
3	Gurpreet Kaur Saini	S195LEN03	29-08-2019
4	Jenisha Singh	S195LEN04	21-08-2019
5	Rahul chauhan	S195LEN05	19-08-2019
6	Shreeya Malhotra	S195LEN06	19-08-2019
7	Shubham Dabas	S195LEN07	19-08-2019
8	Zakra Saiwa	S195LEN09	20-08-2019

2. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Liberal Studies** (SLS) on the following :

i. To note the six monthly progress report of the M. Phil / PhD students:

The SCR took note and recorded the six monthly progress report of the following M.Phil / PhD students

693

Sl. No.	Name	Enrolment Number	Programme
1	Mobeen Ahmad	S184DHS04	MPhil History
2	Divya Sharma	S185DEC03	PhD Economics
3	Anandita Sharma	S185DEC01	PhD Economics
4	Mansi Mehta	S185DEC04	PhD Economics
5	Shivani Yadav	S185DEC06	PhD Economics

3. To discuss the recommendations of the Research Studies Committee (RSC) of **School of Human Ecology (SHE)** on the following:

i. To note the approval of synopsis of the following three PhD Students

Sl. No	Name	DoR	Date of Synopsis defend	Topic
1.	Sonam Mahalwal	01.09.2016	9th September, 2019	Forest Dependence and Adivasi Livelihoods: A case study of *Boswellia serrate* gum value chain in Central India
2.	Syed Shoaib Ali	01.09.2016	11th September, 2019	**States of Science** Apples and Agriculture Extension in Western Himalayas
3.	Anchal Dhiman	31.08.2016	12th December, 2019	Understanding Socio-Ecological Change in Peri-Urban Areas: A study of South-West Delhi

The SCR took note of this and recorded the same.

4. Any Other matter(s) with the permission of the Chairperson

With the permission of the Chair, the SCR took up the following recommendations of the School of Human Studies (SHS).

1. Synopsis approved for 2018 M Phil students

(RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following M Phil Women's and Gender Studies (Batch 2018-19) scholars. RAC meetings conducted. Synopsis submitted. Titles are also approved as follows:

694

S. No.	Enrolment No.	Name	Date of registration	Approved Title	Discussions/Comments and Suggestions from Progress Presentation (Date: 3-11-2019 & 4-11-2019)	Discussions/Comments and Suggestions from RAC	RAC members (supervisor first)
1	S184CWG01	Abhishek	30-07-2018	Disability and Masculinity: Glimpses into disabled men across disabilities	The student was advised to explore the topic more theoretically. The interviews are not time constrained and the participants should not be judged.	RACs were conducted on 20th and 2ist November 2019. The student was asked to gain perspectives over masculinity from professors working on it and to use standard qualitative questionnaire method. The interviewees should be limited to 10 and there is a need to work on analysis section.	Anita Ghai, Dr. Tanmoy Bhattacharya, Associate Professor, Centre for Advanced Studies in Linguistics, University of Delhi and Dr. RenuAddlakha, CWDS
2	S184CWG02	Mansa	30-07-2018	Mapping Gender and Space in NihalVihar- "Plotting Young Women's life in a Delhi Neighbourhood"	It was suggested that the student should study young girl's aspiration studying in off campus college and to refrain from having preconceived notions about their lives	RAC was conducted on 2nd September 2019. It was recommended that the student must differentiate between the materialistic and non-materialistic aspiration and should not limit herself only to the field of higher education. She must study aspirations in other areas as well among the people of Nihal Vihar. Further, the link between family aspirations and that of the children could also be explored. Also, the entrepreneurial efforts in the	Prof. RachnaJohri ,Prof. Krishna Menon & Prof. Jatin Bhatt

						functioning of beauty parlours are an interesting field to look at young women's aspirations. It was opined that case study method will lead to fruitful results.	
3	S184C WG03	Megha Rani	01-08-2018	Young Girls,Caste and Higher Education ; Exploring the Experiences Of Young OBC Girls in Higher Education	Student was advisedto read literature on the History of Reservation as well as to look into the literature apart from just discrimination of OBC girls in higher education. .	The RAC meeting was conducted on 28th November 2019. The student was recommended to study the history of Mandal Commission, discussion about sub quotas by Mina Dhanda, Mark Gallanters'history of reservation(competing Equalities).	Dr. Vandana (CWDS), Dr. SeemaKaz (CWDS), Prof. Mary John & Dr. ShubhraNagalia
4	S184C WG04	Priyanka Nirwan	30-07-2018	Gender (in) equality and the Environmental Studies (E.V.S.) Classroom	The student explained her interest in choosing school for study which is unique owing to its status of being an experimental for studying gender socialisation among students.	It was recommended that the student work out syllabus, assessment and curriculum documents of EVS and the multiple aims associated with it. Further, align her proposal and problematise gender inequality within the frames of constitutional notions of equality as reflected in the EVS curriculum. Some readings and qualitative interpretive research were suggested.	Dr. SeemaKazi (CWDS), Dr. Manish Jain, Dr. Nidhi Gulati, Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi & Prof. Mary John

5	S184C WG05	Rohini Tyagi	30-07-2018	Drawn and Withdrawn: An inquiry into the work of women 'waste-pickers' in Delhi	No comments.	RAC held on 28/11/2019. Based on the presentation given by the student, the RAC members recommended that the student should include a section on gendered aspects of waste picking as well as the financial reasons concerning women's work with their husbands and the relationship they formed in their exchanges with the godown owners. The practice of repeated probing questions leading to significant reshaping of research questions is suggested to be given importance in methodological section.	Prof. Mary John, Prof. Neetha N & Prof. Rukmini Sen
6	S184C WG07	Soumya Johri	30-07-2018	Courting Arrests: A Fragmented History of 'Self-fashioning' by Women Politicals during the Indian Nationalist Movement	The student was asked to do away with the category of 'linearity' on discourse on women's movement.	RAC was conducted on 21/11/2019. A draft of synopsis was sent to the committee members for discussion. It was suggested that the synopsis requires empirical base. Moreover, the draft has multiple entry points which need to be streamlined at the most to two research questions for a	Dr. Rachna Chaudhary, Dr. Lovitoli Jimo &Prof. TanujaKothiyal

						smooth drafting of the thesis.	
7	S184C WG08	SuparnaMajumder	30-07-2018	Marriages are 'not' made in heaven: Conceptualizing the aftermath of marital breakdown in Delhi	The student was advised to visit the family court where the divorce preceedings are held to get a better understanding of how divorce works.	The RAC meeting happened on 2nd December 2019. The student was asked to explain why she is looking at divorce cases/ case judgement after 2000s. Further, to explore whether the women after divorce prefer remaining single or opt for second marriage through newspaper articles.	Prof. Rukmini Sen, DrNiharikaBanerjea& Dr. Lovitoli Jimo
8	S184C WG10	Tanushri Barman	30-07-2018	Visual Kei: Subcultural Phenomenon, Gender Performance and Media Circulation	The student was suggested to read on classical Japanese aesthetics (theatrical forms like Kabuki) for comparison and clarity. As well as to focus on new theories of new forms of gender representation. Further, in the section on methodology, it was recommended to reflect on auto-ethnography with respect to availability of Japanese Popular Cultural forms in India.	Synopsis is passed by RAC. Conceptual part of the research is not clear; there is a need for clear and concrete arguments.	

3. Results of 2019 1st semester for M Phil WGS Course Work

All students have cleared the first semester except the following students who have not passed the following courses.

Sl. No.	Roll No	Full Name	Course Name	Course Code	Course Instructor	Final Grades
1	S194CWG03	DEEPIKA	Sexualities	SHS301131	Niyati Sharma	Absent
			Feminist Theories	SHS301105	Bindu K.C	Absent
			Research Methods through Exemplary Works	SHS301108	Rachna Chaudhary	Absent
2	S194CWG01	Cecilia TinthenlamHaokip	Feminist Theories	SHS301105	Bindu K.C	C Only
			Research Methods through Exemplary Works	SHS301108	Rachna Chaudhary	B Minus

(i) To note reporting items related to PhD Women and Gender Studies

SCR noted and recorded the following related to PhD Women and Gender Studies

1. (RAC) and Six-monthly work-in-progress seminar (2015-20)

(RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following Ph.D Women's and Gender Studies (Batch 2015-20) scholars

S.No.	Enrolment No.	Name	Date of registration	Approved Title	Discussions/Comments and Suggestions from Progress Presentation (Date: 3-11-2019 & 4-11-2019)	Discussions/Comments and Suggestions from RAC	RAC members (supervisor first)
	S155CWG02	Aanchal Dhull	22/01/2015	Understanding housework: Gender, labour and domesticity in urban households	Time-use from other countries might help build the argument on cooking	Following suggestions were made in the meeting held on 29. Nov.2019. 1. Need to historicize the data so as to understand the "change" better, which is a constant theme emerging in the narratives. Data from 1980s and 1970s to understand the nature of housework. These could be accessed from	Prof. Neetha N, Prof. MaitreyeeChaudhuri & Prof. Rachana Johri

						various resources; magazines, novels, advertisements etc. 2. Some works that help in this direction. Susie Tharu, Vol 2. Leela Dubey, MaitraiyeeKrishnaraj, Bina Agarwal. Purnima Mankekar 3. Another round of interviews with elder women, to map Vasant Kunj and Ayanagar and the changing forms of domesticity 4. Market Research data for products like Harpic etc. which participants mentioned in order to understand their usage and consumption patterns. 5. Pictures from the field of older houses and what they looked like; bathrooms; kitchen etc. 6. Questions related to ageing, health and their impact on work 7. Data on laundry and utensils could added in the cleanliness chapter. It was discussed with RAC members that extension for one year has been requested (under provision offered to women	

						students) till 21 January 2021. This time frame was considered feasible by the committee.	
	S155C WG03	Arpita Anand	22/01/2015	Women's Studies in India since the 1990s: Questions of curriculum, pedagogy and composition of students	The faculty suggested that more writing should be done. It was also suggested that looking at the historiography of tribal studies can be useful.	The RAC members were satisfied with the progress of the work. They suggested writing more intensively to move towards completion. Prof Maitrayee Chaudhuri (meeting held on 29.11.2019) suggested that the changing context of higher education during the period of research must be discussed in the thesis. This should be linked to tracing how the object of study itself has shifted in this period. Dr. ShubhraNagalia (15.11.2019 and 03.12.2019) emphasized that the women's studies/gender studies debate needs to be brought out strongly. Both the RAC members were consulted regarding the candidate's request for an extension of one year till 21 January 2021 that AUD allows for women students. They have approved of the extension and felt that the thesis could be completed in the extended period.	Prof. Mary John, Prof. Maitreyee Chaudhuri & Dr. ShubhraNagalia

2. (RAC) and Six-monthly work-in-progress seminar (2016-21)

(RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following Ph.D Women's and Gender Studies (Batch 2016-21) scholars

S. No.	Enrolment No.	Name	Date of registration	Approved Title	Discussions/Comments and Suggestions from Progress Presentation (Date: 3-11-2019 & 4-11-2019)	Discussions/Comments and Suggestions from RAC	RAC members (supervisor first)
1	S165CWG04	Aastha Dang	13.01.2016	Vimla Dang: Constructing the life and time of a socio-political revolutionary in Punjab	Prof Mary John: Boundary of context – 1930s was Karachi declaration of sex, women's movement came on its own. Communalism - set context, women's question. How are you reading these decades and contextualising them? History of her time. Are you reading through her memoirs and then deciding boundaries on the context, movement which needs to be looked at? Take a call on what is significant and what is tackled or absent. All of this should be mentioned in the methodology chapter, the choices made for historical context looked at. Prof Bindu KC: Methodology: Ethnography was in one period, Archival	Date(s) of RAC 11 th September 2019 – Prof. Yogesh Snehi Nature of sources – focus on the individual, but also context and the state (Punjab) around it. Material should be both from women's movement, also material during the militancy. Nature of source should be diverse to include various voices in the study. People not from the CPI, but can provide insights for work and the movement in Chhehartha □ UshmaiRekhi (try to locate her diaries/papers. Daljeet Amin can help with the same □ Laxmi Kant Chawla (talk to her again), newspapers also she wrote, Vimla position on militancy -several things emerge, CPI took a stand against militants, point of convergence	Dr. Rachna Chaudhary, Prof. Indu Agnihotri&Dr.YogeshSnehi

					research dealt with the 1930 and 1940. MythilySivaraman – build on the speculation aspect – she worked on her grandmother, used the half fictional biographical rendering. Speculation as a tool of analysis. Biography seems to be a methodology she uses. Look at Jahangir by Parvati Sharma's work. Using archival method – where fiction comes, psychological aspect. Careful about the use of speculation in the PhD thesis. Possible ways: Semi fictional and speculation, to access those lives which are no longer there. Also, bring yourself in and your relationship with her in the methodology. How would you define the role? Would you look at her life from her memoirs or from the historical context? When event has to take precedence, then the person would subside and vice versa.	between BJP and CPI that time. She can provide diverse views/opinions on her life and that era since she is from BJP □ Daljeet Amin: BBC Punjabi, he is a Punjabi. Resource for the progressive movement of Punjab. □ SP Arora: HoD of MCVP -DAV Amritsar. He has done a lot of documentary work around Amritsar, Chhehartha. He is in Kangra these days □ Rana Bahl: He has worked on the labour movements, in and around Amritsar. Has used oral history and memoirs. He has referred to Chhehartha. Will provide insights around the militancy period. □ Anjali Mehra: Professor of Economics in Guru Nanak Dev University, can interview her for insights on the textile industry in Amritsar □ SukhdevSohal: Historian from GNDU, now retired □ Harish Puri: Taught Political Science in GNDU	

					Look at specific sections from the KumkumSangari reader.	□ SP Singht, senior journalist from that era □ VirinderWalia: Senior Journalist from Tribune, has covered a lot of news/ articles for Amritsar □ Rupinder Brar: He is a poet, the only person to write a book on communist movement in Punjab. Some Material that can be referred to: □ Look at some magazines: Vimla is contributing some journals like Preetlahri. Its archive is now in JNU, look at the period around which this work is, during the period of militancy they have a radical comment □ PhDs around textile industry in GNDU, access that. Go to GNDU, and access the library., find out if they made an attempt to compile some literature around that era. □ Women hostel: Inaugurated by Punjab Istreesabha, women hostel. It's the only place where women hostel exists and unused. Who inaugurated and how did the women hostel	

704

						come in; it was unthinkable at this time. Now it is dysfunctional. □ Refer to the book 'Social and Political Movement in Punjab' Edt. By Harish Puri and Paramsingh Judge. Recently published □ Rupinder Brar book on communist movement in Punjab □ Rana Bahl's paper shared by Dr. Yogesh. Rana's papers make use of several diaries. Can use these sources. □ Archives of Nehru Memorial: Important communist leaders, also look at CPI party office. □ Sector 22 in Chandigarh, Punjab bookstore – they have a lot of literature on Communist movement, and Russia. □ Library of institute of development and communication, director is Pramod Kumar, they have a good library collection in Chandigarh. They have a new building and place in Mohali. They keep doing projects, and they have reference and	

							library collection. □ Punjab digital library have digitized material on Punjab in 19 th and 20 th century. It is located behind sector 25 (opposite DainikBhaskar office). They have been doing a lot of work. Look at the website. □ Punjab state archives: if you want to explore period in 1940's, it is a good resource. □ Anand Patwardhan: Documentary on Punjab, 'In the memory of friends', it was shot during the period of militancy. Footage. Narrative is communist as it situates bhagat sigh around the time of militancy. He interviews hard core militants and communists. He may have footage which can be useful. 25 Nov 2019 – Prof. InduAgnihotri □ Chapterisation: Look at her contribution in the women's movement. What are the struggles in which she was involved? There should be a separate chapter on the women's movement	

						that emerged in Chhehartha. □ Uniform Civil Code: Around 1983, there was a move around Sikh personal code. This demand was from AnantpurSahab resolution. There is also a pre-history to it, in 1909 a Bill was placed in the legislative assembly. Look at the changing stances of women's movement around Uniform Civil Code. Refer to Brinda Karat's article on Equal rights, equal laws. Need to rethink about religion, their change in stance in the context of all these debates. Shah Bano case Muslim women did not favour the demand of UCC. Examine these debates in the present context also – fundamentalism and UCC, how positions of women's movement are linked to the historical context. Communalised intervention on triple talaq. AIDWA did a one-line signature campaign -retain sec 125, part of criminal law. It is for maintenance. Pushing homogenisation but pushing for	

					certain kinds of rights of women. Examine the stance of various sub- committee on UCC. Movement is having to strike that balance, and opposition to personal law may be coming. Examine the debate between secularism and religion. Through the debates -the movement grows. □ Emergency: Role of the CPI in the 1970's. Their proximity to Indira Gandhi led to emergence of AIDWA. Examine the stance of CPI and NFIW on Emergency. Don't gloss over emergency - look at it critically – it paralysed the CPI and their women organisations. AIDWA had to negotiate with them on every issue. Negotiate for a united action, and cohesive understanding - joint platform minimum understanding. Party congress critique -read up on self-criticism of the emergency process. □ Dowry charter: Examine the different debates and stances among the women's movement	

						that finally led to the dowry charter. Stance on the family court -AIDWA and NFIW stance on it. □ Life of an activist: Sensitive political ideological line and their position on the ground. (On Kollontai by Spivak – look at negotiations through that. Negotiate their political and personal – look at sex work statement and their position on the gays. Sex work conference (AIDWA) and NFIW stance. Externally people think there was fight between CPI and CPM – there is no uniform left position, but in the movement, one has to negotiate. An activist has to implement these stances among women – one has to see if ordinary lay women will accept the political position and find ways to make it acceptable and also understand if they will be able to take it. An activist has to negotiate the social reality. Do not speculate too much about their life - use them to theorise politics. It is a process on	

						the ground. Ground level process formulates a position, women organisation stance also has to be negotiated in the party. Continuous reflexivity. Examine the national and international context in which she as an activist had to work. She was part of the WIDF -it was toing the Soviet line. Individual experience of the person, larger political context and condition in which it is working.	
2	S165C WG06	Dona Biswas	13.01. 2016	Making of Bodoland : An Ethnographic Study on Women in the Movement	Among three of the faculty from CWDS, who were presented during my Presentation. Dr.Seema Kazi suggested me to look into literature on Assam Movement, book *The Accord, The Discord* by SangeetaBaroah. Whereas, Prof. Mary John like the socio-cultural aspect of Bodo society that I focused in this presentation. However, she suggested me to do the analytical work which would help me to get into in-depth and theoretical focuses for my study. And, my argument on the rice-beer tradition of my participant's society which I	Date(s) of RAC 5.12.19 1. Dr. Papori suggested me to look critically to the terms "advanced society" that I used in my description of Assamese caste society, as she pointed that it was a recent emergence of various ethnic identity into amalgamation of becoming Assamese. The history of Northeast India and the traditional practices which was targeted in different ways and are subordinated found a limited place in the academic circle of India, which need to build through using of references and selection of books. For this she suggested to	Dr.Bindu KC, Dr.Papori Bora &Dr.DharitryNarzary

					discussed from the perspective of indigenious knowledge and marginalization process. She asked me to consider the reading on Anti-Arrack movement in Andhra, but I emphasis the tradition branding by privilege society on the marginalized people's culture and tradition which I would be discussing in the work-in-progress paper.	consult Dr. Dharitri in my future course of PhD. 2. Both the RAC member asked me to look into chapterisation, and especially Dr.Dharitri asked me to start with the socio-political understanding of the Bodoland movement, why and how does it start? What is the position of women in the Bodo society? But, then they suggested me to complete my field work report by finishing transcribing interviews and writing notes on observation, and put it into thematic division of chapters.	
3	S165C WG01	Himani Bajaj	13.01.2016	Contraception and the negotiation of sexuality: A Study on experiences of young women in urban Delhi	1.- elaborate on the deatils of the sample . If all are working women, chances are that the sample is biased and so justify. 2.- Think of the theoretical framework. If Heterosexuality is one of them, problemtaise its presence as a framwork in the Indian context rather than directly adopting it a framework often used in West. 3.- The angle of heterosexuality is nonetheless important and novel apart from studying the political economy of contraceptives	Date(s) of RAC - Thematic analysis needs to begin and initially the focus should be on keeping it as broad as possible. - Visit Marie Stopes cemtre to get data on contraception and abortion. Could be helpful. - Critically engage with the concept of Market and Medicine and locate the politics of Contraceptives within it. - Problematise the idea of "middle-class women" through engaging with texts and work which has already analyzed this category and in what ways - Locate	Prof. Rachana Johri, Prof. Sadhana Arya &Dr.Bijoya Roy

					in India.	experinecs of women with doctors in the larger scheme if things	
4	S165C WG02	Nancy Yadav	13.01. 2016	Being Remo: Analysing Bonda (PVTGs) identity in Ethnography and Fiction.	Was abroad for a research exchange programme	Date(s) of RAC	Prof. Rukmini Sen, Prof. Anuja Agrawal &Prof. Sanjay Sharma
5	S165C WG03	Renu Singh	13.01. 2016	Changing Contours of Women's Aspirations, and the World of Interpersonal Ties: Youth and Higher Education in the Time of Liberalisation: A study of Undergraduate Students in Urban North India	I presented a draft of chapter three during the progress presentation. It was suggested to look at at some more studies on Allahabad city to be able to strengthen the context of the place. Along with looking at academic work on the city it was suggested to refer to fictional writings as well. The data on the students number and caste background would be seek through RTI.	Date(s) of RAC (26.11.19) 1.Chapter outline of thesis and draft of third chapter was shared with RAC members. It was suggested to introduce the data in detail in third chapter. 2. Few research subjects to be introduced in details at the beginning of the chapter. It was advised to use lot of description and narratives in the chapter. 3. To see the patterns of choice of subject and discipline, what meaning does it holds in these young women's plan of future? Are these subjects relevant to their future plans at all? 4. What are their motivations, and are they working towards their own aspirations or is it someone else's aspirations they are working on. 5. It was suggested to discuss the usage of particular term in the thesis for example 'aspirations' or	Prof. Mary John, Prof. Poonam Batra&Dr. Bindu K.C

						'negotiations', the rationale behind using certain terms and not using others.	
6	S165C WG05	SudeshnaSengupta	13.01.2016	Social and Political Economy of Paid and Unpaid Work: Lives of Women Informal Sector Workers in Urban India	Presented the overall observations of the 3rd and 4th Chapter ut of the seven chapters written in last six months. The observation was that whether 60 as a sample large enough to make sectorwise claim. It was clarified that there is no claimon sectors but observations on how different types of working conditions and workplace was influencing women's organisation of work.	Date(s) of RAC (6.12.19)Dr.Rajni Palriwala 1. The literature review should discuss theory from where the thesis later draws upon while discussing findings. Theories that are not discussed later, but important for coming to the research questions and also important as a theoretical background need to be indicated. There should be clear elaboration of what is framing and informing the research and other pieces can be indicative. 2. To be precise about use of words, for example, generalization only when there is commonality otherwise not to use any general terms. 3. Reorganise the material. The core chapter must contain materials on marriage and migration. Presently everything stands as standalone disconnected chapters. The continuity is missing. The core chapter should be written is such a way so that it establishes the link between different	Prof. Neetha N. Prof. RajniPalriwala&Prof. Sumangala Damodaran

713

						chapters. 4. Childhood and marriage chapter can be clubbed. Childhood of women can be looked at firstly, as a phase of life with little tension and secondly influencing choices of what she is found to be doing when she was interviewed. Retain the central focus in all chapters. 5. Childhood chapter should have poverty, work burden, lack of education that is influencing the work organisation at present. 6. Use full names first but then only surnames. Long quotes to come in the form of indented paragraphs. Use quotes to make only important points otherwise praphrase. Dr. Sumangala Damodaran 1. Footnoting is minimal. Footnotes are needed to elaborate areaswhich are not relevant to the content of the Study but explains why it is there. Context to be elaborated in the footnotes. 2. Methodology section needs more elaboration. It needs to have more details on where data was collected, dates. It should also have own trajectory (from gender activism)how one	

						feeds into other. 3. Thee number of quotations need to be minimized. Paraphrasing is required. 4. Themes to be looked at as what is contradicting and what is corroborating with the existing literature. 5. Profiles should go into methodology and choice of occupation to come in the core chapter. Choice of occupation is to be linked to who chooses what after coming to the cities. 6. Look at different thesis to understand flow. Names suggested – Sakshi, KanikaKakkad, Ishida De.	

3. (RAC) and Six-monthly work-in-progress seminar (2017-22)

RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following Ph.D Women's and Gender Studies (Batch 2017-22) scholars.

S. No	Enrolment No.	Name	Date of registration	Approved Title	Discussions/Comments and Suggestions from Progress Presentation (Date: 3-11-2019 & 4-11-2019)	Discussions/Comments and Suggestions from RAC	Supervisor first, RAC members
1	S175CWG01	Ashika Bhargav	07/12/2016	Visual Disability, Gender and Society in India	Suggestions were given on how to anonymize data and to gradually distance myself from my field for now.	**Date(s) of RAC** 08/11/2019 and 13/11/2019 1) To complete data collection in next 3 months 2) To read on Feminist Methodology on Dilemmas in the field and on Reflexivity. 3) To chalk out similarities and differences	Dr. Renu Addlakha, Shubhangi Vaidya &Prof. Anita Ghai

						between research participants in Lucknow and Delhi. 4) To finish data collection and transcription process 5) To focus on writing and publications emerging from the research work.	
2	S175CWG02	G.S. Mamatha Devi	07/12/2016	Women as Trade Unionists in India: A Case Study of the Centre of Indian Trade Unions	Suggestions were given to look at the questions of class and gender and the link between these two concepts	**Date(s) of RAC** 03/12/2019 1) Look into debates that took place when women's organisations were sought to be established in Soviet Union, the arguments that Lenin, Edward Bernstein made regarding this. 2) Read the writings of Clara Zetkin, Alexandra Kollontai, Nadezhda Krupskaya, in order to grasp the debates around the question of having separate women's organisations, which will give the work the required theoretical strength. 3) The larger context in which the need for the setting up of a working women's sub-committee was felt in the union, should be given in detail. 4) The combination of sources used for the study – published and unpublished material along with oral history – should be written	Prof. Neetha N, T.G. Suresh & Prof. Krishna Menon

						out so that it can later be incorporated into the section on methodology. 5) The questions raised in the chapter should be explored with greater details. 6) There should be more focus on the analysis of the data collected.	
3	S175CWG03	Sanjana	07/12/2016	Scripting Dalit Selfhood : Dalit Women Writings in Hindi Literature	A proper distinction is advised to look Dalit women writers in Hindi and Maharashtra. 2)Proper reference details and publications details were mentioned to read carefully	**Date(s) of RAC** 28/11/2019 1. To read existing literature on Maharashtra in English to connect Dalit question with the thesis work. 2. Carefully reading of content with time period is required. 3. Formation of structure with proper organization in the work is required. 4. Dr. Rajkumar's work and Gail Omvedt's work {Dalits and the Democratic Revolution} were referred. 5. Hindi Dalit magazines with proper publication period and their details are advised to see carefully. 6. Apeksha Magazine was mentioned to see the Dalit questions. 7. The latest Novel of Anita Bharti was mentioned for reading. 8. A proper	Dr.ShubhraNagalia, Dr.SmitaPatil & Prof. Mary John

						distinction is advised to look Dalit women writers in Hindi and Maharashtra.	
4	S175CWG04	Shailly	07/12/2016	A study of construction of boyhoods in government school spaces of Delhi	Focus on child development theories in addition to theoretical perspectives in Education.	**Date(s) of RAC** 13/12/2019 Internal Member DAC meeting held with Dr.Anandini Dar School of Education Studies, Ambedkar University Delhi on 13th December 2019. Four thesis chapters shared with the Dr.Anandini. The suggestions given by her on Chapter 2 Construction of Childhood as follows 1.emphasize on gendered childhood 2. literature on identity and performity should be included in the chapter. 3. more readings by Prof. Sarada Balgopalan on childhood in Indian context. External Member Prof. Sanjay Srivastava, Institute of Economic Growth Delhi University. DAC meeting held on 20 th December 2019. . Four thesis chapters shared and field work discussed. As he was out of station not able to finish the reading of all written work shared with him. Prof. Srivastava will share the detailed feedback	Prof. Krishna Menon, Prof. Sanjay Srivastava & Dr.Anandini Dar

						on chapters over mail next week.	
5	S175CWG05	T Khyochano Ovung	07/12/2016	Orality to Textuality: Shifting Tropes of Gendered Naga Subjectivity	I presented my 'work in progress' focusing on the concept of 'orality', the history and concept of childhood, Naga Morung System, socio/cultural life of pre-literate Lotha Nagas and the emergence of modern education in Naga Hills from 1872 to 1950/60's. In addition to this, I discussed on my research fieldwork respondents experience and few findings which she took in the villages of Wokha district among older generations (male/female) among the Lotha Naga Community in Nagaland.	**Date(s) of RAC** 25/12/2019 and 28/12/2019 1)The 'title' of the study has to be revised and renamed. 2) More in depth analysis of the 'respondents' and focus on how to take the 'testimony' from the narratives. To be more critical and sensitive on the subject that is coming out of the narratives. The 'stories' that are narrated, how are they still recalled toady. 3)To focus more on the 'before and after' of pre-colonial knowledge system and the emergence of 'modern education'. Look more into the debates, the continuity that is taking shape and placed in the communities and its linking to identities etc. 4The question on 'Why am I entering' into the subject matter of my research study. 5.To focus on 'gender' and its retelling 'today'. 6.To remember that the study is not done to get the history right 7.The study of 'pedagogy and language' to be left out from the	Dr.Shubhra Nagalia, Prof. Mary John & Dr. Lovitoli Jimo

						study. 8.Link 'Morung system' to childhood, age, marriage system. 9.To work on the research questions more deeply and see its relevance and then only, go back to the respondents for second interview. 10.More field work/visitation to be conducted in Nagaland Baptist Church Council (NBCC) Kohima for archival materials on early period of modern education among the Nagas, Council of Baptist Church Guwahati, and Impur SchoolMokokchung and also read I Ben Wati 'autobiography'. 11. To visit Hornbill Festival to conduct interviews from different Naga Communities like the KonyakNagas, AoNagasetc pertaining to Morung system in their specific communities. To focus on Morung in relation to their community. 12. To inquire more on the concept of Childhood and the stage between childhood and puberty of the LothaNagas. 13. To narrow the time period from 1875 to 1950's/60's and exclude contemporary	

						issues. 14. Female respondents can be anyone and not only 'storyteller'	
6	S175CWG06	Vikas Singh	07/12/2016	Gendered Aspirations: An Ethnographic Study of an Ancillary Film Training Institute in Noida, UP.	The chapter names and a brief detail (a paragraph) for each is required. Interviews of the respondents need to be systematized with their names, proper date, time and place. Maintain achieve of each chapters in a digital folder. **Introduction** will include the mapping of the commencement of Marwah Studios (1988), AAFT (1993), and School of Cinema (2004). Who was in the power during 1988? **Chapter One** need to have scholarships NCR Govt. Websites Media Infra. Policies Real estate policies Urban planning Policy framework of U.P. If mentioning "global admission" then support with admission data year-wise (2004-2019) **Chapter Two** Collect each brochure, prospectus, from 2004 to 2019, arrange in the order. See the shift in the visuals	**Date(s) of RAC** 18/11/19 The RAC members (names mentioned above have suggested for DEREGISTRATION for a year w.e.f. 19th November 2019. The request letter has been forwarded to the Dean, SHS as on 18th November 2019.	Dr. Anita Cherian, Dr. ShikhaJhingan &Dr. Bindu K.C.

					and language. File up every information. Prepare questionnaires for each chapter and discuss it with the supervisor. Prepare the Bibliography for each chapter. Scholarships to refer and include: Ravi Sundaram Brian Larkin TejaswiniGhanti Ashish Rajadhyaksha Books or Online library Behind the Curtain: Making Music in Mumbai for Ethnography The Materiality of Cinema by Brian Larkin libgen.is Essay by ShikhaJhingan 'LataMangeshkar: Voice in the age of Cassette' Power & Contestation- India since 1989 by Nivedita Menon and Aditya Nigam Nicolas Jaoul- Dalit Movement after 1980s for understanding the Ethnography.		

4. (RAC) and Six-monthly work-in-progress seminar (2018-23)

(RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following Ph.D Women's and Gender Studies (Batch 2018-23) **scholars**

S.No.	Enrolment No.	Name	Date of registration	Approved Title	Discussions/Comments and Suggestions from Progress Presentation (Date: 3-12-2019 & 4-12-2019)	Discussions/Comments and Suggestions from RAC	Supervisor & RAC members
1	S185CWG01	Ajeya Deep	30/7/2018	Emergence of NGO's during Women's Movement and Now	Add more parts to the literature review. Look into the annual budgets of the organisation. Decision of taking action India as a research organisation. Finalize the proposal.	**Date(s) of RAC: 16.11.2019** Maintain a daily diary of the work you are doing. Bibliography of the articles and books according to the themes should be sorted out. Add national and international policies.	Prof. Krishna Menon, Prof. Pamela Singhla & Dr. Bindu K.C
2	S185CWG02	AlpaxeeKashyap	08-01-2018	Addressing domestic violence against women through women's collectives Introduction	Need to rework on my research question. Although I looked into a lot of literature there is a need to synthesize them in order to arrive at what I am trying to look into. Particular comments are to look into how I am adding a value to all the work that has been already done on SHGs.	**Date(s) of RAC: 14/11/2019** Dr. Pamela Singla suggested to go ahead developing the first chapter on the literature review and said it was coming out well. She added a valuable suggestion to rethink on the methodology - if the research will be completely secondary or there will be any element of primary research. Alpaxee explained the Key Informant Interviews (KIIs) with the government officials of NRLM and the feminist NGO activists. However, it was discussed that some insights from the women of the NRLM SHGs would also add value to the work. It was discussed that in the next round of DAC, Alpaxee could	Prof. Krishna Menon, Prof. Pamela Singhla & Dr.Saumya Uma

						further work on the methodology and get it reviewed by Dr. Pamela Singla and also seek her help in finalising the methodology section. Dr. Pamela Singla also spoke about her work on SHGs and suggested Alpaxee to read her paper on her work with PRADAN. She also suggested Alpaxee to look into the work of PRADAN.	
3	S185CWG 03	Chaitanya Khandelwal	30/7/2018	Production Organisations, Technological Changes and Women Workers: A Case Study of Handblock Printing Industry of Rajasthan	Chaitanya presented basic information and details about her field in her presentation. It was suggested that Braverman's work might not be apt to look through the transition in the working conditions of women workers in Sanganer and Bagru in Rajasthan. It was also suggested that Sylvia Walby's work can be looked at.	**Date(s) of RAC:** November 19, 2019 All the DAC members, Prof. RinjuRasaily, Prof. Maya John and Prof. Neetha N. were present. The research proposal was shared with all the members of the DAC beforehand. The meeting started with a brief presentation by Chaitanya on her work and an introduction about the field. She highlighted the caste and gender aspect and the transition in the work pattern and labour process in the field locations - Bagru and Sanganer in Rajasthan. Following suggestions were made : Mapping of all aspects related to handblock printing including all the players and agents involved, outlining the various production arrangements and mapping of the various networks related to handblock printing. The changes in the industry needs to be seen in connection with the reforms in	Prof. Neetha N, Dr. Rinju Raisaly & Prof. Mary John

						labour laws and industrial policy changes both in Rajasthan and in India and thus there is a need to map out the changes in policies that might have significant influence over labour process and production arrangements. Within these policy changes, it was also suggested to look at critically on cluster development programs and their effects in Sanganer and Bagru, if any. Another important point was to look at the relation between migrant and local workers in both the areas. Further, it was suggested that later it could be seen whether there have been any movements, resistances by the women workers. What has been the role of the community at large in challenging the production changes, if any, would help in understanding the role of community Changes in designs and patterns over time is another aspect that have influenced the market. Thereforeaccessibility to it and changing production opportunities are important issues. Hence it was even more useful to look at the price of the product and how it determines trade.	

4	S185CWG 04	Hemantika Singh	30/7/2018	Parodying the Popular, Talking Feminism: The Gender Politics of Web Shorts in India	- Consider pairing down the materials for the benefit of the research - Using visual materials for upcoming presentations/submissi ons to get a sense of the kind of videos this research is looking at. - Look for readings that sit at the intersection of Gender Studies and Film/Media Studies	**Date(s) of RAC: 5/12/2019** -Discuss the long history of referencing Bombay cinema and using film songs for the articulation of the social and the political: reference Punathambekar and Mohan (2017), Duggal (forthcoming), Larkin (2008), Eisenberg (2015) - Try and move away from saying exploration, examination in the longer run, okay for this print. Must work towards crafting of a conceptual narrative. - There is the possibility of an argument about media affordances i.e. specifically the ones that are digital in nature that allow the posing of questions of/on gender. - The transnational perspective: Is the audience only located in India? What is the nature of comments/circulation taking place? How do the diasporic/other spaces respond – considering this is all online data/material -Rethink the literature you're referencing. To what extent do you need the arguments about the gaze? Or, if you need it – how do you want to use technology/ the web short form and the subject matter of the video materials to stage the arguments about the gaze? -You may drop the parody/pastiche section, it's very	Dr. Bindu K.C, Prof. Ranjani Mazumdar & Dr.Vebhuti Duggal

						dated and too textually oriented unless you are able to rewrite it or introduce newer perspective.	
5	S185CWG 05	Jasleen Arora	30/7/2018	Historicizing Punjabi Women's Periodicals of the Late Nineteenth and Early Twentieth Century Colonial Punjab	The faculty felt that working with multi genres – newspapers, magazines and pamphlets might be difficult. It might also be quite ambitious to work with multiple languages.	**Date(s) of RAC: 16/12/2019** The Committee suggested me the following things: 1. Go with specific research questions to the archives and library 2. Try thinking around the two World Wars and see if there are research questions that interest you 3. Are there any different discourses being raised I magazines of different languages? Keep a lookout while looking at material in the library 4. It is important to understand how the world of Punjabis is being framed then – for this one has to see materials across genres and languages even though one works with any particular languages and genres. So, looking up works of Ahmadiyah, the Arya Samaj and Singh Sabha is important. 5. How are the discourses around women getting framed I newspapers as against magazines? 6. How were important events such as Jallianwala Bagh etc. were discussed in these periodicals and newspapers?	Prof. Anita Ghai, Prof. Indu Agnihotri & Dr. Yogesh Snehi

6	S185CWG 06	KunzangAng mo	30/7/2018	Women and Change after 1991: A social study on the life of Ladakhi women.	Have to be careful while mentioning the difference between the custom of two ethnic groups.	**Date(s) of RAC: External: 26/11/2019** **& Internal 29/11/2019** RAC(external) Due to shortage of literature my external RAC suggested to read: Subaltern Studies Historiography of oral history women and kinship: understanding women and their silence. Suggested a temporary title: Understanding the Politics of Ladakh through the lens of Marriage from the 1990s. RAC(internal) Suggested to read on the inter-faith marriage in India through the perspective of Gandhian, Ambedkar, Savarkar and Gowalkar's view. Suggested to understand the cause of resistance towards the interfaith marriage. Suggested to see the economics background of the people of the region	Dr. Seema Kazi, Dr.Papori Bora & Prof. Krishna Menon
7	S185CWG 07	Riya Singh	30/7/2018	Crimes Against Dalits during Mayawati Regime Narratives &Counter Narratives	Discussion was centered around the Prevention of Atrocities Act. Some scholars had basic questions around the act. My agenda for this semester was to develop clear research questions for my study. I had shared that in the meeting and I had also presented the details of the pilot study I conducted in this semester. One of the faculty members	**RAC Date: 20/11/2019** I introduced Dr. Sukumar to my topic and the issue I am interested in. It involved a basic discussion around the legislation and some clarification on the topic. This meeting too was around the field experience of the small pilot study I conducted in two districts of Uttar	Prof. Mary John & Dr. RachnaChauda ry, Dr. Vandana & Prof. N. Sukumar

					had offered to share connections for data collection. Suggestion was to work on methodology part.	Pradesh & Haryana. Suggestion that was given was to now work on my synopsis and methodology.	
8	S185CWG 08	Shefali Kishore	30/7/2018	"The Growth and Diversity of Infertility Market in Jharkhand"	The presentation which took place on the 4th of December, 2019 at CWDS, New Delhi went well. The title of the thesis has been changed to "(In) Visible Women's Bodies, Assisted Reproductive Technologies and the Growth of Fertility Market: An Exploratory Study of Jharkhand". The literature review is ongoing. Need to focus on the nuanced reading of the literature and analysis of secondary data. Shubra Ma'am in her comment said that the topic is interesting and that the field of Jharkhand will be new. She also said that I may take up her readings from Health in order to understand its nuances.	**RAC Internal – 28/11/2019, RAC external: 22/11/2019** After a long chat around the field, and how the ART market has evolved in past 19 years, following points were suggested by Dr. Reddy To look at how overall education and class of Jharkhand makes a difference in general and especially when it comes to understand infertility, ART and fertility market. To look at male v/s female infertility; gender dimensions in treatment involved in infertility. To look at how women in general is treated in social context; what all she has to go through when facing fertility issues (social, psychological and mental health) & their ways of coping To look at the social capital of women suffering from infertility; her own agency and desire to achieve motherhood; to look at the glorification of motherhood. Loot at the modes and mediums of marketing strategy and try to understand the pattern how and why few names excels in market; on what parameters, one service provider has to face the competitions with	Dr. Bijoya Roy, Prof. N. Nakeeran & Dr. Sunita Reddy

						others. In order to understand the proliferation of infertility market, look at from a) institutional perspective b) women's perspectives; Explore through case studies, narratives, financial negotiations, pain and sufferings (both physical and mental) --- combine together to look at the exploitative nature of IVF The following points were suggested by Prof. Nakkeeran: To look at the National Population Policy of 2000 and National Health Policy. To look at any other ongoing government program data related to infertility/ ART (for example, RSBY) To look at journals like Reproductive Health Matters; nursing journals on women's lived experiences of infertility and especially prior the advent of IVF. To keep the respondent size small, do a deep interview, touching upon their (women's) lived experiences and then make case studies focusing on their ideas of bodies, physiology of infertility, comprehending of IVF and technologies. To understand women's body and technology---read Donna Haraway; Bourdien for social capital/ network.	

9	S185CWG 10	Vandana Chaudhary Palta	30/7/2018	Understanding Political economy of Parenting: A Study of the Market of Parenting through the Gender Lense	It was advised and suggested to deal with the category of 'Play school'. How it will be differentiated, compare and contrasted with the other alternative institute and agencies for instance, Aganwadi schools. Rationale for the age-group for the study. (Age-group, gender, caste specificity.) Situate the study to more specific time frame. (like past 20 years) Discourses around play school socialization. Map out other play school alternatives. (Day care, schools that get aid and land from government.) Engage with discourse of motherhood.	**RAC (Internal Member): 01/12/2019** **RAC** **(Supervisor): 02/12/2019** **RAC (External): Has not happened yet** Dr.Anandini Dar Suggested to engage with more literature on 'child-rearing' and 'parenting' from sociological anthropological and psychological point of views. Advised to recapitulate the courses covered in previous semester. Instructed to write summaries of all the readings and share with her and supervisor for feedback and suggestions. Read Annette Larean's–"unequal childhood" and discuss in next meeting. Share revised proposal in February. Discuss these suggestions with supervisor and then share revised RAC foe feedback. To what extent will you engage with childhood's literature and build arguments around childhood studies. Through children's playschool (and globalization). Engage with works on 'cultural relativism". Also, to what extend will you engage with childhood/child rearing literature for your topic and argument. To what extent will the emphasis remain on motherhood and	Dr. Rachna Chaudhary, Dr. Shraddha Kapoor & Dr. Anandini Dar

						mothering ideology that are constructed in play schools? Supervisor: Dr. Rachana Chaudhary Work around the suggestions of Dr.Anandini Dar Ma'am. Read feminist discourse of Motherhood, Fatherhood and Parenthood. Send and discuss the interview transcripts of 2 informant's interviewees. Read the list of works she shared and get back to her with summary and debates.	

4. Of the 8 students of the 2017 batch, Ms. Hsing-Wen had already presented her synopses and got it approved in a previous semester. The synopses of the remaining 7 students were presented in December 2019. The details are as follows:

Sl. No.	Roll No	Full Name	PhD Supervisor	Title	Year of Award
1	S175CPS01	Deepti	Anup Dhar	What do we renounce when we call revolution a 'revolution'?: Studying the Leninist Revolutionary Group from a Psychoanalytic Lens	Ongoing Synopsis presented and accepted on 29.11.2019
2	S175CPS02	Hsingwen Chang	Anup Dhar	Psychoanalysis and Critical Consciousness: Investigating the Role of the Teacher in the Asian Present	Ongoing Synopsis presented and accepted.
3	S175CPS03	Meena Sawariya	Anita Ghai	Identity of Dalit Women in Higher Education: A Psycho-social study	Ongoing Synopsis presented and accepted on 29.11.2019

732 622

Sl. No.	Roll No	Full Name	PhD Supervisor	Title	Year of Award
4	S175CPS04	Nikita Jain	Shifa Haq	Understanding the Experiences of Disordered Eating	Ongoing Synopsis presented and accepted on 29.11.2019
5	S175CPS05	Priya Tiwari	Honey Oberoi	Transformations in infantile helplessness to forming of the subject and uses of dependence in its becoming.	Ongoing Synopsis presented and accepted on 29.11.2019
6	S175CPS06	Ritika Arora	Honey Oberoi	Separateness and linkages	Ongoing Synopsis presented and accepted on 29.11.2019
7	S175CPS07	Urvashi Agarwal	Rachana Johri	Fathers and daughters: women and femininity.	Ongoing Synopsis presented and accepted on 29.11.2019
8	S175CPS08	Vikas Deepak	Shifa Haq	Survival and creativity in the Clinical Dyad	Ongoing Synopsis presented and accepted on 29.11.2019

Reported to RSC on 22nd January 2020 of the following changes/correction in Supervisor and RAC members

1. Changes in RAC member for Ms. Haj Bincee, S174CPS09 from Ms. Neetu Sarin to Dr. Lovitoli Jimo
2. The supervisor for Tarun Vohra S174CPS15 is Dr. Shifa Hag and RAC member is Prof. Anita Ghai.

Student name/ Enrolment number	Supervisor	Co-supervisor	RAC member 1	RAC member 2
Aanchal Bhatnagar **S174CPS01**	Prof Anita Ghai (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Dr Shivani Nag (SES)
Anjali Verma **S174CPS02**	Prof Rachana Johri (SHS)	N.A	Prof Anup Dhar (SLS)	Ms Anshumita Pandey (SHS)

Student name/ Enrolment number	Supervisor	Co-supervisor	RAC member 1	RAC member 2
Anuradha S. Panchmatia **S174CPS03**	Prof Rachana Johri (SHS)	N.A	Prof Honey Oberoi (SHS)	Ms Anshumita Pandey (SHS)
Ayushi Madan **S174CPS04**	Dr Shifa Haq (SHS)	N.A	Dr Usha Mudiganti (SLS)	Dr Ashis Roy (SHS)
Durgesh Ojha **S174CPS06**	Dr Shifa Haq (SHS)	N.A	Dr Mamatha Karolil (SHS)	Prof Ashok Nagpal (SHS)
Epshita Sandhu **S174CPS07**	Prof Honey Oberoi (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)
Gagandeep K Alluwalia **S174CPS08**	Dr Mamatha Karollil (SHS)	N.A	Dr Shifa Haq (SHS)	Ms Anshumita Pandey (SHS)
Haj Bincee **S174CPS09**	Prof Anup Dhar (SLS)	N.A	Dr Lovitoli Jimo (SHS)	Dr Taw Azu (D.N Govt. College (Arunachal Pradesh)
Indu Chauhan **S174CPS10**	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Honey Oberoi (SHS)	Dr Shifa Haq (SHS)
Jayati Singh **S174CPS11**	Prof Honey Oberoi (SHS)	N.A	Prof Krishna Menon (SHS)	Prof Rachana Johri (SHS)
Jyoti Sagar **S174CPS12**	Dr Mamatha Karollil (SHS)	N.A	Dr Bindu KC (SHS)	Ms Deepti Sachdev (SHS)
Rohan Prashar **S174CPS13**	Dr Vatsala Saxena	Ms Nupur Dhingra (SHS)	Dr Shelley Pandey (SHS)	Ms Nupur Dhingra (SHS)
Savi Khanna **S174CPS14**	Prof Anup Dhar (SHS/SLS)	N.A	Prof Rachana Johri (SHS)	Ms Deepti Sachdev (SHS)
Tarun Vohra **S174CPS15**	Dr Shifa Haq (SHS)	Ms Nupur Dhingra (SHS)	Prof Ashok Nagpal	Prof Anita Ghai (SHS)
Ujjwala Singh **S174CPS16**	Prof Rachana Johri (SHS)	N.A	Ms Neetu Sarin (SHS)	Prof Anita Ghai (SHS)

Student name/ Enrolment number	Supervisor	Co-supervisor	RAC member 1	RAC member 2
Vasundhara Singh **S174CPS17**	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)	Ms Neetu Sarin (SHS)
Verakholu Veyie **S174CPS18**	Prof Anita Ghai (SHS)	N.A	Ms Neetu Sarin (SHS)	Ms Shefali singh (SHS)
Zenab Ansari **S174CPS19**	Prof Honey Oberoi (SHS)	N.A	Dr Urfat Anjem Mir (SLS)	Dr Shifa Haq (SHS)

To note -- change of the supervisor/RAC members of the MPhil/PhD WGS students

The SCR took note of the change of the supervisor/RAC members of the following MPhil/PhD WGS students as per the following:

S.No.	Name	Programme	Date of Registration	Ex Supervisor	New Supervisor
1	Ms Megha Rani S184CWG03	Mphil, WGS	01-08-2018	Dr Vandana Dr Seema Kazi	Prof Krishna Menon
2	Ms Vandana Chaudhary Palta S185CWG10	PhD WGS	30.07.2018	Dr Rachna Choudhary	Dr Anandini Dar and Prof Rachana Johri

To discuss the recommendations of the Research Studies Committee (RSC) of School of Letters (SoL) on the following:

To note the Six monthly progress reports (Nov 2019-May 2020) of the PhD CLTS students of SOL

The SCR took note of the presentation of six-monthly progress (Nov 2019-May 2020) by the students of PhD CLTS to their respective RACs. Details of the scholars are as following:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Mr Mohammed Irfan	S195LCL03	19.08.2019	A. Initial proposal: -An examination of colonial popular historical novels: Sharar and Zaydan. Trends in historical novels from the nineteenth century to twenty-first. -Representation of gender as many novels revolve around women. -Historical layers in colonial historical novel: conflict of	Shad Naved (S), Radha Chakravarty, Sandeep Singh

				politics and religion. Suggestions: - clarify connections with the MPhil CLTS project finished by the scholar in order to show development of ideas. Development of project after coursework: -Importance of tafsir as a genre of interpretation in the recreation of faith, as a modern identity. -Historical novel in the recreation of faith as a modern identity. -Novel and contemporary religious movements, particularly tabligh, and modern Urdu TV series. B. Coursework: Finished Guided Reading coursework (4 credits) in MS 2019. **COURSEWORK APPROVED** Learning Arabic — Beginner's level: Quranic Arabic; need for Modern Standard Arabic classes since the main text is a modern Arabic writer. C. First paper: Textual Politics of Faith in Sharar's novel *Firdaus-e-Bareen* Suggestions: - Central idea was commended - Clarify notion of "Islamic history" and "Islam" and Islamic history as a colonial invention. - Clarify the author's using of the novel form: his "modes" and "effects" - Urdu public sphere and the Urdu *religious* movement needs to be expanded on. Urdu is much more than a linguistic phenomenon. Refer to recent work on Urdu cosmopolitanism by Jennifer	

				Dubrow. - relation between lyric and novel: clarify claims based on these in the paper. - differences from the medieval episteme should be brought out. - copyediting is necessary. D. Keywords: textual form, melodrama, interpretation, mass culture and Urdu public sphere, faith The scholar agreed to follow the advice offered by the RAC.	
2.	Ms Jemsy Claries Alex	S195LCL02	20.08.2019	A. The Committee noted that the scholar has completed the prescribed coursework (4 credits of Research methodology in MS 2019). B. The scholar informed the *Committee about* her preliminary research plan, and the reading she has done so far. C. The Committee observed that the research idea has potential, and deserves to be pursued. Based on the discussion, the scholar was offered the following advice: 1. To explore the practice of transmission of narratives through families of practitioners, via oral texts and performance, in the absence of standard written texts. 2. To go beyond textual study and engage with embodied carriers of form. 3. To include in the introductory chapter an account of the values that the figure of Charlemagne signified for medieval Christian Europe. 4. To trace how these medieval European values have travelled, and been reproduced or altered, in the versions of the	Radha Chakravarty (S), Anita Cherian, Shelmi Sankhil

				Charlemagne myth prevalent in Kerala. 5. To address trans-lingual and transnational aspects of the transmission of the Charlemagne myth across the Atlantic and the Indian Ocean. 6. To examine how a historical figure such as Charlemagne is used by the medieval Portuguese to produce an imperialist logic. 7. To study how a myth created in the West gets embodied in local performance traditions of Kerala 8. To incorporate elements of translation in the project of retrieving the text/s of the Charlemagne performances in Kerala. The scholar agreed to follow the advice offered by the RAC.	
3.	Mr Aniruddha Nagaraj	S185LCL02	21.08.2018	A. The scholar informed the committee about the initial stages of his writing, his progress with collection of archival material, as well as his plans for further research. B. Based on the discussion, he was offered the following advice: 1. To trace a genealogy of Basavanna in the Kannada literary tradition, as an iconic symbol for anti-caste movements. 2. To chart this trajectory, focusing on the figure of Basavanna not as a man or a religious icon, but as a cultural archetype in Kannada literature. 3. To relate literary historiography to	Radha Chakravarty (S), Shad Naved, Bindu KC

				contemporary political discourses. 4. To connect the argument with the key concepts of the thesis. 5. To consult the sources suggested for further reading. 6. To combine chronological arrangement with thematic study of source material. The scholar agreed to follow the advice offered by the RAC.	

*****

Appendix-23

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

Assessment, Evaluation and Student Progression (AES) DIVISION

F.No. AUD/19-10/2020/AES/Calendar/E-Notice/1 Dated: 06.05.2020

NOTIFICATION

REVISED ACADEMIC CALENDAR AND GUIDELINES FOR ASSESSMENT, EVALUATION AND STUDENT PROGRESSION TO COMPLETE THE REQUIREMENTS FOR WINTER SEMESTER 2020.

1. In the light of the lockdown and the continuing effects of Covid-19, the current (Winter Semester 2020) and the next semester (Monsoon Semester 2020) will require a lot of flexibility and innovation to complete the teaching-learning and assessment processes. An imaginative combination of online/offline modes along with modifications and adjustments in the transaction of courses/programmes will be required in the prevailing exceptional circumstances that may continue in some form in the near future. **Reductions and modifications in the existing assessment structures may be required and resorted to if considered necessary (e.g. the number of assessments, their weights and forms, compulsory components, field-work, attendance requirements etc.).** All course coordinators with their respective programme teams and School Deans should take decisions on the relevant aspects of teaching, learning and evaluation for completion of each course after due consultations. All decisions should be minuted and recorded. Modifications and relaxations specific to a School should be communicated to its faculty and students by the Dean of the concerned School. **At the time of final submission of grades, each course should be accompanied by a short report on the methods adopted to transact and complete the course.** This report should be prepared by course coordinators and submitted to the AES Division via the programme committee and the School Dean.

2. The revised dates of the current academic calendar are as follows:

(A) Teaching of courses of the Winter Semester 2020 to finish by 20th May 2020.

(B) Assessments, evaluations, grading and moderation in UG and PG programmes to be completed by all Schools by 7th June 2020. Last date of entry of grades for all UG and PG courses on ERP by Course Coordinators: 7th June 2020.

(C) Declaration of results by Schools: 10th June 2020.

(D) Period of pointing out discrepancies in results, if any: till 12th June 2020.

(E) Grades for UG and PG courses to be submitted to Assessment, Evaluation and Student Progression (AES) Division by 15th June 2020.

(F) For research programmes, the previous dates for submission of grades stand.

(G) Summer Vacation: 16th June to 30th June 2020.

(H) University reopens on 1st July 2020. Pending incomplete assessments/Partial Repeats to be completed by 31st July 2020.

3. **At the time of submission of grades, those students who, for whatever reasons, are unable to complete their assessments should be awarded 'I' (Incomplete) grade.** A list of such students should be compiled. All efforts should be made by teachers and Deans to reach out to them to find out the reasons for non-completion of courses. A separate list should be prepared of those students who are graduating after this semester and it should be impressed upon them the urgency and significance of completing the requirements for the award of their respective degrees. **All students with pending assessments who are awarded the 'I' grade should be encouraged to finish their assessments by 31st July 2020. Mechanisms may be devised to assist such students to complete their requirements.** To reach out to these students and to enable them finish their assessments, assistance/advice may be sought from School offices, the offices of Student Services and AES & IT Divisions of University. Final semester students will be offered an opportunity in July 2020 to complete all credit requirements of Winter Semester 2020 courses.

4. As per existing rules of academic promotion approved by the Academic Council (16th Meeting held on 10th and 13th July 2018) of the University, a student gets promoted to next year based on performance in the odd and even semesters taken together. According to the rule "a student should not *have failed more than* 25% of the course credits of the year". Further, "no minimum of grade average or 'quota' of courses passed is required for promotion from an odd semester to an even semester". **Given the exceptional circumstances that have prevailed in the Winter Semester 2020, the performance of a student in this semester will not count for progressing to Monsoon Semester 2020. In other words, no student will be detained based on the performance in Winter Semester 2020.** However, students who failed in 75% or more of credits in the previous, i.e. Monsoon Semester 2019, they would not get promoted to Monsoon Semester 2020 this year. Therefore, because of the pandemic, only for the purposes of promotion to the next year, and not for purposes of credit, all students will be considered as having passed the courses of the Winter Semester 2020. With this understanding the usual promotion requirement of not having failed more than 25% of required courses of monsoon and winter semester will apply. This can be illustrated with an example. An MA student who registered in the Monsoon Semester 2019 for 4 courses of 4 credits each should have passed in at least two of them to get

promoted this year to 2nd year i.e. progress to Monsoon Semester 2020. Students can improve their performance in Winter 2020 semester courses later on as per rules but the performance in this semester will not prevent their progression to Monsoon Semester 2020. Students who have not made the required pass grade in the Winter Semester 2020 courses after attempting all assessments will have the opportunity, where applicable of taking PR and if not successful after that, will need to repeat the course or equivalent when offered next. These exceptions to the existing rules are being made this year in the light of the pandemic. **Please note that all students will have to eventually meet the minimum academic requirements prescribed in a programme for the award of the degree/diploma for which they are registered.**

These guidelines and the revised academic calendar are being issued with the approval of competent authority.

6th May 2020

Dean, AES

Copy to:

1. Office of the Vice Chancellor.
2. Office of PVC-I/PVC-II, AUD
3. All Deans of Schools/Head of Division/Directors of Centres/OSDs
4. Office of the Registrar/ Office of the CoF, AUD
5. Office of the Proctor/ The Librarian
6. Director (IT Services)
7. All Dy.Registrars & Assistant Registrars
8. Webmaster- for uploading on the Intranet
9. Office Copy/Guard File