

Dr. B.R. Ambedkar University Delhi

Minutes of the 33rd meeting of

Academic Council

Held on 11.03.2024 at 11:30 AM

Dr.B.R. Ambedkar University Delhi

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

No.F.AUD/26-3(3)/Gov./33rd AC/2024 Dated: 11.03.2024

The 33rd Meeting of the Academic Council was held on 11.03.2024 at 11:30 AM in the Conference Hall, Dr. B.R. Ambedkar University Delhi, Kashmere Gate, Lothian Road, Delhi 110 006.

The following members were present during the meeting:

1. Professor Anu Singh Lather, Vice Chancellor, Dr.B.R. Ambedkar University Delhi
2. Professor Jagmohan Singh Rajput, Former Director, NCERT, Nominee of the University Grants Commission (UGC) – External Member
3. Professor Satyaketu Sankrit, Proctor & Dean, School of Letters, Dr.B.R.AUD.
4. Professor Kartik Dave, Dean, School of Business, Public Policy and Social Entrepreneurship, Dr.B.R.AUD
5. Professor Lawrence Liang, Dean, School of Law Governance and Citizenship, Dr.B.R.AUD
6. Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies, Dr.B.R.AUD.
7. Professor Nakkeeran Nanjappan, Dean, School of Global Affairs, Dr.B.R.AUD
8. Professor Rukmini Sen, Dean, School of Heritage Research and Management & Director, Centre for Publishing, Dr.B.R.AUD
9. Professor Deepita Chakravarty, Dean, School of Development Studies, Dr.B.R.AUD
10. Professor Abhay Kumar Dubey, Director, Centre for Research and Archiving in India and Indigenous Languages & Knowledge System
11. Professor Amol Padwad, Director, Centre for English Language Education
12. Dr. Santosh Kumar Singh, Dean (Offg.), School of Liberal Studies, Dr.B.R.AUD
13. Dr. Anita E. Cherian, Dean (Offg.), School of Culture Creative and Expressions Dr.B.R.AUD
14. Dr. Rachna Chaudhary, Dean (Offg.), School of Human Studies, Dr.B.R.AUD
15. Dr. Sunita Singh, Dean (Offg.), School of Education Studies, Dr.B.R.AUD
16. Dr. Urfat Anjem Mir, Dean (Offg.), School of Undergraduate Studies, Dr.B.R.AUD
17. Dr. Oinam Hemlata Devi, Dean (Offg.), School of Human Ecology, Dr.B.R.AUD
18. Dr. Kritika Mathur, Assistant Professor, School of Business, Public Policy and Social Entrepreneurship, Dr.B.R.AUD
19. Shri Rajeev Talwar, CMA, Controller of Finance (Special Invitee), Dr.B.R.AUD
20. Dr. Nitin Malik, Registrar & Secretary, Academic Council, Dr.B.R.AUD

Leave of Absence (Internal Members)

Prof. Sanjay Kumar Sharma, School of Liberal Studies, Dr.B.R.AUD; Prof. Babu P. Remesh, School of Development Studies, Dr.B.R.AUD and Shri Venugopal Maddipati, In-charge, School of Design could not attend the meeting due to pre-occupation/leave.

Opening Remarks of the Vice Chancellor

At the outset, the Vice Chancellor extended a warm welcome to all the members of the Academic Council to its 33rd meeting. The Vice Chancellor informed the members about the following initiatives which have been undertaken by the university in between the last meeting held on 12.12.2023 and the present meeting:

- It was informed that the University successfully organized its **12th Convocation on 20.12.2023**. Hon'ble Lt. Governor and Chancellor of the University, Shri Vinai Kumar Saxena, presided over the convocation and delivered the convocation address. Hon'ble Education Minister of Delhi, Ms.Atishi, was the guest of honour. Shri Suman Bery, Vice Chairperson of NITI Aayog and Chief Guest, delivered the convocation address. During the convocation ceremony, 1095 students from the year 2022-23 were awarded degrees. The breakup of the students who received Degrees and Diplomas are: Undergraduate–442; Postgraduate–602; MPhil–13; PG Diploma–05; and PhD–33. Next cycles of PhD Admission have been completed and interviews are due now. Among them, 635 were female students, i.e. 58% of total students. Additionally, in recognition of students' achievements in academia, sports, culture, etc., a total of nine students were also felicitated.
- It was informed that all the degrees awarded in the 12th Convocation of the University were uploaded to **DigiLocker** at the time of the Convocation itself. Subsequently the **uploading of degrees awarded in all previous Convocations has been completed**. The process of enrolling the students of the University for the Academic Bank of Credits is nearing completion with more than 4,600 ABC ids created.
- **Ghummanhera: Our Beautiful Village Stories from Delhi's Rural Belt**. This bilingual illustrated book for children and adolescents emerges from the Centre for Community Knowledge's oral history work in Delhi's rural belt, especially in the village of Ghummanhera.
- **Research Related Initiatives**
    - **Seed Money Grant Faculty Research Scheme:** Till date 53 Seed Money Grants have been awarded to faculty members. In 2023-24, 11 such grants have been awarded.
    - **Major Research Grants:** 38 such projects have been awarded of which 7 projects are ongoing in different areas ranging from grant awards between Rs. 1 lakh to 8.5 lakhs.

- **ICSSR projects:** Four ICSSR projects have been awarded during March 2023 to February 2024 and are currently ongoing. The details are as under:

S.No.	Name	Project	Budget
1.	Dr. Nitin Malik	Impact of Long Covid on the Mental health problems of the youth in perception of their health and hygiene in the Delhi and NCR	500000
2.	Dr. Rishabh Kumar Mishra	Tribal Foklore based Pedagogy: Implications for Cultural and Content Area Literacy	7.5 lac
3.	Dr. Amit Singh (PI) / Dr. Bhoomika Meiling (Co-PI)	Kumbh Mela Conciousness and its Folk Imagination	19 lac
4.	Prof. Kartik Dave	A study of Consumer Behaviour and Co-creation of Waste Electrical and Electronic Equipment (WEEE) Management in Selected North Western States of India	17 lac

- During 2023-24, a new initiative has been proposed whereby ICSSR proposals that were not successful, were reviewed and assessed for the award of AUD Major/Minor grants.
- DTTE has awarded a grant of Rs. 5000 per student for 37 students for entrepreneurship development.

- 10 एवं 11 जनवरी 2024 को 'विश्व हिंदी दिवस' एवं विकसित भारत @ 2047' के अवसर पर 'पुस्तक मेला एवं भारतीय सांस्कृतिक महोत्सव' का आयोजन किया गया। इस पुस्तक मेले में देशभर से तीस प्रकाशक शामिल हुए। पुस्तक मेले का मुख्य बिंदु '2047 का भारत', 'हिंदी और रोजगार', 'भारतीय भाषाएं और राष्ट्रीय शिक्षा नीति' तथा 'भारतीय ज्ञान परंपरा' था।
- It was informed that a hostel for female students was inaugurated at the Karampura Campus on 26.01.2024. The hostel has been dedicated to Savitri Bai Phule, a trailblazer in women's rights.
- It was informed that the University has established a **Viksit Bharat** Planning Cell to oversee regular activities centered around various themes related to Viksit Bharat, as pronounced by the Hon'ble Prime Minister of India. On Republic Day 2024, a calendar highlighting Viksit Bharat initiatives and activities of the University was launched. Since January, over 30 events have been organized under the umbrella of Viksit Bharat. Some notable events include:

1. **Inter-college painting competition** on the theme Viksit Bharat on 30.12.2023.

2. **School of Vocational Studies** conducted a programme titled **Delhi Dazzle: Heritage Strolls through Time** on 01.01.2024 and 10.01.2024.

3. Sociology students of **School of Liberal Studies** under the theme **Viksit Gaon, Viksit Bharat, visited Organic Acre in Delhi, in Jat Khor Village** in the north western region on 05.01.2024, to observe, practice and have hands-on experience with the relations between rural and urban areas in a peri-urban location in NCT.

4. **International Affairs Division organised faculty interaction in collaboration with American Institute of Indian Studies** who brought faculty based in different community colleges and other higher education institutions in the USA on 12.01.2024.

5. **SHRM** with its NSS wing conducted **warm clothes distribution** on 16.01.2024.

6. School of Heritage Research and Management (**SHRM**) conducted **field visits to Sultan Ghari Tomb, Humayun's Tomb** on 16.01.2024 to understand conservation materials used in these heritage sites.

7. **SBPPSE** in collaboration with the Incubation Manager of NIDHI i-TBI, DST Project, and DTU-IIF, Delhi organised an **entrepreneurship outreach programme** on 23.01.2024. The project is under the DST scheme, which provides grants for women-led startups incubated at Technology Business Incubators (TBIs) supported by the Department of Science and Technology (DST).

8. University administration organised National Voters Day pledge across all its campuses on 25.01.2024.

9. School of Business, Public Policy and Social Entrepreneurship (**SBPPSE**) organised a **visit to Dilli Haat** on 27.01.2024 and interacted with artisans from different parts of India.

10. **SBPPSE** organized lecture on **Digital Transformation in the Indian Economy** on 27.01.2024.

11. **School of Design** organised lecture **Rural India: Hierarchy and Urban Linkage** on 01.02.2024.

12. **IQAC and SLGC** organised a National Workshop **'Is Indian Law Computable? Using Artificial Intelligence for legal Research and Analysis in India'** in collaboration with **India Kanoon** on 05.02.2024.

13. **Deshik Centre** organised a two day conference on **"विकसित भारत का लक्ष्य और भारतीय ज्ञान परंपरा की प्रासंगिकता"** on 07.02.2024 and 08.02.2024.

14. **SBPPSE** organised a **photography competition** at the World Book Fair on 12.02.2024.

15. **SBPPSE** organised **visit to Surajkund Crafts Mela** on 14.02.2024.

16. **SBPPSE** organised **Industrial Visit to Safexpress Logistics Park Binola** near Bilaspur, Haryana on 20.02.2024 for the understanding of logistics and various distribution channels while showcasing why Safexpress stands out as an industry leader in its domain.

17. **SBPPSE** organised visit to **Bharat Tex 2024, Global Textile expo** connecting the themes textile, fashion and sustainability on 20.02.2024.

18. **School of Global Affairs** conducted a **field trip to Bhopal** with MA Urban Studies students from 23.02.2024 to 29.02.2024 with the objective of understanding economy and infrastructure, history and heritage, environment and planning.

19. **SHRM** conducted **educational visits to St John's Cathedral** to understand conservation practices and Partition Museum to understand curatorial practices on 26.02.2024.

    Most students, faculty and staff of the University have registered in Viksit Bharat portal to provide their suggestions on Viksit Bharat@2047

- **International Women's Day Celebration**

  It was informed that the University organised International Women's day on 08.03.2024. Ms. Garima Bhatnagar, IPS, Special Commissioner of Police and Ms. Kashish Lakra, youngest Indian Paralympic athlete grace the occasion. University also felicitated the female support staff of the university.

- **Updates on Placement**

  It was informed that the Training & Placement Cell organized 22 campus placements and Internship drives. A total of 16 students were selected by the various companies including The Smart Cube, JLL, India Infrastructure, Prudence consulting, Eggoz Nutrition etc. The HR team from Air India visited the University on 07.03.2024.

Memorandum of Understanding (MoUs) with other Institutions

It was further informed that during last 3 Months University has signed MoUs with:

- MoU with National Institute of Electronics & Information Technology (NIELIT) was signed on 30.12.2023.
- MoU with Routes 2 Roots, a non-profit NGO engaged in cultural exchange programme was signed on 12.02.2024.

Agenda 33.1 : Confirmation of the Minutes of the the 32nd Meeting of the Academic Council held on 12.12.2023

The Minutes of the 32nd Meeting of the Academic Council held on 12.12.2023, were circulated among all the members vide email dated 29.12.2023 and hard copy vide letter dated 16.01.2024.

No observations and comments were received from any of the members.

Decision : The Academic Council confirmed the minutes of its 32nd meeting held on 12.12.2023.

Agenda 33.2 : Action Taken Report (ATR) on the decisions taken in the 32nd meeting of the Academic Council

Action Taken Report on the decisions taken in the 32nd meeting of the Academic Council held on 12.12.2023 was placed before the Academic Council vide (**Appendix-1**).

Decision : The Academic Council while deliberating on the Action Taken Report noted that some of the Schools/Divisions have not submitted the Action Taken Report or have submitted partial report without substantial documents. The Hon'ble Vice Chancellor as the Chairperson of the Academic Council has shown her displeasure on the non-compliance or partial compliance of the resolutions passed by the Academic Council in its previous meeting and has directed to seek explanation from the concerned Divisions/ Schools who have not complied with the resolutions.

After due deliberations, the Academic Council recommended the Schools/Divisions to comply with the resolutions made in its previous meetings and submit the Action Taken Report on the same to the Vice Chancellor with a copy marked to the Governance Division.

Agenda 33.3 : To consider the recommendations made by the Board of Studies, School of Education Studies regarding course structure of the Integrated Teacher Education Programmes (BABEd Preparatory and Secondary)

It was submitted to the Academic Council that the Board of Studies, School of Education Studies regarding in its meeting held on 29.02.2024 has deliberated on the following course structures under two Integrated Teacher Education Programmes (BA BEd Preparatory and Secondary) along with total credit load. After due deliberations, the Board of Studies recommended the following course structure:

I. **INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED PREPARATORY)**

II. **Foundations of Education (Preparatory)**

1. Child Development and Educational Psychology
2. Philosophical and Sociological Perspectives of Education-I
3. Assessment and Evaluation
4. Inclusive Education
5. Perspective on School Leadership and Management
6. Curriculum Planning & Development

III. **Ability Enhancement/ Value Added Courses (AEC/VAC) (Preparatory)**

7. Language 1-Hindi
8. Language 2-English
9. Understanding India, Indian Ethos & Knowledge System II
10. Teacher and Society
11. Information & Communication Technology (ICT) in Education

IV. **INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED SECONDARY)**

V. **Foundations of Education (Secondary)**

12. Child Development & Educational Psychology
13. Philosophical & Sociological Perspectives of Education-I
14. Assessment & Evaluation
15. Inclusive Education
16. Perspective on School Leadership and Management
17. Curriculum Planning & Development

VI. **Ability Enhancement/ Value Added Courses (AEC/VAC) (Secondary)**

18. Language 1-Hindi
19. Language 2-English
20. Understanding India, Indian Ethos & Knowledge System II
21. Teacher and Society
22. Information & Communication Technology (ICT) in Education

VII. **Disciplinary/Interdisciplinary Courses (BA Programme)**

VIII. **Geography Discipline Courses**

23. Geomorphology
24. Population Geography
25. Fundamentals of Cartography
26. Climatology
27. Urban Geography
28. Statistical Methods in Geography
29. *Programme Structure: Geography*

The above Minutes of Board of Studies Meeting of the School of Education Studies held on 29.02.2024 are placed at **Appendix-2.**

Decision : In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies, School of Education Studies regarding course structure of the Integrated Teacher Education Programmes (BABEd Preparatory and Secondary).

The Academic Council recommended School of Education Studies(SES) to include more readings/references from Indian Authors in the courses. It was further recommended to focus on value based education, inculcate independent learning abilities of students and work culture. The Academic Council suggested to remove the word SCAP/SCPVCE from the course structure template as the University vide Notification No. AUD/26-2(9)/42nd BoM/2022/ dated 09.01.2023 had abolished the Standing Committee on Academic Programmes (SCAP) and Standing Committee for Professional, Vocational and Continuing Education Programme (SCPVCE).

Agenda 33.4 : To consider the recommendations made by the Board of Studies, School of Law Governance and Citizenship regarding offering of new courses for Undergraduate (Law and Politics) and Postgraduate MA (Law, Politics and Society) and MA (Criminology) programmes

It was submitted to the Academic Council that the Board of Studies, School of Law Governance and Citizenship (SLGC) in its 9th meeting held on 14.02.2024 had deliberated on the new courses considering four year undergraduate program envisaged under the NEP and recommended to offer following courses to the Undergraduates in the BA Law and Politics programme.

i. International Relations: Theories, Concepts and Issues (**Appendix-3** Encl.-I)
ii. Legal Foundations of Economic Governance (**Appendix-3** Encl.-II)
iii. Law and Environment (**Appendix-3** Encl.-III)

The BoS recommended to offer following two courses to the students in the MA Law, Politics and Society program and one course ("Theory and Practice of Peace and Conflict Studies") will also be offered as a cross-listed elective for the MA Criminology program.

i. Politics of International Law (**Appendix-3** Encl.-IV)
ii. Theory and Practice of Peace and Conflict Studies (**Appendix-3** Encl.-V)

The BoS also recommended to offer following course as an elective in the MA Criminology program

i. Cyber Criminology (**Appendix-3** Encl.-VI)

The courses as recommended by the Board of Studies, School of Law Governance and Citizenship (SLGC) in its 9th meeting held on 14.02.2024 as at **Appendix-3** were placed before the Academic Council for deliberation and consideration.

Decision : In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies, School of Law Governance and Citizenship regarding offering of new courses for Undergraduate (Law and Politics) and Postgraduate MA (Law, Politics and Society) and MA (Criminology) programmes. The Academic Council further suggested that the School of Law Governance and Citizenship may explore designing of some courses pertaining to the Indian Knowledge System in light of the National Education Policy 2020. It was further suggested to remove the word SCAP/SCPVCE from the course structure template as the University vide Notification No. AUD/26-2(9)/42nd BoM/2022/ dated 09.01.2023 had abolished the Standing Committee on Academic Programmes and Standing Committee (SCAP) for Professional, Vocational and Continuing Education Programme (SCPVCE).

Agenda 33.5 : To consider the recommendations made by the Board of Studies of School of Global Affairs in approving the new courses for existing UG and PG Programmes

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs in its 10th Meeting held on 14th December, 2023 (**Appendix-4 Encl.-A**) had considered and recommended the following courses of existing UG and PG programmes to be offered for respective BA programmes:

1. The Dynamic Earth (GE for all BAs): **Appendix-4 Encl.-B**

It was submitted that the following courses were considered and recommended by the BoS to be offered as PG elective courses.

1. Global Health (MA/ Masters in Public Health (MPH) Elective) **Appendix-4 Encl.-C**

Decision : In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board

of Studies of School of Global Affairs in approving the new courses for existing UG and PG Programmes. The Academic Council further suggested that the School of Global Affairs may design some holistic courses for the UG and PG Programmes.

Agenda 33.6 : To consider the recommendations made by the Board of Studies of School of Global Affairs in approving the proposal to revise the MA in Global Studies (MAGS) Seminar Course (SGA2GS502)

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 10th Meeting held on 14th December, 2023 had considered and recommended the following proposed revision of MA in Global Studies Seminar course.

(i) To change the credit of the course from 2 to 4 credits
(ii) To revise the course outline to include a new theme on "Disaster Risk Reduction" as a new Seminar Course

The detailed proposal and revised Course outline as at **Appendix-4 Encl.-D & E** were placed before the Academic Council for deliberation and consideration.

Decision : In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies of School of Global Affairs in approving the proposal to revise the MA in Global Studies (MAGS) Seminar course (SGA2GS502). The Academic Council suggested that the Schools may refer to the books authored by the University faculty in designing their curriculum and revisit the existing references.

Agenda 33.7 : To consider the draft Intellectual Property Policy of Dr. B. R. Ambedkar University Delhi

It was submitted to the Academic Council that the University vide Notification No. AUD/R&C/2023-24/04 dated 04.07.2023 had constituted the following expert committees under the Research Advisory Council in accordance with the guidelines issued by the University Grants Commission (UGC):

1. Finance and Infrastructure
2. Research Program, Policy Development
3. Collaboration and Community
4. Product Development Monitoring and Commercialization
5. IPR, Legal and Ethical Matters

2. The duly constituted committee (Sl. No. 5) under the chairmanship of Prof.Lawrence Liang, School of Law, Governance and Citizenship (SLGC), finalized the draft Intellectual Property Policy of Dr.B.R.Ambedkar University Delhi.

The draft Intellectual Property Policy of Dr.B.R. Ambedkar University Delhi as at **Appendix-5**, was placed before the Academic Council for deliberation and consideration.

Decision : In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xvii), the Academic Council deliberated on the matter and resolved to approve the draft Intellectual Property Policy of Dr.B.R. Ambedkar University Delhi. The Academic Council further noted that the material/book generated/ published by the faculty member shall be the property of the faculty member, however, the same will be the property of the University in case, the faculty member has availed sabbatical leave for research work or publishing the material/book. The AC further resolved to constitute the Intellectual Property Cell (IPC) by Research and Development Cell to look into the matters pertaining to the Intellectual Property Policy.

Agenda 33.8 : To consider the recommendations of the School of Heritage Research and Management (SHRM) Committee constituted to examine cases related to service/ complaints/ representation of SHRM (erstwhile DIHRM) in respect of teaching and non-teaching staff

It was submitted to the Academic Council that a meeting of the School of Heritage Research and Management (SHRM) Committee comprising of the following members was constituted to examine cases related to service/ complaints/ representation of SHRM (erstwhile DIHRM) as per rules.

1. Prof. Rukmini Sen, Dean, SHRM
2. Dr. Noorul Haq, Deputy Registrar (HR)
3. Dr. Ravinder Kumar, Assistant Professor (SHRM)
4. Shri Deepak Kapoor, Assistant Registrar, Finance Division
5. Shri Rajeev Talwar, Controller of Finance
6. Dr. Gaurav Gupta, Assistant Registrar (Academic Services)

2. It was submitted that the Committee met on 15.01.2024 at 12 Noon in Kashmere Gate Campus of the University and deliberated on the following agendas and made its recommendations:

1. Non-payment of arrears of Sixth Pay Commission to few faculty members
2. Implementation of 7th Pay Commission to few faculty members
3. Terminal Benefits in respect of Employees of Erstwhile DIHRM
4. Statutory deductions for the employees of DIHRM

The Committee deliberated on the above agendas and made the recommendations as placed at **Appendix-6**.

Decision : In exercise of the powers conferred under the University Act 24 (1) sub clause (ii) & (xvii), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Committee, School of Heritage Research and Management (SHRM) Committee constituted to examine cases related to service/ complaints/ representation of SHRM (erstwhile DIHRM) in respect of teaching and non-teaching staff as per rules. The Academic Council further recommended to place the recommendations made by the Committee before the Finance Committee and Board of Management for deliberation and consideration.

Agenda 33.9 : To consider the proposal for creation of Teaching posts due to implementation of Four Year Undergraduate Programme (FYUP)

It was submitted to the Academic Council that the AC in its 27th meeting held on 22.06.2022 considered the implementation of Dr.B.R.Ambedkar University UG Curriculum Framework–2022 (AUF UGCF-2022). The Academic Council vide agenda item No.27.86 has resolved the following:

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

It was submitted that the implementation of Four Year Undergraduate Programme (FYUP) in light of the National Education Policy, NEP 2020 has increased the total student intake in the UG programmes by 1072. As a result, the University is formulating the proposal for sanctioning teaching and non-teaching posts for its smooth functioning. Accordingly, in light of the guidelines issued by the University Grants Commission (UGC)/Govt. of NCT of Delhi, the University has calculated the requirement of teaching posts. It was stated that the University has taken student – teacher ratio as 1:30 (for Under Graduate Programmes) and 1:2:4 (Professor, Associate Professor and Assistant Professor) for calculating Teaching Posts. The details are as under:

Name of School	Programme Name	Total Seats (Excluding Supernumerary Seats)	Supernumerary Seats #	Total Seats (Including Supernumerary Seats)	Duration of Programme (Post-FYUP)	Additional Intake (Post-FYUP) for which proposal is being submitted
School of Business Public Policy and Social Entrepreneurship (SBPPSE)	Bachelor of Business Administration (BBA)	63	15	78	4	78
School of Global Affairs (SGA)	Bachelor of Arts (Global Studies)	63	15	78	4	78
	Bachelor of Arts (Social Sciences)	63	15	78	4	78
	Bachelor of Arts (Sustainable Urbanism)	63	15	78	4	78
School of Law, Governance and Citizenship (SLGC)	Bachelor of Arts (Law & Politics)	63	15	78	4	78
School of Letters (SoL)	Bachelor of Arts (Honours) with a Major in Hindi	60	15	75	4	75
School of Undergraduate Studies (SUS)	Bachelor of Arts (Honours) Economics	44	13	57	4	57
	Bachelor of Arts (Honours) English	44	13	57	4	57
	Bachelor of Arts (Honours) History	44	13	57	4	57
	Bachelor of Arts (Honours) Mathematics	44	13	57	4	57
	Bachelor of Arts (Honours) Psychology	44	13	57	4	57
	Bachelor of Arts (Honours) Sociology	44	13	57	4	57
	Bachelor of Arts (Honours) Social Science and Humanities	44	13	57	4	57
School of Vocational Studies (SVS)	Bachelor of Vocation (Accounting & Finance)	40	12	52	4	52
	Bachelor of Vocation (Early Childhood Centre Management and Enterpreneurship)	40	12	52	4	52
	Bachelor of Vocation (Retail Management)	40	12	52	4	52
	Bachelor of Vocation (Tourism and Hospitality)	40	12	52	4	52
Total		**843**	**229**	**1072**		**1072**

Academic Programmes	Teacher Student Ratio	Student Intake	Additional Faculty required (Post FYUP)
Under Graduate Level (17 Programmes)	1:30	1072	**30:1072** **35.7 = 36**

The proposal regarding creation of Teaching posts due to implementation of Four Year Undergraduate Programme (FYUP) as resolved by the Academic Council in its 27th meeting held on 22.06.2022 was placed before the Academic Council for deliberation and consideration.

Decision : In exercise of the powers conferred under the University Act 24 (1) sub clause (ii), the Academic Council deliberated on the matter and resolved to approve the proposal for creation of teaching posts due to implementation of Four Year Undergraduate Programme (FYUP). The Academic Council recommended to

divide the teaching posts (Professor: Associate Professor: Assistant Professor) school wise considering the teaching ratio (1:2:4) as prescribed by the UGC. The AC further authorized the Vice Chancellor to take further necessary action in the matter.

The Academic Council recommended to place the matter regarding the proposal for creation of Teaching posts due to implementation of Four Year Undergraduate Programme (FYUP) before the Finance Committee and Board of Management for deliberation and consideration.

Ratification Items

Agenda 33.10 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding 4th semester BA Courses of School of Global Affairs

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs in its 10th Meeting held on 14th December, 2023 has considered and recommended the following 4th semester BA courses which were subsequently approved by the Competent Authority being the Chair of the Academic Council (**Appendix-4 Encl.-F**).

1. Introduction to Comparative Politics – 4th Sem (BASS, DSC8) (**Appendix-4 Encl.-G**)
2. Social Stratification – 4th Sem (MDC for BASS & BASU & GE for BAGS) (**Appendix-4 Encl.-H**)
3. ICTs, Economy and Society (GE for all BAs) (**Appendix-4 Encl-I**)
4. Cyber Security for Social Sciences (SE/GE for all BAs) (**Appendix-4 Encl.-J**)
5. Artificial Intelligence for Social Sciences(GE for all BAs) (**Appendix-4 Encl.-K**)

Decision : The Academic Council deliberated on the matter and resolved to ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding 4th semester BA Courses of School of Global Affairs.

Agenda 33.11 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding adoption of the approved courses for the 4th Semester of BA Programmes of School of Global Affairs

It was submitted to the Academic Council that the Board of Studies in its 10th Meeting held on 14th December, 2023 has considered and recommended the following approved courses for the 4th Semester of BA Programmes of School of Global Affairs (**Appendix-4 Encl.-F**):

BA in Global Studies (BAGS)

1) DSE3 Basket
   i. Great Transformation (Approved course)
   ii. Literary and Cultural Dialogues in Latin America (Approved course)

2) AEC3: Environment: Issues and Challenges (Approved course)

BA in Sustainable Urbanism (BASU) & BA in Social Sciences (BASS)

1) SE 2 Basket
   i. Virtual Reality in Education (Approved course)
   ii. Cyber Security(Approved in the 10th BOS)

2) MDC 2 Basket
   i. Introduction to the Indian Constitution (MDC Political Science) (Approved course)
   ii. Social stratification (MDC Sociology) (Approved in the 10th BOS)
   iii. Early and Medieval India (MDC History) (Approved course)

3) General Education Component (GE Basket)
   i. ICTs, Economy and Society (Approved in the 10th BOS)
   ii. Artificial Intelligence for Social Sciences (Approved in the 10th BOS)

Decision : The Academic Council deliberated on the matter and resolved to ratify the recommendations made by the Board of Studies regarding adoption of the approved courses for the 4th Semester of BA Programmes of School of Global Affairs.

Agenda 33.12 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding the courses of 3rd and 4th Semester of BA (H) Programmes under FYUP of School of Undergraduate Studies

It was submitted to the Academic Council that the Board of Studies of School of Undergraduate Studies in its 18th meeting held on 14.12.2023 had considered the recommendations of the Programme Coordinators/ Course Coordinators of Undergraduate Studies and recommended to place the following courses of 3rd and 4th Semester of BA (H) Programmes under FYUP in the School of Undergraduate Studies:

BA Proqramme in History

The list of the following courses for the 3rd and 4th semester of the BA History programme:

3rd Semester

	Course Code	Title of the Course	
1	NSUS1HS404	Medieval India 1	DSC4
2	NSUS1HS405	Medieval World	DSC5
3	NSUS1HS406	Delhi in History	DSC6

4th Semester

	Course Code	Title of the Course	
1	NSUS1HS407	Medieval India 2	DSC7
2	NSUS1HS408	Earle Modern World	DSC8
3	NSUS1HS409	India 1700-1857	DSC9

BA English

The list of the following courses for the 3rd and 4th semester of the BA English programme:

3rd Semester

	Course Code	Title of the Course
1	NSUS1EN204	The Epic
2	NSUS1EN205	American Literature
3	NSUS1EN206	Introduction to Drama

4th Semester

	Course Code	Title of the Course
1	NSUS1EN207	Folk, Oral, Indigenous, Popular Cultures
2	NSUS1EN208	Genres of Fiction
3	NSUS1EN209	Understanding Poetry

The Board members also recommended to change the title of the course from "DSC 6: Drama Down the Ages" to “Introduction to Drama" and change within semesters of the course DSC11 “Folk, Oral, Indigenous, Popular Cultures" from semester 5 to semester 4, as DSC7 in FYUP programme structure of BA (H) English and recommend the same for the consideration and approval of the Academic Council.

BA Economics

The list of the following courses for the 3rd and 4th semester of the BA Economics programme:

3rd Semester

	Course Code	Title of the Course
1	NSUS1EC104	Statistical Methods for Economics
2	NSUS1EC105	Microeconomics-1
3	NSUS1EC106	Macroeconomics-1

4th Semester

	Course Code	Title of the Course
1	NSUS1EC107	Microeconomics-II
2	NSUS1EC108	Macroeconomics-II
3	NSUS1EC109	Econometrics-I

The Board also recommended to change the title for the course DSC4 “Statistics” to DSC4 "Statistical Methods for Economics" in the programme structure and recommended the same for the consideration and approval of the Academic Council.

BA Sociology

The list of the following courses for the 3rd and 4th semester of the BA Sociology Programme:

3rd Semester

	Course Code	Title of the Course
1	NSUS1SC804	Conceptualizing Rural and Urban Societies
2	NSUS1SC805	Marriage, Kinship and Family Forms
3	NSUS1SC806	Polittcs, Law and Society

4th Semester

	Course Code	Title of the Course
1	NSUS1SC807	Caste in Contemporary India
2	NSUS1SC808	Religion and Society
3	NSUS1SC809	Gender and Society

BA Psychology

The list of the following courses for the 3rd and 4th semester of the BA Psychology Programme:

3rd Semester

	Course Code	Title of the Course	
1	NSUS1PS704	Social Psychology	DSC4
2	NSUS1PS705	Statistics	DSC5
3	N5US1PS706	Methods in Psychology	DSC6

4th Semester

	Course Code	Title of the Course	
1	NSUS1PS707	Understanding Childhood	DSC7
2	NSUS1PS708	Experiments in Psychology	DSC8
3	NSUS1PS709	Understanding Abnormality	DSC9

BA Political Science

The list of the following courses for the 3rd and 4th semester of the BA Political Science Programme:

Ist Semester

	Course Code	Title of the Course	
1	NSUS1AE050	Human Rights in India	AEO

3rd Semester

	Course Code	Title of the Course	
1	NSUS1PO604	Western Political Thought	DSC4
2	NSUS1PO605	State Politics in India	DSC5
3	NSUS1PO606	Comparative Government and Politics	DSC6
4	NSUS1GE601	Globalization and Politics	GE

4th Semester

	Course Code	Title of the Course	
1	NSUS1PO607	Indian Political Thought	DSC7
2	NSUS1PO608	International Relations	DSC8
3	NSUS1PO609	Public Administration	DSC9
4	NSUS1GE602	Understanding Ambedkar	GE

The Board members also recommended to approve the course titled Human Rights in India as part of AEO courses for the First Semester of FYUP programme structure, and the course titled Globalization and Politics and Understanding Ambedkar as part of GE courses for the 3“ semester under FYUP programme structure.

Also, recommended the change in the title of the course DSC 8 "Theories of International Relations", to DSC8 "International Relations", to the Academic Council for consideration and approval.

BA Social Sciences and Humanities

	3rd & 4th Semester
1	BSUS1SE003 - Introduction to Cyber Security

BA Mathematics

The list of the following courses for the 3rd and 4th semester of the BA Mathematics Programme:

3rd Semester

	Course Code	Title of the Course
1	NMAS04	Numerical Analysis
2	NMA505	Analysis II
3	NMA506	Algebra II

4th Semester

	Course Code	Title of the Course
1	NMA507	Probability and Statistics
2	NMA508	Analysis III
3	NMA509	Algebra Ill

The Minutes of the meeting of the Board of Studies held on 14.12.2023 containing the above recommendations alongwith course outlines are placed at **Appendix-7**.

Decision : The Academic Council deliberated on the matter and resolved to ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding the courses of 3rd and 4th Semester of BA (H) Programmes under FYUP of School of Undergraduate Studies.

Reporting Items

Agenda 33.13 : To report the signing of additional MoUs by Dr.B.R.Ambedkar University Delhi with the other prestigious Universities/Organisations

It was submitted to the Academic Council that Dr.B.R.Ambedkar University Delhi has signed following Memorandum of Understandings with the following prestigious University/Organtisations/Institutions established by the Govt. of NCT of Delhi/Govt. of India to provide research opportunity to students and researchers of the two institutions in increasing the effectiveness of teaching and research; jointly organising seminars, conferences and academic workshops on topics of mutual interests; publishing books, monographs, seminar and workshop volumes, etc.; disseminating knowledge in general ; organising capacity building programmes ; exchanging faculty / staff and students; conducting joint research and publication activities; and exchanging of academic resource materials and any other projects / activities of mutual interest

1	University of Ladakh
2	NSUT
3	Delhi Technological University(DTU)
4	National Law university Delhi (NLU)
5	University of Delhi
6	Mahabodhi International Meditation Centre
7	Shri Vishwakrma Skill University(SVSU)
8	Khwaja Moinuddin Chisthi Language University, Lucknow
9	University of Science and Technology Meghalaya
10	Guru Gobind Singh Indraprastha University Delhi
11	National Minorities Development And Finance Corporation
12	Indira Gandhi Delhi Technical University for Women
13	NIELIT-National Institute for Electronics and Information Technology under Meity.
14	Route 2 Roots

Decision : **The agenda regarding signing of MoUs by Dr.B.R.Ambedkar University Delhi with the other prestigious Universities/ Organisations was noted by the Academic Council. Further, Professor Jagmohan Singh Rajput, External Member, suggested signing of MoUs with the Mahatma Gandhi Institute of Education for Peace and Sustainable Development, 35, Ferozshah Road, Connaught Place, Copernicus Marg, New Delhi, Delhi 110001 and Inter University Centre for Teacher Education (IUCTE), Banaras for collaboration in the field of Teacher Education.**

Agenda 33.14 : To report recommendations made by the Extra Mural Fund Committee regarding Extra Mural Fund Policy for the Schools at Dr. B.R Ambedkar University Delhi held on 22.03.2023

It was submitted to the Academic Council that 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 under the direction and guidance of the school deans and faculty.

As per Agenda item 28.8 of 28th meeting of Board of Management held on 08.09.2020 and Resolution no. 28.8 of 29th meeting of Board of Management held on 14.12.2020:- 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. Funds under Extra mural Costs/ Industry Interface Costs/Programme Enrichment Costs etc. be planned for programme requirements based on projected activities and needs and need not be spent in exact amounts every semester. 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.

It was the mandated policy at Dr. B. R. Ambedkar University Delhi that at least 25% of learning should be based on field studies. This policy renders uniqueness to the learning pedagogy of Dr. B. R. Ambedkar University Delhi, and needs to be appreciated as adding value to education by enriching the experience of students.

In addition to the above, Dr. B. R. Ambedkar University Delhi offers various programmes which involve a number of unique learning experiences. There is an immersive component to learning in the schools, involving studios, practical training and skilling activities, seminars, book-reading, usage of stationary/computer resources (material and digital) for which Extra Mural Fund is charged as one of the fee component.

In keeping with the above, the following types of activities may be identified as being covered for partially or completely by the Extra Mural Fund at the level of Schools.

1. Theatre and Performance related expenses
2. Expenses incurred towards supplementing teaching resources when required by inviting eminent experts-in-resident (preferably from National Capital Region(NCR)), Placement Assistance/ guest/adjunct/ visiting faculty/ Academically/non-academically qualified resource persons (people not covered under UGC guest faculty norms)
3. Studio learning tools and materials/simulation.
4. Unforeseen/ Emergency Medical expenditure during visits/activities.
5. Registration fee/entry fee for participation in domain related events, competitions, festivals, workshop (National /International/online/offline);
6. Participation fee, cost incurred towards preparation and travel for national and international competitions including moot courts, debates and mock parliament and U.N.
7. Organization of specific events, expenses related to Schools like Orientation, placement talks/drives, Alumni connect.
8. Outreach and communication material flyers, publicity material, other displays, smart boards, rent incurred on hiring of space, prizes awarded for the competitions organised by the schools, souvenirs, transporting of equipments.
9. Research capacity building workshops for students.
10. Production cost of Innovative student research outputs including calendars, post cards, games etc.

The amount collected under Extra Mural Fund must be utilised for the same programme as far as possible, and the school must try to book upto 90% of the amount collected during the Academic Year.

Any other activity which is not covered under any scheme/policy of the University may be considered by the competent authority, on the recommendation of the Dean of the School, under this scheme.

The Extra Mural Fund Policy to be reviewed every five years.

Budget Heads for Extramural Funds

Sl. No.	Budget Head	Description
1.	Exhibition	This can cover costs such as lighting, purchasing display equipment such as standees, frames etc, renting display equipment/space such as projection systems, sound systems, renting crafting and making equipment, display materials such as paper, stationery items such as sketchpads, model making materials, 3D printing. Travel to purchase, unforeseen expenditure in procuring materials or any other expenses justified by the faculty supervisor. **Rs. 2500/- per student per semester or as per actuals whichever is less.**
2.	Events within Delhi	Registration fees for school related events, competitions, workshops, festivals within Delhi. **As per actuals.**
3.	Events outside Delhi	Registration fees for school related events, competitions, workshops, festivals outside Delhi. **As per actuals.**
4.	Material Resources	School, studio and classroom related needs in terms of model making materials, stationary expenditure and printing (2D and 3D). Travel to purchase, unforeseen expenditure in procuring materials or any other expenses justified by the faculty supervisor. Cost for the production of creative writing publications and Films. **Rs. 5000/- per student/year or as per actuals (whichever is less)**
5.	Resource Persons	Supplementing teaching resources when required by inviting experts-in-resident, guest/adjunct/visiting faculty/non-academically qualified resource persons and teaching assistants. **Maximum of Rs. 6000/- per day**
6.	Travel and Hospitality budget for Event organized by the school. Budget for keynote speakers and invitees	Flight fare and to and fro expenditure (economy class). Accommodation charges Event related to keynote speakers and invitees **– as per GOI rules**
7.	Prize money for Competitions	As per availability of budget
8.	Events related hiring space outside of University for exhibitions, performances, alumni meet, discipline related meet.	As per actuals

Sl. No.	Budget Head	Description
9.	Events related Publicity drive for a maximum of five days (Designing and Printing of Posters, Courier Charges, Purchase of web domain and payment to web designer, Expenses for Student workers from any school in the university, Local Travel)	As per actuals following university norms
10.	Miscellaneous and Contingency	This can cover costs like ticket costs in situ, photocopying or any other expenses justified by faculty supervisor in situ. Like medical costs: **Rs.2000/- per student per semester or as per actuals whichever is less for the concerned trip.**

Decision : The Academic Council deliberated and noted the recommendations made by the Extra Mural Fund Committee. The Academic Council also recommended to place the matter before the Finance Committee and Board of Management for deliberation and consideration.

Agenda 33.15 : To report the recommendations made by the Committee on revision of Fee Structure regarding review of Fee Waiver components of student fees

It was submitted to the Academic Council that the Committee on revision of Fee Structure held on 11.07.2023 has recommended the following components of Fee Structure in light of the deliberations held in the Finance Committee and Board of Management on 29.05.2023. The Committee has recommended the following during the meeting held on 11.07.2023:

(i) The student fees may have the following components:

(a) Tuition Fees:	25%*
(b) Scholarship Fund:	10%*
(c) Learning Enhancement Fund:	25%*
(d) Facilities and Service Charges:	10%*
(e) University Development Fund:	30%*
(f) Caution Deposit (Refundable):	Rs 5000
(g) Extra Mural Fund (Rs 2500/Rs 5000):	Variable
(h) Industry Interface Fees (For MBA Programmes):	Rs 15000
(i) Course Material Fees (For MBA Programmes):	Rs 12000
(j) One time Alumni Registration Fees: (For MBA Programmes/Other Programmes).	Rs5000/Rs 500
(k) Thesis Fees (For PhD Programmes):	Rs 4000

*The percentage would be calculated on the amount arrived after deducting theamount mentioned under (f) to (k), wherever applicable for respective programmes.

(ii) The amount charged under the components other than (a) to (e) would remain the same, as applicable for last academic year i.e. 2022-23. This is in line with the Clause 4 (Mandatory Publication of Prospectus, its Contents and Pricing) of UGC notification dated 11.04.2023 regarding University Grants Commission (Redressal of Grievances of Students) Regulations 2023.

(iii) The Fee Refund/Waiver policy shall be applied on the Total Fees (except Caution Deposit and Extra Mural Fund in programmes, wherever applicable).

(iv) One time Alumni Registration Fee of Rs.500/- may be charged for all programmes from 2023-24 onwards except for MBA & MBA (IEV) for which Rs.5000 will be charged.

However, it was observed that there are other components like Alumni Registration Fee, Graduation Fee, Industry Interface Fee, Course Material Fee, Programme Enrichment Fee, Dissertation Fee, Thesis Examination Fee, which needs to be taken care of while applying fee waiver on Total fees other than Caution Deposit and Extra Mural Fund in programmes, wherever applicable.

Further, the Committee observed that Fee Waiver is also being given on Dissertation fee component to PhD Scholars, for batches admitted till 2021-22. The Committee was of the view that PhD Scholars are getting financial support from various sources in the form of Non –NET stipends, JRF/SRF, contingency funds, other fellowships/Stipends, therefore it is imperative that fee waiver should not be extended on Dissertation fee to the PhD scholars admitted in 2023-24 for batches 2022-23 and 2023-24.

In view of the above the Committee recommended that Fee Waiver shall be applied on the "*Total Fees which includes components(a) to (e), excluding Caution Deposit, Alumni Registration Fee, Graduation Fee, Extra Mural Fund, Industry Interface Fee, Course Material Fee, Programme Enrichment Fee, Dissertation Fee, Thesis Examination Fee etc in Under Graduate, Post Graduate Programmes and PhD Programme's, wherever applicable*)

Decision : The Academic Council deliberated and noted the recommendations made by the Committee on revision of Fee Structure regarding review of Fee Waiver components of student fees. The Academic Council also recommended to place the matter before the Finance Committee and Board of Management for deliberation and consideration.

Agenda 33.16 : To report the recommendations made by the Committee on revision of Fee Structure regarding amendment in Notification dated 05.05.2016 issued by the University regarding Fee Waiver

It was submitted to the Academic Council that the University vide notification dated 05.05.2016 has notified the following tuition fee waiver scheme to SC, ST, Differently abled (Person with disabilities) and Economically Backward Students, in pursuance to 19th BoM held on 19th April 2016.

(i) Full waiver of Tuition Fees to all students belonging to SC, ST and PwBD categories.

(ii) The gross annual family income ceiling (slab-wise) for availing Tuition Fee waiver from the Economically backward students (other than SC, ST & PwBD), as detailed below: -

	% of Tuition Fee Waiver	Gross Annual Family Income
Slab-1	100% Tuition Fee Waiver	Rs.3 Lakh or below
Slab-2	75 % Tuition Fee Waiver	Rs.4 Lakh or below,but more than Rs.3 Lakh
Slab-3	50 % Tuition Fee Waiver	Rs.5 Lakh or below,but more than Rs.4 Lakh
Slab-4	25 % Tuition Fee Waiver	Rs.6 Lakh or below,but more than Rs.5 Lakh

Also, the following documents has been prescribed vide the said notification for giving Tuition Fee Waiver.

(i) SC/ST/PwD students:
   (a) Self-Undertaking for availing the fee waiver prescribed by the Student Services Division.

(ii) Students from Economically Weaker Backgrounds, other than SC/ST/Pwd categories:
   (a) Income Certificate issued by Tehsildar/Sub-Divisional Magistrate
   (b) Copy of the parent's income tax return
   (c) BPL ration card (if applicable)

The Committee on revision of Fee Structure was of the view that even though the Tuition Fee Waiver Scheme was approved in the 19th BoM, but the prescribed documents which were notified to be taken for giving fee waiver, were neither reported to BoM, nor any approval taken. Further, CoF informed that theITR of one of the parents cannot be taken as proof of Income, as ITR per se cannot be construed as income proof as it is a self-declared income, not the income (i.e. salary etc.) as shown by the employer in the Salary Certificate. The ITR is also subject scrutiny by the Income Tax Department and can be accepted only after intimation under section 143(1) of the Income Tax Act is issued by the Tax Department.

In view of above, the Committee recommends that the documents prescribed by GNCTD for allowing fee waiver/fee assistance needs to be followed, as given below:

(i) A declaration, as per Format at Annexure- "A", by the student affirming that no financial support has been availed / is being availed from any other Scheme for meeting the cost of education for this course / program **and**

(ii) Copy of valid card issued under the National Food Security Scheme

Or

(iii) Copy of valid annual family income certificate issued by the SDM/competent authority.

Or

(iv) Copy of the full Income Tax Return (including the acknowledgement page) for both parents filed with Income Tax Department for the previous financial year. In the case of a non-working parent, an affidavit affirming non employment certified by the office of SDM/competent authority and family income certificate issued by the SDM/competent authority.

Accordingly, the Committee recommended the following amendments in Notification dated 05.05.2016.

(a) The term "Tuition Fee" to be replaced by "*Total Fees (excluding Caution Deposit, Alumni Registration Fee, Graduation Fee, Extra Mural Fund, Industry Interface Fee, Course Material Fee, Programme Enrichment Fee, Dissertation Fee, Thesis Examination Fee etc. in Under Graduate, Post Graduate Programmes and PhD Programme's, wherever applicable*)

(b) The Committee recommends that the documents prescribed by GNCTD (copy enclosed) for allowing fee waiver/fee assistance needs to be followed, as given below:

(i) A declaration, as per Format at Annexure- "A", by the student affirming that no financial support has been availed / is being availed from any other Scheme for meeting the cost of education for the course / program

and

(i) **Copy of valid card issued under the National Food Security Scheme**

Or

(ii) **Copy of valid annual family income certificate issued by the SDM/ competent authority.**

Or

(iii) **Copy of the full Income Tax Return (including the acknowledgement page) for both parents filed with Income Tax Department for the previous financial year. In the case of a non-working parent, an affidavit affirming non employment certified by the office of SDM/competent authority and family income certificate issued by the SDM/competent authority.**

(c) Other terms and conditions including the scheme of fee waiver, remains the same as per notification dated 05.05.2016.

Decision : **The Academic Council deliberated and noted the recommendations made by the Committee on revision of fee structure regarding amendment in Notification dated 05.05.2016 regarding Fee Waiver. The Academic Council also recommended to place the matter before the Finance Committee and Board of Management for deliberation and consideration.**

Agenda 33.17 : To report the recommendations made by the Committee on revision of Fee Structure regarding replacement of Fee head 'One time Alumni Registration Fee' by Alumni Registration and Other Allied Alumni Activity Fee

It was submitted to the Academic Council that the Committee on revision of fee structure in its meeting held on 11.07.2023 recommended that One Time Alumni Registration Fee of Rs 500/- may be charged for all programmes from 2023-24 onwards except for MBA & MBA (IEV) for which Rs 5000 will be charged. Further, the course material fees for MBA & MBA (IEV) was increased to Rs 12000/- from Rs 11,000/-.

It was informed by Dean (SS) that, an email has been received from IT services vide which the SS division had been requested to provide the fee structure for 2nd semester students admitted in 2023-24, so that they can configure the samarth portal. Also, it was also observed by the Committee that a **total fee** structure for 2023-24 was published in Admission Brochure 2023-24 and subsequently, the component wise fee structure for 1st semester was placed in public domain. Now, while working out the fee structure for 2nd semester, SS Division has observed that there is a difference of Rs 500 *vis a vis* the one published in admission brochure 2023, for which the components needs to be worked upon by the Committee, so that it is as per Admission Brochure 2023-24. This would enable SS division to configure components accordingly on Samarth portal through IT services for raising the demand of 2nd Semester fee for students admitted in 2023-24 and onwards.

In view of above, the Committee recommended that Fee head 'One time Alumni Registration Fee' may be replaced by Alumni Registration and Other Allied Alumni Activity Fee which will be collected every semester. Other recommendations remain the same as recommended in the meeting held on 11.07.2023.

Decision : **The Academic Council deliberated and noted the recommendations made by the Committee on revision of Fee Structure regarding replacement of Fee head 'One time Alumni Registration Fee' by Alumni Registration and Other Allied Alumni Activity Fee. The Academic Council also recommended to place the matter before the Finance Committee and Board of Management for deliberation and consideration.**

Agenda 33.18 : Matters arising out of the then Standing Committee Research (SCR) as emanating from its 65th meeting held on 25.08.2023

The Minutes of the SCR are placed before the Academic Council (**Appendix-8**).

Agenda 33.18.1 : To note the request application from Ms.Jaspreet Kaur (S195F0002) (Research Supervisor Prof. Anu Singh Lather) for maternity leave from 10th Nov 2022 for a period of 280 days

It was submitted to the Academic Council that Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SBPPSE regarding the request application from Ms.Jaspreet Kaur (S195F0002) (Research Supervisor Prof Anu Singh Lather) for maternity leave from 10th Nov 2022 for a period of 280 days.

As stated Ms.Jaspreet could not apply for Maternity leave due to an emergency situation and hence submitted an application dated 22nd March 2023 for applying for maternity leave of 280 days post her delivery from 10th Nov 2022. The SCR resolved to recommend grant of maternity leave retrospectively with effect from 10th November 2022 subject to the condition that the said leave period does not exceed 240 Days as admissible under Clause 12 (V) of Dr. B. R. Ambedkar University regulations concerning degree of Doctor of Philosophy 2017.

Decision : The Academic Council noted the above information.

Agenda 33.18.2 : To note the update on the Action taken in respect of De-enrolment of Mr.Hemant Kumar (S195F0001) from the PhD Program and the return of his JRF amount to UGC

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SBPPSE regarding de-enrolment of Mr.Hemant Kumar (S195F0001) from the PhD Program and refund of his JRF amount to UGC. As stated, Mr.Hemant has joined a permanent Job in a Delhi school and as advised he has returned the JRF amount which was sanctioned to him by the UGC for the period for which he got the same. The SCR noted the information.

Decision : The Academic Council noted the above information.

Agenda 33.18.3 : To note the supervisor allocation for Behshta Amin (Roll Number: S225ADS01)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SDS regarding the supervisor allocation for Behshta Amin (Roll Number: S225ADS01).

It was submitted that Behshta Amin (Roll Number: S225ADS01) has completed the first semester of her PhD programme. During this semester, she has completed 10 credit of coursework:

1. SDS3DS102-Research Methods (4 credit)
2. SDS3DS107-Supervised Independent Study (4 credit)
3. SDS3DS220-Institutions and Public Policy Processes (2 credit)

She needs to complete six more credits of coursework, including 1. UNI300101-The Research and Publication Ethics and 2. SDS3DS101-Development Perspectives, Contexts and Historical Trends. Both these courses are compulsory courses. She shall be able to pursue course no. 1 when the University offers the course. Course no. 2 shall be offered by the School of Development Studies when the remaining students of the 2022-23 batch (to which Behshta Amin belongs) are admitted.

In order to ensure that the student's PhD does not get delayed because of these developments, it was resolved to assign her a supervisor rightaway under whose guidance she can begin working on her thesis.

The SCR resolved to recommend allocation of the supervisor and further advised that the Research Advisory Committee for Behshta Amin (Roll Number: S225ADS01) may be constituted.

Decision : The Academic Council noted the above information.

Agenda 33.18.4 : To consider the proposed change in the supervisory arrangement and re-constitution of the Research Advisory Committee for Ms. Disha Sharma (2019-20 cohort)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SES regarding the proposed change in the supervisory arrangement and re-constitution of the Research Advisory Committee for Ms. Disha Sharma (2019-20 cohort).

As stated, Dr. Anandini Dar was assigned as Supervisor of Ms. Disha Sharma [S195H0003; Registration date: 19 August 2019, PhD Scholar, School of Education Studies]. Dr. Anandini Dar was relieved from Dr.B.R. AUD w.e.f. 1 June 2023 due to which, there was a need for change in the supervisory

arrangement of Ms. Disha Sharma. Accordingly, the following changes in the RAC of Ms. Disha Sharma were made as under:

RAC Constitution	**Old RAC Constitution**	**New RAC Constitution**
Supervisor	Dr. Anandini Dar	**Dr. Sunita Singh**
Co-Supervisor	None	**Dr. Anandini Dar** (formerly with AUD)
Internal RAC member	Dr. Manasi Thapliyal Navani	Dr. Manasi Thapliyal Navani
External RAC member (outside SES)	Dr. Moggallan Bharti Assistant Professor, School of Development Studies, AUD	Dr. Moggallan Bharti Assistant Professor, School of Development Studies, AUD

It was submitted that the RSC discussed and resolved to recommend the change in the supervisory arrangement and re-constitution of Ms.Disha Sharma's RAC in light of Clause 9.3 of PhD Regulations 2021 which states that, "A co-supervisor can be appointed for a PhD scholar from another school or from outside the university on the basis of the recommendation made by the RAC of the scholar, RSC of the School and SCR with the approval of competent authority and the Academic Council.

The SCR resolved to recommend approval of the changes in supervisory arrangement and re-constitution of the Research Advisory Committee for Ms.Disha Sharma (2019-20 cohort) and the recommendations were placed before the Academic Council.

Decision : The Academic Council deliberated on the matter and noted that the Co-supervisor of Ms. Disha Sharma, PhD Scholar, School of Education Studies has been changed to Dr. Anandini Dar who was an ex-faculty member of Dr.B.R. Ambedkar University Delhi.

After considering the facts, that Dr. Anandini Dar had been the faculty member of Dr.B.R. Ambedkar University Delhi and Supervisor of the scholar, the Academic Council considered the recommendations made by the SCR regarding change in the supervisory arrangement and re-constitution of the Research Advisory Committee in respect of Ms. Disha Sharma, as an exception and not to treat the same as precedence in future. The Academic Council recommended not to appoint any Co-supervisor without obtaining No Objection Certificate 'NOC' and with prior permission of the Competent Authority.

Agenda 33.18.5 : To note the satisfactory progress reports of the scholars of School of Human Ecology for the semester period January to June 2023, and received from the RAC Convenors

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SHE regarding the satisfactory progress reports received from the RAC Convenors of the following scholars:

S. No.	Scholar	Date of Enrolment	Reporting Semester	Date of RAC presentation	Progress as per RAC
1	Anchal Dhiman	31/8/2016	15th	08/08/2023	Satisfactory
2	Sonam Mahalwal	01/09/2016	15th	09/08/2023	Satisfactory
3	Nikita Samarnath	15/09/2022	3rd	09/08/2023	Satisfactory
4	Suraj Pratap Singh Bhati	16/11/2021	3rd	09/08/2023	Satisfactory
5	Amit Kumar Srivastwa	26/07/2019	9th	09/08/2023	Satisfactory

The SCR took note of the Six monthly progress report of students tabled above for the period (January to June 2023).

Decision : The Academic Council noted the above information.

Agenda 33.18.6 : To consider and note the PhD Scholar Syed Shoaib Ali (SHE165BED03) has submitted his PhD thesis

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHE regarding submission of thesis by PhD Scholar Mr. Syed Shoaib Ali (SHE165BED03).

Enrolment No.	Name	Thesis submission date
SHE165BED03	Syed Shoaib Ali	30 June 2023

The SCR took note of the submission of PhD thesis by Mr. Syed Shoaib Ali (SHE165BED03).

Decision : The Academic Council noted the above information.

Agenda 33.18.7 : To note the request for two years' relaxation (or extra time) under women category by the scholars in accordance to 2017 PhD regulation

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS regarding the request for two years' relaxation (or extra time) under women category by the following scholars in accordance in accordance with Section 12, clause (v) PhD Regulation, 2017,

which states that, “Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD”.

Matters pertaining to the PhD WGS Programme

Sl. No	Name, Enrolment No. & Date of Registration	Date of completion of 5 years	Extension details/period of extension sought	Attachments
1.	Hemantika Singh S185CWG04 27/07/2018	26/07/2023	27 July 2023 to 26 July 2025 Two years relaxation (or extra time) under women category	Application for extension endorsed by the supervisor and RAC members. RAC form. Draft Chapters with work plan. Medical certificate
2	Riya Singh S185CWG07 27/07/2018	26/07/2023	27 July 2023 to 26 July 2025 Two years relaxation (or extra time) under women category	Application for extension endorsed by the supervisor and RAC members. RAC form. Draft Chapters with work plan. Cited personal and familial issue.
3	Vandana Chaudhary Palta S185CWG10 01/07/2018	30/06/2023	01 July 2023 to 30 June 2025 Two years relaxation (or extra time) under women category	Application for extension endorsed by the supervisor and RAC members. RAC form. Draft Chapters with work plan. Cited health and familial issues

The SCR resolved to recommend two year relaxations in the registration period for students figuring at Sl.No. 1 to 3 in the above table as per Section 12, clause (V) of Dr.B.R. Ambedkar University PhD Regulations, 2017.

Decision : The Academic Council noted the above information.

Agenda 33.18.8 : To consider and note the request for one and half years’ relaxation (or extra time) under women category by the scholars in accordance to 2017 PhD regulation

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS regarding the request for one and half years’ relaxation (or extra time) under women category by the following scholars in accordance to 2017 PhD regulation, Section 12, clause (v), which states that, “Women candidates and Persons with Disability (more than 40% disability) may be allowed relaxation (or extra time) of 2 years for PhD”.

Sl. No.	Name, Enrolment No. & Date of Registration	Date of completion of 5 years	Extension details/period of extension sought	Attachments
1	Sutanuka Bhattacharya S155CWG01 19/01/2015 De-registered on 08/01/2018 & Re-registered on 04/08/2020	14/08/2022	UGC extension granted till 31st Dec 2022 in the 60th SCR meeting. 1st extra time/relaxation under women candidate granted from 1st Jan 2023 to 30th June 2023 in 61 SCR meeting **2nd extra time/ relaxation under women category sought from 1st July 2023 till 31st December 2024 (remaining one and half years).**	Application for relaxation endorsed by the supervisor and RAC members. RAC form. Draft Chapters with work plan Medical certificate
2	Dona Biswas S165CWG06 13/01/2016	12/01/2021	UGC Pandemic provision till 30th June 2022 in 57 SCR. UGC pandemic extension granted from 1st July till 31st Dec 2022 in the 60th SCR meeting. 1st extra time/relaxation under women candidate granted from 1st Jan 2023 to 30th June 2023 in 61 SCR meeting **2nd extra time/ relaxation under women category sought from 1st July 2023 till 31st December 2024 (remaining one and half years).**	Application for relaxation endorsed by the supervisor and RAC Members. RAC form. Draft Chapters with work plan and certificate of undergoing Therapy
3	Sanjana S175CWG03 07/12/2016	06/12/2021	UGC Pandemic provision till 30th June 2022 in 57 SCR. UGC extension granted from 1st July till 31st Dec 2022 in the 59th SCR meeting. 1st extra time/relaxation under women candidate granted from 1st Jan 2023 to 30th June 2023 in 61 SCR meeting **2nd extra time/ relaxation under women category sought from 1st July 2023 till 31st December 2024 (remaining one and half years).**	Application for relaxation endorsed by the supervisor and RAC Members. RAC form. Draft Chapters with work plan Cited personal & familial situation

The SCR resolved to recommend one and half year relaxations in the registration period for students figuring at S.No. 1 to 3 in the above table as per Section 12, clause (v) of Dr.B.R. Ambedkar University PhD Regulations, 2017.

Decision : The Academic Council noted the above information.

Agenda 33.18.9 : To note the report of the conduct of PhD pre-submission presentation and submission of thesis of the scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS about the report of the conduct of PhD pre-submission presentation and submission of thesis of the following scholar:

Name of Scholar & Enrolment No.	Date of Registration	Date of Pre-submission	Date of Thesis Submission
Ms.Renu Singh S165CWG03	13/01/2016	07/06/ 2023	16/06/2023

The SCR took note of the PhD pre-submission presentation and submission of thesis Ms.Renu Singh (S165CWG03).

Decision : The Academic Council noted the above information.

Agenda 33.18.10 : To report the request made by the scholars of PhD Women and Gender Studies, School of Human Studies (SHS) regarding Re-registration under PhD 2016 Regulations

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations made by the RSC of SHS regarding the requests made by the scholars of PhD Women's and Gender Studies programme in light of Clause 16 of PhD 2016 Regulations. Clause 16 (vi) of UGC Regulations, 2016 states as under:-

Subsequent to completion of PhD course work or, in case of a doctoral scholar admitted without course work requirement, no later than one year after his/her admission—a scholar seeking extraordinary leave for any legitimate purpose may request temporary de-registration subject to approval of the Supervisor(s) and the RSC. Temporary de-registration shall not be permitted before a candidate has successfully presented to the RSC (or relevant functional group—cf. §4) a thesis synopsis, understood as an articulated plan of a research project well beyond the initial research proposal and usually containing a chapter outline. The de-registered candidate cannot re-register sooner than one year after the date of de- registration and may re-

register no later than four years after the date of de-registration. An RSC shall not approve an application for re- registration without a candidate's clear statement of intent to submit a thesis for examination within the stated time frame. The designated supervisor (or primary joint-supervisor) must concur with the plan, or a new supervisor may be appointed who concurs with the arrangement. In the absence of concurrence of the original or a new supervisor, the RSC would close the candidate's registration. In such event, a candidate may appeal to the SCR, whose decision is final. Upon re-registration, the candidate must submit a PhD thesis for examination not sooner than six months after re-registration and within a period such that the total span of the initial doctoral registration, de-registration, re-registration and thesis submission is not more than six years.

Name, Enrolment No. & Date of Registration	Period of Temporary de-registration	Date of request for re-registration	Attachments
Vikas Singh S175CWG06 07/12/2016	19/ 11/2019 to 13/08/2023 Agenda 6. (vi) of 47 SCR page 9	14/08/2023	Application endorsed by Supervisor and full draft of the thesis. Relevant portion of 47 SCR minutes attached.

The SCR resolved to recommend the re registration of Vikas Singh (S175CWG06) in the PhD Women and Gender Studies programme w.e.f. 14.08.2023 after availing the de-registration period.

Decision : The Academic Council noted the above information.

Agenda 33.18.11 : To note the request made by the following scholars for extension from 31st August 2023 to 6 December 2023 under PhD 2016 regulations

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SHS regarding the request made by the following scholars for extension from 31st August 2023 to 6 December 2023 under PhD 2016 Regulations.

Clause 16 (vi) of Ph.D. Regulations, 2016 states that s*ubsequent to completion of Ph.D. course work or, in case of a doctoral scholar admitted without course work requirement, no later than one year after his/her admission—a scholar seeking extraordinary leave for any legitimate purpose may request temporary de-registration subject to approval of the Supervisor(s) and the RSC. Temporary de-registration shall not be permitted before a candidate has successfully presented to the RSC (or relevant functional group—cf. §4) a thesis synopsis, understood as an articulated plan of a research project well beyond the initial research proposal and usually containing a chapter outline. The de-registered candidate cannot re-register sooner than one year after the date of de- registration and may re-register no later than four*

years after the date of de-registration. ***An RSC shall not approve an application for re- registration without a candidate's clear statement of intent to submit a thesis for examination within the stated time frame. The designated supervisor (or primary joint-supervisor) must concur with the plan, or a new supervisor may be appointed who concurs with the arrangement. In the absence of concurrence of the original or a new supervisor, the RSC would close the candidate's registration. In such event, a candidate may appeal to the SCR, whose decision is final. Upon re-registration, the candidate must submit a Ph.D. thesis for examination not sooner than six months after re-registration and within a period such that the total span of the initial doctoral registration, de-registration, re-registration and thesis submission is not more than six years.***

Name & Enrolment No.	Registration Date and De-registration period	Completion of 3 years	Completion of 6 years including de-registration period	Request for extension within 6 years period	Attachments
Vikas Singh S175CWG06	07/12/2016 Period of temporary de-registration from 19/11/2019 to 13/08/2023	30/08/2023	06/12/2023	31/08/2023 to 6/12/2023	Application endorsed by Supervisor and full draft of the thesis

The SCR resolved to recommend extension for submission of PhD Thesis and completion of other requirements with effect from 31.08.2023 to 06.12.2023 as per clause 16(X) of the Dr.B.R.AUD PhD 2016 regulations.

Decision : The Academic Council noted the above information.

Agenda 33.18.12 : To note the failure of MPhil student in the School of Human Studies to submit her MPhil thesis

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS regarding failure of MPhil student of Batch 2019-2022 to submit her thesis:

Name of Scholar, Enrolment No. & Date of Registration	Date of Pre-submission Presentation	RAC members
Priyanka Yadav S194CPS10 30/07/2019	15/6/2023	1. Dr. Anoop Koileri (Supervisor, SHS); 2. Prof. Rachana Johri (co-supervisor); 3. Dr. Vatsala Saxena (SHS); 4. Prof. Anita Ghai (SHS)

As per Clause 11(vii) of M.Phil Regulations, 2017 the **normal registration period** for MPhil Programme in Psychoanalytic Psychotherapy is three years with the possibility of two extensions up to one year. The scholar has used the maximum time permissible as per the regulations. The SCR took note that

Ms.Priyanka Yadav (S194CPS10) MPhil student of 2019-2022 batch has failed to submit the MPhil thesis with in the maximum time permissible under the applicable regulations.

Decision : The Academic Council noted the above information.

Agenda 33.18.13 : To note the completion of course work by the PhD Psychology Scholars of 2021 Batch in accordance to Dr.B.R.AUD PhD Research Regulations, 2021

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS regarding completion of course work by the following PhD Psychology Scholars of 2021 Batch in accordance with Clause 10 of Dr.B.R.AUD Ph.D. Regulations 2021.

Sl. No.	Scholar's Name & Enrolment No.	Courses	Credits
1	Simran Bodh S215CPS01	**Semester 1** 1) Reading Text: A Methodological Focus (4 credits) 2) Theoretical issues in Sociological Research (4 credits) 3) The Research and Publication Ethics (2 credits) **Semester 2** 1) Critical Cultural Psychology (4 credits) 2) Subjectivity, Life history and the Psyche: Researching into the world of survivors. (4 credits)	18
2	Srishti Kathak S215CPS02	**Semester 1** 1) Reading Text: A Methodological Focus (4 credits) 2) Theoretical issues in Sociological Research (4 credits) 3) The Research and Publication Ethics (4 credits) **Semester 2** 1) Critical Cultural Psychology (4 credits) 2) Subjectivity, Life history and the Psyche: Researching into the world of survivors. (4 credits)	18

Sl. No.	Scholar's Name & Enrolment No.	Courses	Credits
3	Vinod.R S215CPS03	**Semester 1** 1) Research Methodologies through Exemplary Works (4 credits) 2) Reading Text: A Methodological Focus (4 credits) 3) The Research and Publication Ethics (2 credits) **Semester-2** 1) Critical Cultural Psychology (4 credits) 2) Subjectivity, Life history and the Psyche: Researching into the world of survivors. (4 credits)	18

The SCR took note of the completion of course work of PhD Psychology students of 2021 batch as tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.14 : To note the completion of course work by the scholars of PhD Psychology 2021 whose supervisors were allotted and RACs were constituted in light of Dr.B.R.AUD PhD Regulations, 2021

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS regarding completion of course work by the scholars of PhD Psychology 2021 whose supervisors were allotted and RACs were constituted in light of Clause 9.1 and 11 of Dr.B.R.AUD PhD Regulations, 2021.

Sl. No.	Name & Enrolment No.	Supervisor	RAC constitution
1.	Simran Bodh S215CPS01	Dr. Vatsala Saxena	Dr. Vatsala Saxena (Supervisor), Prof. Honey Oberoi Vahali (Psychology program), Dr. Shifa Haq (Psychology program), Dr. Rinju Rasaily (School of Liberal Studies)
2.	Srishti Kathak S215CPS02	Dr. Mamatha Karollil	Dr. Mamatha Karollil (Supervisor), Prof. Honey Oberoi Vahali (Psychology Program), Prof. Nakkeeran Nanjappan (School of Global Affairs)
3.	Vinod R. S215CPS03	Prof. Honey Oberoi Vahali	Prof Honey Oberoi Vahali (supervisor), Dr Shifa Haq (Psychology program) Dr Diamond Oberoi vahali (School of Letters) Dr Yogesh Snehi (School of Liberal Studies)

The SCR took note of the completion of course work by the scholars of PhD Psychology 2021, supervisor allocation and RAC Constitution of students tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.15 : To report the re-assignment of Ph.D.Supervisor in case of Ms.Meena Sawariya (S175CPSO3) PhD Psychology Scholar in light of Clause 2017

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SHS regarding the Prof. Anita Ghai is retiring in less than 3 years. In accordance to *AUD 2021 research regulation, clause 9.2*, Ms.Meena Sawariya (S175CPSO3) PhD Psychology 2017 scholar has been re-assigned Dr. Anoop Kumar Koileri as her PhD supervisor, with Prof. Anita Ghai as a co-supervisor.

Name & Enrolment No.	Date of Registration	Supervisor	Co-supervisor
Meena Sawariya S175CPSO3	22/08/2017	Dr. Anoop Kumar Koileri	Prof. Anita Ghai

The SCR resolved to recommend approval of change in supervisor allocation.

Decision : The Academic Council noted the above information.

Agenda 33.18.16 : To note the request of Ms.Meena Sawariya (S175CPS03), a PhD Psychology 2017 for de-registration who has completed her 1 year of women's relaxation, as per Dr.B.R.AUD PhD Regulations, 2017

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS regarding the request received from Ms.Meena Sawariya, a Ph.D. Psychology Scholar regarding de-registration in light of Clause 12(vi) of Dr.B.R.AUD PhD Psychology 2017 which states as under:-

*'A Ph. D. scholar can request the RSC for **temporary de-registration** subject to approval by the RAC, RSC and SCR. Temporary de-registration can only be sought by a Ph. D. scholar **after completion of the course work and successful defence of a thesis synopsis**. The de-registered candidate cannot re-register sooner than one year after the date of de-registration and may re-register no later than four years after the date of de-registration.*

As stated, the scholar was going through a crisis at personal level which makes it difficult for her to work on her research and the deadlines imposed

by the research regulations caused her immense stress. The supervisor, the candidate, and her RAC noted and hoped that de-registration will take some pressure off her, allowing her to navigate through her difficult life situations, and come back to research with more focus.

Name, Enrolment No. & Date of Registration	Date of completing 5 years of registration	Women's relaxation	Date of application for de-registration	Attachment
Meena Sawariya S175CPS03 22-8-2017	21-8-2022	22.8.2022 to 21.8.2024 (approved in SCR 60, Clause 7.15)	14.08.2023 onwards	Application for de-registration

The SCR resolved to recommend de-registration of Ms.Meena Sawariya (S175CPS03) from PhD Psychology programme as per Clause 12(vi) of Dr.B.R. Ambedkar University Delhi, Ph.D. Regulations.

Decision : The Academic Council noted the above information.

Agenda 33.18.17 : To report the request given by the Ph.D. Scholar, School of Human Studies regarding withdrawal from the PhD Programme

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS regarding the request made by Ms.Anshu (S205CPS02) a PhD 2020 scholar for withdrawal from PhD admission.

The SCR took note of the application submitted by the Ms.Anshu for withdrawal of her PhD admission.

Decision : The Academic Council noted the above information.

Agenda 33.18.18 : To report the allotment of PhD supervisor and constitution of RAC for the Disability Studies scholars as per AUD 2021 regulations

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SHS regarding the allotment of PhD supervisor and constitution of RAC for the following Disability Studies scholars as per clause 9.1 and 11 of Dr.B.R.AUD PhD Regulations, 2021:

Sl. No.	Scholar's Name, Enrolment No. & Date of Registration	Supervisor	Co-supervisor	RAC
1.	Damini Rana S205CDS03 29.11.2021	Prof. Honey Oberoi Vahali	Prof. Anita Ghai	Prof. Honey Oberoi Vahali, Prof. Anita Ghai, Prof. Rukmini Sen.
2.	Shrabanti Senla S205CDS04 16.11.2021	Dr. Vatsala Saxena	Prof. Anita Ghai	Dr. Vatsala Saxena, Prof. Anita Ghai, Dr. Divya Jalan
3.	Adarsh Chhetry S205CDS01 26.11.21	Dr. Anoop Koileri	Prof. Anita Ghai	Dr. Anoop Koileri, Prof. Anita Ghai, Dr. Mamatha Karollil

The SCR took note of the allotment of PhD supervisor and constitution of RAC as tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.19 : To note the reconstitution of Research Studies Committee of the School of Letters

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SoL regarding the reconstitution of Research Studies Committee (RSC) of the School of Letters:

(i) Prof. Satyaketu Sankrit (Chair)
(ii) Dr. Shad Naved (Convener and Programme Coordinator, CLTS)
(iii) Dr. Sanju Thomas as Programme Coordinator, English
(iv) Dr. Geeta Pandey as Programme Coordinator, Hindi
(v) Dr. Urfat Anjem Mir (SLS, external member)
(vi) Dr. Oinam Hemlata Devi (SHE, external member)

The SCR took note of the reconstitution of Research Studies Committee of the School of Letters.

Decision : The Academic Council noted the above information.

Agenda 33.18.20 : To note the grant of first six-month extension of normal registration period for the PhD CLTS Scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SoL regarding grant of first six-month extension of normal registration period for the following PhD Comparative Literature & Translation Studies (CLTS) Scholar:

Sl. No.	Name of PhD Scholar, Enrolment No. & Date of Registration	Date of Application	RAC members (supervisor first)
1.	Mr Aniruddha Nagaraj S185LCL02 21.08.2018	11.07.2023	Anita Cherian (S), Radha C (Co-S), Shad Naved, Bindu KC

Decision : The Academic Council noted the above information.

Agenda 33.18.21 : To report six-monthly "Satisfactory" progress report for the PhD CLTS Scholar (January to June 2023)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SoL regarding the six-monthly "Satisfactory" progress report in respect of the following PhD CLTS Scholar (January to June 2023):

Name of PhD Scholar, Enrolment No. & Date of Registration	Date of RAC meeting	Discussions/ Comments and Suggestions from RAC	RAC members present (supervisor first)
Mr Mohammed Irfan S195LCL03 19.08.2019	04.08.2023	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Shad Naved (S), Radha Chakravarty (external after retirement), Bindu KC (external)

The SCR took note of the Six monthly progress reports of student tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.22 : To report the grant of two-year relaxation (extra-time) in normal registration period for PhD English women scholars

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SoL regarding the grant of two-year relaxation (extra-time) in normal registration period for the following PhD English women scholars:

Sl. No.	Name of PhD Scholar, Enrolment No. & Date of Registration	RAC members (supervisor first)
1	Ms Ruchita Machal S185LEN07 30.07.2018	Vikram Singh Thakur (S), Sanju Thomas, Shad Naved

Sl. No.	Name of PhD Scholar, Enrolment No. & Date of Registration	RAC members (supervisor first)
2	Ms Dimpy Lochav S185LEN03 30.08.2018	Sanju Thomas (S), Bhoomika Meiling, Anita Cherian
3	Ms Sangeeta Jawla S185LEN08 30.07.2018	Diamond Oberoi Vahali (S), Lovitoli Jimo, Sanju Thomas

The SCR resolved to recommend relaxations in accordance with clause 12 (v) of Dr.B.R. Ambedkar University PhD Regulation, 2017, which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD, provided the period of relaxation doesn't exceed the maximum period of registration period admissible to women candidates.

Decision : The Academic Council noted the above information.

Agenda 33.18.23 : To report the grant of maternity leave for the PhD English scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SoL regarding the grant of maternity leave for the following PhD English scholar:

Name of PhD Scholar, Enrolment No. & Date of registration	Date of application (start of leave period)
Ms Archa Bhatnagar S185LEN01 30.07.2018	15.07.2023

The SCR resolved to recommend the grant of maternity leave to Ms.Archa Bhatnagar (S185LEN01) as per clause 12 (v) of Dr.B.R. AUD PhD Regulations, 2017 which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of MPhil/PhD for up to 240 days".

Decision : The Academic Council noted the above information.

Agenda 33.18.24 : To report six-monthly "Satisfactory" progress reports for the PhD English Scholars (January to June 2023)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the

recommendations of the RSC of SoL regarding the six-monthly "Satisfactory" progress reports of the following PhD English Scholars (January to June 2023):

Sl. No.	Name of PhD Scholar, Enrolment No. & Date of Registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Mr Aishwarya Kumar S195LEN02 21.08.2019	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Bhoomika Meiling (S), Amit Singh, Rohit Negi
2.	Ms Zakra Saiwa S195LEN09 2.08.2019	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Sanju Thomas (S), Bhoomika Meiling, Bindu KC
3.	Ms Jenisha Singh S195LEN04 21.08.2019	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Sanju Thomas (S), Usha Mudiganti, Moggallan Bharti
4.	Ms Dimpy Lochav S185LEN03 03.08.2018	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Sanju Thomas (S), Bhoomika Meiling, Anita Cherian
5.	Ms Ruchita Machal S185LEN07 10.07.2018	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Vikram Singh Thakur (S), Sanju Thomas, Shad Naved
6.	Ms Shivani Bhatt S185LEN09 10.07.2018	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Diamond Oberoi Vahali (S), Amit Singh, Oinam Hemlata Devi
7.	Ms Sangeeta Jawla S185LEN08 10.07.2018	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Diamond Oberoi Vahali (S), Lovitoli Jimo, Sanju Thomas

The SCR took note of the Six monthly progress reports of students tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.25 : To note the submission of thesis by the PhD English Scholars

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SoL regarding the submission of thesis by the following PhD English Scholars:

Sl. No.	Name of PhD Scholars Enrolment No. & Date of Registration	Date of thesis submission
1.	Mr Hemchandra Nameirakpam S175LEN03 17.08.2017	08.08.2023

Sl. No.	Name of PhD Scholars Enrolment No. & Date of Registration	Date of thesis submission
2	Mr Ashutosh Kant Prabhakar S175LEN01 16.08.2017	07.08.2023
3	Ms Sruti MD S175LEN07 17.08.2017	17.07.2023

The SCR took note of the submission of PhD thesis by Scholars of English Programme as tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.26 : To note the thesis submission by the PhD Hindi Scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SoL regarding the thesis submission by the following PhD Hindi Scholar:

Name of PhD Scholar	Enrolment No.	Date of Registration	Date of submission
Ms Wagapedige Neetha Subashini Senevirathna	S195DHI06	17.07.2017	01.08.2023

The SCR took note of the thesis submission by Ms. Wagapedige Neetha Subashini Senevirathna (S195DHI06).

Decision : The Academic Council noted the above information.

Agenda 33.18.27 : To note the re-constitution of RAC for the PhD SLS scholars

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the re-constitution of RAC for the following PhD SLS Scholars, whose RACs comprised of Dr. Arindam Banerjee as an internal RAC member:

Sl. No.	Name of Students / Enrolment No. & Date of Registration	RAC Members	Remarks
1.	Neha S205DEC02 21.11.2021	Dr. Krishna Ram Dr. Dipa Sinha Prof. Babu P. Ramesh	Dr. Dipa Sinha in place of Dr.Arindam Banerjee, as discussed by the programme committee
2.	Aishwarya R S195DEC01 01/08/2019	Dr. Dipa Sinha (Supervisor) Dr. Parag Waknis Dr. Arindam Banerjee (external member)	This student has almost completed her thesis and is expected to make her pre-submission presentation

Sl. No.	Name of Students / Enrolment No. & Date of Registration	RAC Members	Remarks
		Dr.Deepita Chakravarty (external member)	soon. The programme committee proposed that for the sake of continuity, Dr. Arindam Banerjee remain in the RAC as an additional external member. Dr. Parag Waknis has been added to the RAC as internal member
3.	Mansi Mehta S185DEC04 01/08/2018	Dr. Dipa Sinha (Supervisor) Dr. Krishna Ram Dr. Nandini Nayak (external member)	This student was granted extension as a woman student in the 64th SCR. She lost her father during Covid-19 and due to her changed circumstances has faced some delays. In her case, Dr.Arindam Banerjee is replaced by Dr.Krishna Ram. The other members remain the same
4.	Divya Sharma S185DEC03 1.8.2018	Dr. Jyotirmoy Bhattacharya Dr. Parag Waknis Dr. Arindam Banerjee (external member) Dr. Satyaki Roy (external member)	This student is nearing completion of her thesis and is expected to make her pre-submission presentation soon. In her case, there were already four members in the RAC including Dr.Arindam Banerjee. It is proposed that the RAC remains the same, with the only change being that Dr.Arindam Banerjee is now present as an external member.

The SCR took note of the RAC re-constitution of the student tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.28 : To note the constitution of RAC for the PhD SLS Scholars of the PhD 2021 batch

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the constitution of RAC for the following PhD SLS Scholar of the PhD 2021 batch:

Name of Student/ Enrolment No. & Date of Registration	RAC Members
Baisakhi Mondal S215DEC01 14.09.2022	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Deepita Chakravarty (external member)

The SCR took note of the constitution of RAC of the student tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.29 : To note the successful PhD Pre-Submission presentation of the scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the successful PhD Pre-Submission presentation of the following scholar:

Name of the Student/ Enrollment No. & Date of Registration	Title of PhD Dissertation	Date of Pre-submission presentation
Shivani Yadav S185DEC06 01.08.2018	Role of Caste Bias and Prejudice in Inter-Group Health Inequities: A Study Based on Primary Survey in Etawah District of Utter Pradesh, India	09.08.2023

The SCR took note of successful PhD Pre-Submission presentation of the Ms.Shivani Yadav (S185DEC06).

Decision : The Academic Council noted the above information.

Agenda 33.18.30 : To note the successful synopsis defence by Ms. Bhoomika Mann (Enrolment No. S195DEC03, Date of Registration: 01.08.2019)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the successful synopsis defence by Ms. Bhoomika Mann (Enrolment Number: S195DEC03, Date of Registration: 01.08.2019). She presented her synopsis titled “A Longitudinal Analysis of Gender Wage Gap in Urban India” before the RAC and the Economics faculty members on 3rd August 2023. The synopsis was approved and deemed passed.

The SCR took note of the successful defence of synopsis titled “A Longitudinal Analysis of Gender Wage Gap in Urban Indi” by Ms. Bhoomika Mann (Enrolment Number: S195DEC03)

Decision : The Academic Council noted the above information.

Agenda 33.18.31 : To note the re-joining of Ms. Priya Jindal (S205DEC03) on 24.07.2023 after completion of their maternity leave

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the re-joining of Ms.Priya

Jindal (S205DEC03) on 24.07.2023 (Date of Registration: 16.11.2021) after completion of their maternity leave.

It was submitted that the SCR in its 61st meeting vide Resolution No. 10.4 had granted maternity leave to Ms.Priya Jindal under clause 12 (V) of Dr.B.R.AUD PhD Regulation 2017. As stated, she has completed all her coursework requirements except the compulsory Research Ethics course and the RSC recommended her to complete the remaining course whenever it is offered while working on her synopsis.

The SCR took note of the re-joining of Ms.Priya Jindal (S205DEC03), in the PhD programme with effect from 24.07.2023 after availing of maternity leave.

Decision : The Academic Council noted the above information.

Agenda 33.18.32 : To note the results of the coursework of the scholars of the PhD Economics 2021 batch (admitted in 2022)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the results of the coursework of the following scholars of the PhD Economics 2021 batch (admitted in 2022):

Name, Enrolment No. & Date of Registration	**Course work completed during the second semester**
Ms. Baishakhi Mondal S215DEC01 14.09.2022	**Second Semester:** Guided Reading (SLS3EC201): 4 credits (A only) Guided Study (SLS3EC202): 4 credits (A only) **First Semester:** Research Methods-1 (SLS3EC101): 2 credits (A only) Mathematical Methods Track 2 (SLS3EC132): 2 credits (A only) Econometrics Track 1 (SLS3EC111): 2 credits (A minus) Econometrics Track 3 (SLS3EC113): 2 credits (A only) Research and Publication Ethics (UNI300101): 2 credits (A only)

The SCR took note of the coursework completion of the PhD scholar as tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.33 : To note the constitution of the RAC for the PhD History Scholars of 2021 batch

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SLS regarding the constitution of RAC for the following PhD History scholars of 2021 batch.

Sl. No.	Name of Student, Enrollment No. & Date of Registration	Supervisor	RAC Members
1	Navratan S215DHS03 14.09.2022	Prof Dhirendra Dangwal	Dr Yogesh Jain Dr Manish Jain, SES (External Member)
2	Sri Harsha Sai Matta S215DHS08 14.09.2022	Dr. Yogesh Jain	Dr Shailaja Menon Dr Rajan Krishnan (External Member)
3	Amartyajyoti Basu S215DHS01 14.09.2022	Dr. Dhiraj Kr Nite	Prof Dhirendra Dangwal Dr RinjuRasaily(External Member)
4	Shuchi Agrawal S215DHS07 20.09.2022	Dr. Dhiraj Kr Nite	Prof. Dhirendra Dangwal Dr Kanwal Anil (External Member)
5	Lalit Kumar S215DHS02 14.09.2022	Prof. Dhirendra Dangwal	Dr Dhiraj Kumar Nite Dr Mayank Kumar, Associate Professor from IGNOU (External Member)

The SCR took note of RAC Constitution of the PhD History 2021 batch as tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.34 : To note the successful PhD pre-submission presentation for the scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SLS regarding the successful PhD pre-submission presentation for the following scholar:

Name of Students, Enrolment No. & Date of Registration	Supervisor /RAC Members	Date of Pre-submission	Discussion/Comments and Suggestions from RAC
Debasree Dhar S185DHS01 14.08.2018	Dr. Dhiraj Kumar Nite (Supervisor) Prof. Dhirendra Datt Dangwal Dr.Rinju Rasaily	15.06.2023	The RAC recommended that the student may prepare her final thesis and submit in next three months.

The SCR took note of successful PhD pre-submission presentation of Ms.Debasree Dhar (S185DHS01).

Decision : The Academic Council noted the above information.

Agenda 33.18.35 : To note the successful submission of PhD thesis by the scholar of School of Liberal Studies

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the successful submission of PhD thesis by the following scholar of School of Liberal Studies:

Name of Students, Enrolment No. & Date of Registration	Supervisor /RAC Members	Date of submission	Title of Dissertation
Debasree Dhar S185DHS01 14.08.2018	Dr.Dhiraj Kumar Nite (Supervisor) Prof.Dhirendra Datt Dangwal Dr.Rinju Rasaily	01.08.2023 (pre-submission date: 15.06.2023) (Date of synopsis defence: 13.01.2021	Capitalism and the Dynamics of State Welfare: the deprivation of the working people in an Indian coalfield 1946-72

The SCR took note of the submission of PhD thesis of Ms.Debasree Dhar (S185DHS01).

Decision : The Academic Council noted the above information.

Agenda 33.18.36 : To note the six-monthly progress reports of the PhD scholars for the period January to June 2023

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the six-monthly progress reports of the following PhD scholars for the period January to June 2023.

Name of Student, Enrolment No. & Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
Chandrika Das S195DHS01 13.8.2019	Dr. Dharitri Narzary (Supervisor) Dr. Manjeet Baruah Dr. Dhiraj Kumar Nite	Jan- June 2023	16.6.2023	The scholar's progress was deemed satisfactory

The SCR took note of the Six monthly progress (January to June 2023) reports of student tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.37 : To note the details of PhD pre-submission reported in the previous SCR meeting

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding PhD pre-submission reported in its 64th SCR meeting wherein the SCR had resolved to place the complete details (Date of Registration, etc.) of the students should be placed on records. Accordingly the same was placed with the requisite details.

Sl. No.	Name of the Student, Enrollment No. & Date of Registration	Title of PhD Dissertation	Date of Pre-submission presentation
1	Ashutosh S185DMA02 26.07.2018	On Prime Rings having Differential Identities	16.05.2023
2	Nisha S195DMA02 07.08.2019	Traffic Flow Modeling and Prediction	19.05.2023
3	Manoj Kumar S185DMA03 30.07.2018	Traffic Congestion Modeling and Prediction	16.05.2023

The SCR took note of the successful PhD pre-submission presentation of students as tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.38 : To note the submission of PhD dissertations of the scholars

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the submission of PhD dissertations of the following scholars:

Sl. No	Name of the Student/ Enrollment No.	Date of Registration	Supervisor/RAC Members	Title of PhD Dissertation	Date of -Submission presentation
1	Ashutosh/ S185DMA02	26.07.2018	Dr. Balchand Prajapati Prof. Geetha Venkataraman Dr. Ramneek Khassa Dr. Anuj Bishnoi (External Expert	On Prime Rings having Differential Identities	Submission date: 29.06.2023 (pre-submission date:16.05.2023) (Date of synopsis defence:19.01.2022)
3	Manoj Kumar/ S185DMA03	30.07.2018	Dr. Kranti Kumar Dr. Pranay Goswami Dr.Mradul Veer Singh Dr. Durvesh Kumar Verma (External Expert)	Traffic Congestion Modeling and Prediction	Submission date 31.06.2023 **(**pre-submission date:16.05.2023 (Date of synopsis defence:20.01.2022)

The SCR took note of the PhD thesis submission by the students as tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.39 : To note the six-monthly progress reports of the PhD scholars for the period Jan 2023 – June 2023

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the six-monthly progress reports of the following PhD scholars for the period Jan 2023 – June 2023:

Sl. No	Name of Students, Enrolment No. & Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Prashun Kumar S195DMA01 07.8.2019	Prof. Geetha Venkataraman (Supervisor) Dr. A Satyanarayan Reddy Dr. Balchand Prajapati Dr.Ramneek Khassa	Jan-June 2023	25.5.2023	The scholar's progress was deemed satisfactory.
2	Bhawna S205DMA02 20.11.2021	Dr. Pranay Goswami (Supervsior) Dr. Jitendra Kumar Dr.Mradul Veer Singh Dr. Kranti Kumar	Jan-June 2023	29.5.2023	-Do-
3	Kuldeep S205DMA03 24.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Arun Choudhary Dr.Mradul Veer Singh	Jan-June 2023	26.5.2023	-Do-

The SCR took note of the Six monthly progress (January to June 2023) reports of student tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.40 : To note the reconstitution of RAC for the PhD SLS Scholars

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendation of the RSC of SLS regarding the reconstitution of RAC for the following PhD SLS Scholars:

Sl. No.	Name of Scholar, Enrolment No. & Date of Registration	RAC Members	Remarks
1	Shahana S195DSC03 26.07.2019	Prof. Rukmini Sen (Supervisor) Dr.Rinju Rasaily Prof. Farhana Ibrahim (External Member)	Dr.Rinju Rasaily will now be the internal member in the RAC.
2	Priya Darshani S185DSC03 14.08.2018	Prof. Rukmini Sen (Supervisor) Prof. Niharika Banerjea (Co-Supervisor) Dr. Urfat Anjem Mir Dr. Anandini Dar (External Member)	In the interest of the student, the RAC recommended that Prof. Niharika Banerjea continue as co-supervisor on the committee. Following such a request, Prof. Niharika Banerjea has submitted an NOC from the O.P. Jindal Global University.

The SCR took note of the reconstitution of RAC of students tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.41 : To note the request of Mr. Abhik Bhattacharya (S185DSC01 and Date of Registration: 13.08.2018) for six-months extension

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the request of Mr.Abhik Bhattacharya (Registration Number: S185DSC01 and Date of Registration: 13.08.2018) for six-months extension to be considered on an emergency basis as he is facing some unanticipated delay and his five-year registration period is due to end soon. As stated, the scholar has completed most of his thesis writing and other requirements for thesis submission and needs some more time to do the final corrections and formatting. It is submitted that the RAC has recommended extension as per clause 12 (V) of the AUD Regulations 2017, which was considered by the SCR. The SCR resolved and recommended a six-month extension in registration period with effect from the day of completion of five year registration period.

Decision : The Academic Council noted the above information.

Agenda 33.18.42 : To note the request of Mr. Manas Raturi (S185DSC02 and Date of Registration: 13.08.2018) for six-months extension

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the request of Mr. Manas Raturi (Registration Number: S185DSC02 and Date of Registration: 13.08.2018) for six-months extension to be considered on an emergency basis as he is facing some unanticipated delay and his five-year registration period is due to end soon. As stated, the RAC had recommended extension in the instant case considering the satisfactory progress of the scholars and completion of 80% of his writings. The RAC had recommended extension as per clause 12 (V) of the AUD Regulations 2017 which was agreed to by the RSC and was forwarded to the SCR for deliberations. The SCR resolved to recommend six-month extension in registration period with effect from the day of completion of five year registration period.

Decision : The Academic Council noted the above information.

Agenda 33.18.43 : To note the allocation of supervisors for the scholars of the 2021 batch (admitted in 2022)

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the allocation of supervisors

for the following scholars of the 2021 batch (admitted in 2022). It was also reported that the full RAC will be constituted and reported in the next meeting.

Sl. No.	Name of Scholar	Enrollment No.	Date of Registration	Supervisor
1	Jahnvi Dwivedi	S215DSC03	15.09.2022	Dr. Bidhan Chandra Dash
2	Jitender Kumar	S215DSC04	14.09.2022	Dr. Snigdha Vishnoi
3	Niki Rai	S215DSC06	14.09.2022	Dr.RinjuRasaily
4	Shivani Choudhary	S215DSC07	24.09.2022	Prof. Rukmini Sen
5	Vipan Kumar	S215DSC08	15.09.2022	Dr. Snigdha Vishnoi
6	Zaira Rahim	S215DSC09	14.09.2022	Prof. Rukmini Sen

The SCR took note of the supervisor allocation and advised that RAC may be constituted for the students tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.44 : To note the pre-submission presentation of PhD thesis by the PhD SLS scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the pre-submission presentation of PhD thesis by the following scholar:

Name of Student, Enrolment No. & Date of Registration	Supervisor /RAC Members	Date of Pre-submission	Discussion/ Comments and Suggestions from RAC
Virendra Kumar S175DSC10 08.07.2017	Dr. Bidhan Chandra Dash Dr. Manish Jain Prof. Vivek Kumar (External Expert) Dr. Anirban Sengupta	14.06.2023	The RAC recommended that the student may prepare his final thesis and submit in next three months.

The SCR took note of the PhD pre-submission presentation by Mr Virendra Kumar (S175DSC10).

Decision : The Academic Council noted the above information.

Agenda 33.18.45 : To note the successful submission of PhD thesis by the PhD SLS Scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the

recommendations of the RSC of SLS regarding the successful submission of PhD thesis by the following scholar:

Name of Student, Enrolment No. & Date of Registration	Supervisor /RAC Members	Date of submission	Title of Dissertation
Virendra Kumar S175DSC10 08.07.2017	Dr. Bidhan Chandra Dash Dr. Manish Jain Prof. Vivek Kumar (External Expert) Dr. Anirban Sengupta	Submission date: 28.07.2023 (pre-submission date: 14.06.2023) (Date of synopsis defence:28.09.2018	Higher Education in India: An Analysis of Caste Matrix

The SCR took note of submission of PhD thesis of Mr. Virendra Kumar (S175DSC10).

Decision : The Academic Council noted the above information.

Agenda 33.18.46 : To note the submission of PhD Thesis by the PhD SLS Scholar

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the recommendations of the RSC of SLS regarding the submission of PhD Thesis of the following scholar:

Sl. No.	Name of Scholar, Enrolment No. & Date of Registration	Date of Submission	Thesis Title	Supervisor
1	Abhilasha Chattopadhyay S175DSC01 09.08.2017	08.05.2023	Examining Marriage through Mediation Process; Study of Matrimonial Disputes in Delhi	Prof. Rukmini Sen
2	Ratna Bharti Bhamidipati S185DSC04 13.08.2018	28.04.2023	About Region and Making of Migrant Subjectivities: A Study of Dharmaj	Prof. Rukmini Sen

The SCR took note of submission of PhD thesis of students as tabled above.

Decision : The Academic Council noted the above information.

Agenda 33.18.47 : To note the six-monthly progress reports of the PhD scholars for the period Jan 2023 – June 2023

It was submitted to the Academic Council that the Standing Committee Research (SCR) in its 65th meeting held on 25.08.2023 had considered the

recommendations of the RSC of SLS regarding the six-monthly progress reports of the following PhD scholars for the period Jan 2023 – June 2023:

S. No	Name of Scholar, Enrolment No. & Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Abhik Bhattacharya S185DSC01 13.8.2018	Dr. Urfat Anjem Mir (Supervisor) Dr. Farhana Ibrahim Dr. Bidhan Chandra Dash	Jan- June 2023	31.5.2023	The scholar's progress was deemed satisfactory.
2	Devika Singh Shekhawat S195DSC01 08.08.2023	Dr.RinjuRasaily (Supervisor) Prof. Rana P. Behal Dr. Preeti Sampat	Jan- June 2023	13.6.2023	-do-
3	Shahana S195DSC03 08.08.2023	Prof. Rukmini Sen (Supervisor) Dr.RinjuRasaily Prof. Farhana Ibrahim	Jan- June 2023	20.06.2023	-do-
4	Abhishek Chandra S205DSC04 27.11.2021	Dr. Urfat Anjem Mir (Supervisor) Prof. Shiv Kumar Gupta Dr. Santosh K. Singh	Jan- June 2023	24.05.2023	-do-
5	Saahil Shokeen S205DSC09 28.4.2023	Dr. Bidhan Chandra Dash (Supervisor) Prof. Sarbeswar Sahoo Dr. Santosh K. Singh	Jan- June 2023	28.05.2023	-do-
6	Manas Raturi S185DSC02 14.8.2023	Dr.RinjuRasaily (Supervisor) Prof. Harish Naraindas Dr. Urfat Anjem Mir	Jan- June 2023	5.06.2023	-do-
7	Dhiraj Singha S195DSC02 13.08.2019	Dr. Bidhan Chandra Dash (Supervisor) Prof. Padmanabh Samarendra Dr. Priyasha Kaul	Jan- June 2023	08.08.2023	The scholar's progress was deemed satisfactory.
8	Chitra S205DSC08 28.11.2021	Dr.RinjuRasaily (Supversior) Dr. Snigdha Vishnoi Dr. Anirban Sengupta	Jan- June 2023	13.06.2023	-Do-

The SCR took note of the Six monthly progress reports of students tabled above.

Decision : The Academic Council noted the above information.

Supplementary Agenda

Agenda 33.19 : To consider the recommendations made by the Board of Studies, School of Letters regarding approval of courses of the BA Hons.Hindi Programme, MA Comparative Literature and MA Hindi Programme

It was submitted to the Academic Council that the Board of Studies, School of Letters in its 11th meeting held on 27.04.2023 had considered and approved the following Courses of the BA Hons. Hindi Programme **(Appendix-9)**:

BA Hons. Hindi Programme

Sl. No.	Course Name	Course Type	Credits
1	भारतीय काव्यशास्त्र	Core	4
2	हिंदी की साहित्यिक पत्रकारिता	Core	4
3	लोक साहित्य	Discipline specific Elective -1	4
4	अस्मितामूलक विमर्श और हिंदी साहित्य	Discipline specific Elective -1	4
5	प्रवासी साहित्य	Discipline specific Elective -2	4
6	राष्ट्रीय काव्यधारा	Discipline specific Elective -2	4
7	पाश्चात्य काव्यशास्त्र	Core	4
8	भाषा विज्ञान और हिंदी भाषा	Core	4
10	प्रेमचंद	Discipline specific Elective -2	4
11	तुलसीदास	Discipline specific Elective -2	4
12	Dissertation Work	Discipline specific Elective -2	8

It was submitted that the BoS, SoL in its 11th meeting held on 27.4.2023 had considered and approved the following MA Comparative Literature, 2 year structure and consolidated document;

a) Year 2 structure of MA in Comparative Literature (with one course outline)

b) Consolidated document of MA in Comparative Literature.

iii) It is submitted that the Board of Studies, School of Letters in its 12th meeting held on 01.09.2023 had approved the following courses of the MA Hindi Programme.

Sl. No.	Course Name	Course Type	Credits
1	भारतीय ज्ञान परम्परा - अवधारणा और सिद्धांत	Core	4
2	भारतीय ज्ञान परम्परा - व्यवहार और वैचारिकी	Core	4
3	भारतीय काव्यशास्त्र	Core	4
4	पाश्चात्य काव्यशास्त्र	Core	4
5	हिंदी कहानी	Core	4
6	आधुनिक हिंदी कविता (छायावाद तक)	Core	4
7	आधुनिक हिंदी कविता (छायावादोत्तर तक)	Core	4
8	हिंदी उपन्यास	Core	4

Decision : **In exercise of the powers conferred under the University Act 24 (1) sub section (vi) and (xiv), the Academic Council deliberated on the matter and resolved to approve the the recommendations made by the Board of Studies, School of Letters regarding approval of courses of the BA Hons.Hindi Programme, MA Comparative Literature and MA Hindi Programme.**

Agenda 33.20 : To report the development of Citizen Charter of Dr.B.R.Ambedkar University Delhi

It was submitted to the Academic Council that the University vide Notification No.AUD/15-8(3)/Plg./397 dated 05.07.2022 had constituted a Committee comprising of the following members to deliberate on the development of Citizen's Charter of Dr.B.R.Ambedkar University Delhi

i) Prof. Rukmini Sen, Dean (SHRM) - Chairperson
ii) Dr. Suresh Babu, Associate Professor (SHE) - Member
iii) Dr. Jyotirmoy Bhattacharya, Associate Professor (SLS) - Member
iv) Shri Sudhir Kumar, Assistant Registrar (AES) - Member
v) Shri Deepak Kapoor, Assistant Registrar (Finance) - Convenor

The Committee, in light of the responses received from various divisions regarding the completion of activities pertaining to their divisions, guidelines issued by the UGC/GNCTD, and Citizen Charter of other Universities and observations made by the Competent Authority has finalized the draft document of Citizen Charter **Appendix-10** which was placed before the Academic Council for information.

Decision : **The Academic Council deliberated and noted the draft Citizen Charter. The Academic Council recommended to display the Citizen Charter outside the Divisions and Offices of the School Deans for information in the public domain. The Academic Council further recommended the Schools/Division to comply with the time limit as mentioned in the Citizen Charter.**

Agenda 33.21 : To report the engagement of Professor of Practice in Dr.B.R.Ambedkar University Delhi

It was submitted to the Academic Council that the Board of Management in its 43rd meeting held on 20.01.2023 had resolved to consider and adopt the guidelines for engaging Professor of Practice in Universities and Colleges as issued by the DTTE, Govt.of NCT of Delhi vide their letter No.F.75(Misc)/2019-20/Plg/DTTE/Pt.File-1/775 dated 02.12.2022 and by UGC vide letter No.9-1/2010(PS/Misc)PT-I dated 30.09.2022.

2. It was submitted that the University vide Rolling Advertisement No.AUD/15-8(111)/EPP/2023 dated 11.04.2023 had notified the Posts of Professor of Practice in light of the guidelines issued by the UGC vide letter No.9-1/2010(PS/Misc)PT-I dated 30.09.2022.

3. It was submitted that the University vide Notification No.AUD/15-8(111)/EPP/2023/645 dated 26.7.2023 had notified the following remuneration rates to be paid to the Professor of Practice as approved by the Competent Authority.

i) Remuneration to Padma Awardee/Civilian Awards/Gallantry Awardees: Rs.7500/- for a day's visit.

ii) Remuneration to Visitors/Experts other than Padma Awardees: Rs.5000/- for a day's visit.

iii) Rs.25,000/- per credit for teaching subject to a maximum ceiling of Rs.1,00,000/- per month.

iv) The Professor of Practice will be provided travel cost, as per University norms from his/her institution/place of stay(outstation) and back maximum(02) times per academic years.

Decision : The Academic Council deliberated and noted the details pertaining to the engagement of the Professor of Practice in Dr.B.R.Ambedkar University Delhi. The Academic Council further recommended to place the details before the Finance Committee and Board of Management for deliberation and consideration.

Any other agenda Items:

(1) Agenda: To report the proposed Memorandum of Understanding (MoU) between Dr. B.R. Ambedkar University and Artificial Intelligence Law Hub

It was submitted to the Academic Council that Artificial Intelligence Law Hub has proposed to sign a MoU) with Dr.B.R.Ambedkar University Delhi for collaboration on issues pertaining to research and projects concerning Artificial Intelligence, Cyber Securities and its legalities.

2. It was submitted to the Academic Council that the Dr.B.R.Ambedkar University Delhi is working on the details of the MoU/MoA and the same will be as per the formats as devised by the University. It was further informed that there will be only certification courses of 3/6 months and a maximum of 1 year which will be offered to the students. However, no degree courses shall be offered under this MoU.

3. It was submitted to the Academic Council that the credit earned on completion of the courses under this MoU may be transferred under the National Credit Framework.

4. It was submitted that the University will work on the fee sharing between the Artificial Intelligence Law Hub considering the view of School of Law, Governance and Citizenship.

Decision : The Academic Council noted the information and recommended to place the proposed Memorandum of Understanding (MoU) between Dr.B.R.Ambedkar University Delhi and Artificial Intelligence Law Hub before the Finance Committee and Board of Management for deliberations and considerations.

(2) Agenda: To report the Advertisement of Teaching and Non-Teaching Posts in Dr.B.R.Ambedkar University Delhi

It was submitted to the Academic Council that the University had advertised various Teaching and Non-Teaching posts in the past for filling up various vacant posts. However, there has been a time lag in all the advertisements as per DoPT/Govt. guidelines and also considering the vacant posts arising due to the resignation/retirement of the faculty members/ due to non availability of the candidates, the University is in process of re-advertising the teaching and non-teaching posts. It was submitted that the University will re-advertise the posts as per the roster points. Further, in respect of teaching posts in School of Vocational Studies, it was suggested not to specify any specialization in the advertisement.

Decision : The Academic Council noted the information.

(3) Agenda: To report the communication No. F.3(397)/05/Vig./DTTE/Link File-III/08-112 dated 02.02.2024 received from the Directorate of Training and Technical Education, Govt. of NCT of Delhi (Vigilance Branch)

It was submitted to the Academic Council that the Vigilance Branch, DTTE, GNCTD has circulated the observations made by the Hon'ble Lt. Governor of Delhi regarding repeated commission of irregularities in processing the proposals of recruitment by the dealing officials and officers.

The Vigilance Branch, DTTE, GNCTD under the Orders of Hon'ble Lt. Governor of Delhi has advised the Universities under the administrative controller of DTTE and Directorate of Higher Education (DHE) to process the recruitment cases meticulously in accordance with the extant rules and provisions. Further, all the complaints/vigilance cases be processed strictly as per Vigiliance Manual, CVC guidelines and extant rules/regulations in force, in a time bound manner, so that reoccurrence of such incidents may not happen in future.

It was further advised that the above directions of the Hon'ble Lt. Governor of Delhi may also be brought into the notice of the BOG/BOM of the concerned Universities, under intimation to the Secretary (TTE/Higher Education). Accordingly, the directions of the Hon'ble Lt. Governor of Delhi were placed before the Academic Council for information.

Decision : **The Academic Council noted the information and recommended to place the communication No.F.3(397)/05/Vig./DTTE/Link File-III/08-112 dated 02.02.2024 received from the Directorate of Training and Technical Education, Govt. of NCT of Delhi (Vigilance Branch) before the Finance Committee and the Board of Management of the University.**

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

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

14/03/2024

(Dr Nitin Malik)
Registrar

Appendix-1

Resl. No. 2/AC(33)/11.03.2024

Action Taken Report (ATR) on the Minutes of the 32nd Meeting of the Academic Council held on 12 December, 2023

Resl. No.	Decision	Action Taken
32.1	Resolved to confirm the Minutes of the 31st Meeting of the Academic Council held on 28.08.2023	Recorded.
32.2	The Council resolved to note the ATR on the decisions taken in the 31st meeting held on 28.08.2023 Decision: The Academic Council confirmed the minutes of its 31st meeting held on 28.08.2023.	Recorded.
32.3	To consider the Credit Transfer Policy 2023 of Dr.B.R. Ambedkar University Delhi and constitution of a "Credit Transfer and Lateral Admission Standing Committee" of Dr.B.R. Ambedkar University Delhi **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xvii), the Academic Council deliberated on the matter regarding draft Credit Transfer Policy 2023 and constitution of a "Credit Transfer and Lateral Admission Standing Committee" of Dr.B.R.Ambedkar University Delhi. After due deliberations, the Academic Council resolved to approve the Credit Transfer Policy 2023 and constitution of a "Credit Transfer and Lateral Admission Standing Committee" of Dr.B.R.Ambedkar University Delhi. The Academic Council further resolved that the Committee as constituted above will also look into the transfer of credits in respect of MOOC Courses along with identification of MOOC courses.**	Action initiated as informed by AES Division.
32.4	To consider the UGC guidelines for pursuing Two Academic Programmes simultaneously **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (xvii), the Academic Council deliberated on the UGC guidelines for pursuing Two Academic Programmes simultaneously.** **After due deliberations, the Academic Council resolved that a student can pursue two academic programme one in full time physical mode and another in Open and Distance Learning (ODL)/ Online mode simultaneously. Accordingly, the University can start two academic programmes, one in full time physical mode and another in Open and Distance Learning (ODL)/ Online mode simultaneously.**	The Minutes were circulated to the Dean, Academic Affairs and Dean, Student Services for needful with a copy to the Deans of all the Schools for information. In response the Dean, SUS has informed communicated to concerned PCs/Dean/ Deputy Deans(SUS) for implementation and further action to be initiated.
32.5	To consider the programme structure document, credit framework and courses etc. of the Integrated Teacher Education Programmes (BA BEd Preparatory and Secondary) **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the Programme Concept,**	The School has informed that the National Council for Teaching Education is planning to conduct a review meeting with the 42 institutions that launched

Resl. No.	Decision	Action Taken
	programme structure document, credit framework and courses etc. of the Integrated Teacher Education Programmes (BA BEd Preparatory and Secondary). **After due deliberations, the Academic Council noted that the courses being offered are applicable for the Preparatory and Secondary stages as per NEP 2020. The Academic Council suggested to the University to give a representation to the NCTE regarding modification in the above stages so that the students have greater flexibility in the grade they would become eligible to teach. The current stipulated stages may limit their career prospects.** **It was suggested that the courses need to focus on traditional Indian Knowledge, Cultural History of Post Independence India, Changes and adaption in the Indian Society especially in context of the Education System. However, it was noted that currently only Semester-1 courses have been presented. Some of the aspects have already been addressed in the Semester-1 courses on Evolution of Indian Education and Understanding India (Indian Ethos and Knowledge System)-1. These issues will also be duly addressed in the courses that will follow in subsequent semesters. Some of these courses in the subsequent semester will include Understanding India (Indian Ethos and Knowledge Systems)-2, Teacher and Society, Yoga and Understanding Self, Citizenship Education, Sustainability and Environment Education, Community Engagement and Services, Philosophical and Sociological Perspective of Education inclusive Education and so on.**	the 4-year ITEP programme and the matter will be raised with the NCTE during the visit. The School has stated that the feedback provided by the Academic Council has been duly noted and further stated that the suggestions of the Academic Council will be incorporated. Currently, only Semester 1 courses have been approved and the faculty is in the process of preparing courses for the other semesters.
32.6	To consider the conferment of degrees/ diplomas to the students in the 12th Annual Convocation to be held on 20.12.2023 **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (xii), the Academic Council deliberated on the matter and noted conferment of the degree/diplomas to the following number of students in the 12th Annual Convocation scheduled to be held on 20.12.2023:** **Undergraduate : 441** **Postgraduate : 598** **PG Diploma : 05** **MPhil : 12** **PhD : 33** **Total : 1089 (tentative)** **The AC appreciated the University to have a large number of PhD Degrees being conferred in this Convocation.** **After due deliberation, the AC resolved to confer degrees/ diplomas to the above Graduands. The Academic Council further authorized the Vice**	Recorded and Implemented. The degrees/ diplomas were awarded in the 12th Annual Convocation held on 20.12.2023.

Resl. No.	Decision	Action Taken
	Chancellor to approve and allow any additional case, if permissible as per rules for conferment of degrees/diplomas that can be included in the forthcoming 12th Annual Convocation scheduled on 20.12.2023.	
32.7	To consider the offering of course titled 'Psycho-social Experience of Failure in Education', as an elective course for the MA in Psychology (Psychosocial Clinical Studies) programme in Semester 4 in the School of Human Studies **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Studies (SHS) for offering of course titled 'Psycho-social Experience of Failure in Education', as an elective course for the MA in Psychology (Psychosocial Clinical Studies) programme in Semester 4. After due deliberations, the Academic Council recommended the School to deliberate on the title of the course in consultation with the members of its Board of Studies and to submit the same within a week. The Academic Council further authorized the Vice Chancellor to take necessary action in the matter.**	On the basis of suggestions given by the Board of Studies, School of Human Studies and approval of the Competent Authority, the title of the course has been revised as: 'Psychosocial Experience of Outcomes in Education'.
32.8	To consider the draft Orphan Policy to be implemented in Dr.B.R. Ambedkar University Delhi **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the draft Orphan Policy to be implemented in Dr.B.R. Ambedkar University Delhi.** **Prof. J.S. Rajput, UGC Nominee on the Academic Council appreciated the great effort of the University for implementing the Orphan Policy in the University. Prof. Rajput expressed that such policy will be benefit to such children who lost both their parents due to various reasons.** **After due deliberations, the Academic Council resolved to approve the draft Orphan Policy and recommended to include one supernumerary seat in each of the Undergraduate and Postgraduate programmes. The AC also suggested to change the title of the policy.**	The resolutions of the Academic Council were sent to the Dean, Student Services for needful with a copy to the Deans of all the Schools for information. In response, the Student Services has informed that one seat in each of the Undergraduate and Postgraduate program under supernumerary seats for Orphan students shall be adopted from the Admission year 2024-25 and the details regarding implementation will be submitted by the Student Services Division.
32.9	To consider the draft guidelines regarding Part Time PhD Regulations, 2023 of Dr.B.R.Ambedkar University Delhi **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xvii), the Academic Council deliberated on the draft guidelines regarding Part Time PhD Regulations, 2023 of Dr.B.R.Ambedkar University Delhi are placed before the Academic Council for deliberations and consideration. After due deliberations, the Academic Council constituted two members committee comprising Dean, Planning, Dean, Academic Affairs and Dean, AES to**	Action initiated and the matter is being deliberated.

Resl. No.	Decision	Action Taken
	deliberate on the draft Part Time PhD Regulations, 2023 in view of the UGC PhD Regulations, 2022 adopted by the University and to refer the Ph.D. Regulations framed by other Universities such as DTU, GGSIPU etc., for deciding the number of seats, fee structure contact hours etc. The Committee will also deliberate on the duration of the Regular PhD programme/ Part Time PhD programme and matters pertaining to registration and de-registration etc. The Committee is required to submit its report within two days. Further, the AC authorized the Vice Chancellor to take necessary action in the matter.	
32.10	To consider the Revised Guidelines for Sponsored Research Projects **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xvii), the Academic Council deliberated on the Revised Guidelines for Sponsored Research Projects. After due deliberations, the Academic Council resolved to refer back the matter to the concerned Division for formulating the policy as per deliberations held during the meeting of Academic Council and to resubmit the proposal. The Academic Council further authorized the Vice Chancellor to take further necessary in the matter.**	As informed by the Project Division, it is stated that the changes as suggested by the Academic Council in its last meeting have been incorporated in the guidelines for Sponsored Research Projects. However, the signed report from the Division is awaited.
32.11	To consider the revised Terms of Reference for Affiliation of Foreign Visitors in Dr. B.R. Ambedkar University Delhi **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xvii), the Academic Council deliberated on the matter. After due deliberations, the Academic Council resolved to approve the revised Terms of Reference for Affiliation of Foreign Visitors in Dr. B.R. Ambedkar University Delhi. The AC suggested the International Affairs Division (IAD) to provide access to the information by disseminating the same through university website and other means.**	The Governance Division had circulated the resolution to the IAD Division and the action taken report in the matter is awaited from the Division.
32.12	**Matters arising out of the Standing Committee Research (SCR) as emanating from its 64th meeting held on 09.06.2023**	
32.12.1	To consider the adoption of University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018 in Dr.B.R. Ambedkar University Delhi **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the matter and resolved to consider the adoption of University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018 in Dr. B.R. Ambedkar University Delhi.**	The SCR vide Notification No.AUD/SCR/2023/20 dated 17.10.2023 had issued the Notification and a separate notification regarding adoption shall also be issued.

Resl. No.	Decision	Action Taken
32.13	To note the guidelines for grant of incentive under "Ambedkar University Research Publication Incentive Scheme (AURPIS)" **Decision: The Academic Council noted the above information.**	As informed by the R&D Division, the approved guidelines have been uploaded on the University website.
32.14	To report the constitution of the Student Grievance Redressal Committee and appointment of Ombudsperson in Dr.B.R.Ambedkar University Delhi **Decision: The Academic Council noted the above information.**	Noted
32.15	To report the signing of MoUs by Dr.B.R.Ambedkar University Delhi with the other prestigious Universities/Organisations **Decision: The Academic Council noted the above information.**	Noted
32.16	To report the PhD in Heritage Studies programme in the School of Heritage Research and Management **Decision: The Academic Council noted the above information.**	Noted
32.17	To note the publishing of proposed Journal title: Reflections: Journal of Interdisciplinary Research, published by Dr. B. R. Ambedkar University Delhi **Decision: The Academic Council noted the above information.**	The Centre for Publishing is initiating the process of getting the Name of the Journal registered under RNI. After which, the duly approved (internal) Editorial Board of the Journal will be notified.
32.18	To report the appointment of new faculty members and other academic staff on regular basis w.e.f. 22.02.2019 in Dr. B. R. Ambedkar University Delhi **Decision: The Academic Council noted the above information.**	Noted
32.19	To report the list of faculty who were promoted under Career Advancement Scheme after 22.02.2019 **Decision: The Academic Council noted the above information.**	Noted
32.20	To note and apprise the Academic Council about the recommendations made by the University Research Degree Committee (URDC) in some cases of PhD scholars where the scholars had taken long time to complete their PhD Degrees and have shifted from earlier PhD Research Studies Regulations, 2010 to PhD Research Studies Regulations, 2017 **Decision: The Academic Council noted the above information. The AC resolved to consider such cases as per the recommendations made by the URDC in its 6th and 7th meeting in such similar cases. The AC further authorized the Vice Chancellor for taking necessary action.**	The Governance Division had circulated the resolution of the Academic Council to Chair, SCR. The Chair SCR noted the information and the SCR is working towards the completion of the final list which will be submitted in due course.

Resl. No.	Decision	Action Taken
32.21	To note and apprise the Academic Council about the recommendations made by the University Research Degree Committee (URDC) in its 7th meeting held on 30.11.2023 regarding processing of the PhD cases in the upcoming 12th Annual Convocation of the University **Decision: The Academic Council noted the above information.**	Noted and the degrees were awarded in the 12th Annual Convocation held on 20.12.2023.
32.22	To note the revised Terms of References (ToR) of the URDC in light of the UGC PhD Regulations, 2022 **Decision: The Academic Council noted the above information.**	Noted
32.23	**Matters arising out of the Standing Committee Research (SCR) as emanating from its 61st meeting held on 03.02.2023**	
32.23.1	To report the submission of PhD thesis by Ms Ranjana Nagar, PhD scholar, Literary Art-Creative Writing, (S145GLA02) of School of Culture and Creative Expressions (SCCE) **Decision: The Academic Council noted the above information.**	Noted
32.23.2	To note the de-enrolment of Mr. Chandan Kumar, PhD Development Studies (S205ADS04) of School of Development Studies (SDS) **Decision: The Academic Council noted the above information.**	Noted.
32.23.3	To note the RAC Formation for two PhD Development Studies students of the 2020-21 batches of School of Development Studies (SDS) **Decision: The Academic Council noted the above information.**	Noted.
32.23.4	To note the admission of 2021-22 batch of PhD Development Studies of School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.23.5	To note the reconstitution of the Research Studies Committee (RSC) of School of School of Education Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.6	To note the new PhD elective courses of the School of Global Affairs **Decision: The Academic Council noted the above information.**	The Dean, SGA has informed that the School has started offering these courses.
32.23.7	To note the constitution of RAC for PhD scholars of Urban Studies and Public Health programmes of School of Global Affairs (SGA) **Decision: The Academic Council noted the above information.**	The Dean, SGA has informed that the RAC have been activated and they are meeting on regular basis.

Resl. No.	Decision	Action Taken
32.23.8	To note the number of seats in PhD programmes for the next round of admissions in the PhD Urban Studies and PhD Public Health in School of Global Affairs (SGA) **Decision: The Academic Council noted the above information.**	Noted.
32.23.9	To note the course work of PhD scholars of School of Global Affairs (SGA) **Decision: The Academic Council noted the above information.**	Noted.
32.23.10	To note the constitution of RACs of PhD students under Clauses 11.1 and 11.2 of the AUD PhD Regulations, 2021 of School of Human Ecology (SHE) **Decision: The Academic Council noted the above information.**	Noted
32.23.11	To note the reconstitution of RACs of PhD students under Clause 11.2 of the AUD PhD Regulations, 2021 of School of Human Ecology (SHE) **Decision: The Academic Council noted the above information.**	Noted
32.23.12	To note the change of affiliation of RAC members under Clause 11.2 of the AUD PhD Regulations, 2021 of School of Human Ecology (SHE) **Decision: The Academic Council noted the above information.**	Noted
32.23.13	To note the recommendation of temporary de-registration for Ms.Vijaylakshmi Suman under Clause 12 (vi) of AUD PhD Regulations 2017 of School of Human Ecology (SHE) **Decision: The Academic Council noted the above information.**	Noted
32.23.14	To note the de-enrolment of the MPhil Women and Gender Studies student of School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to the respective students/ Programme Coordinator in this regards.
32.23.15	To note the pre submission presentation conducted for PhD Women and Gender Studies (WGS) student of School of Human Studies (SHS) **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regard.
32.23.16	To note the PhD Thesis submission of the following students of Ph.D. Women and Gender Studies, School of Human Studies (SHS) **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regard.
32.23.17	To note the submission of PhD thesis of PhD Psychology Scholars in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regard.

Resl. No.	Decision	Action Taken
32.23.18	To note the six monthly progress reports of the PhD Psychology 2012 batch students for the period from July to December 2022 of School of Human Studies **Decision: The Academic Council noted the above information.**	
32.23.19	To note the formation of RACs for the PhD Psychology Scholars of 2020 in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.23.20	To note the formation of RACs of PhD Psychology scholars of 2020 batch in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.23.21	To note the de-registration of Mr Vikas Deepak, PhD Scholar in School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.23.22	To note the six month extension granted to the MPhil Psychoanalytic Psychology students (Batch 2019) for completion of MPhil programme requirements in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.23.23	To note the request made by Ms. Gagandeep Alluwalia (batch of 2017-2020) to de-enroll from MPhil in Psychoanalytic Psychotherapy in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.23.24	To note the supervisory reallocation for students under supervision with Prof.Rachana Johri who has tendered her resignation from School of Human` Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.23.25	To note the successful completion of all requirements for the award of MPhil degree by the students of the MPhil Women's and Gender Studies, and MPhil Development Practice programmes of School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.23.26	To note the successful completion of all requirements for PhD degree, including Viva voce examination of PhD Comparative Literature & Translation Studies (CLTS) scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted

Resl. No.	Decision	Action Taken
32.23.27	To note the second Six-month extension/relaxation of registration period by the PhD CLTS Scholar of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.28	To note the six-monthly "Satisfactory" progress reports for the PhD CLTS Scholars (July to December 2022) of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.29	To note the recommendation for Research Advisory Committee (RAC) compositions of the PhD CLTS scholars of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.30	To note the RAC composition for the PhD English scholars (batch of 2020) of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.31	To note the second Six-month extension of registration period for the PhD English Scholars of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.32	To note the satisfactory six-monthly progress of the PhD English scholars of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.33	To note the successful completion of all requirements for PhD degree, including Viva voce examination by the PhD Hindi scholar of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.34	To note the Six-Monthly RAC reports for the PhD Hindi scholars (August to December 2022) of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.35	To note the report of 2 credits coursework registration by 2020 batch PhD research scholars of Hindi of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.36	To note the enrolment of new PhD Hindi Scholars in 2021 batch of School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.23.37	To note the Six-Month extension request, from January to June 2023, from Ms.Abhilasha Chattopadhyay	Noted

Resl. No.	Decision	Action Taken
	(S175DSC01) of School of Liberal Studies **Decision: The Academic Council noted the above information.**	
32.23.38	To note the six-month maternity leave request from Ms.Priya Jindal (S205DEC03), PhD Economics for the period January to June 2023 of School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.39	To note the appointment of Convener of Research Studies Committee (RSC) in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.40	To note the submission of MPhil dissertation in respect of Mr. Ningthoujam Suresh Meitei (S194DHS05) in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.41	To note PhD viva-voce of Ms. Charu Gupta (S175DMA02), PhD Mathematics in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.42	To note the change in supervision arrangement for Ms. Bhawna (S205DMA02) in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.43	To note the successful conduct of the PhD Pre-Submission presentations of three students of School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.44	To note the successful synopsis defense by Ms. Chandrika Das (S195DHS01), PhD History, School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.45	To note the constitution of RAC of the PhD History scholar of the Batch 2020 in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.46	To note the six-monthly progress reports of scholar of PhD History of School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.47	To note the six-monthly progress reports of scholar of PhD Sociology of School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted

Resl. No.	Decision	Action Taken
32.23.48	To note the six-monthly progress reports of scholar of PhD Economics of School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.23.49	To note the six-monthly progress reports of scholar of PhD Mathematics of School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.24	**Matters arising out of the then Standing Committee Research (SCR) as emanating from its 62nd meeting held on 31.03.2023**	
32.24.1	To note the six monthly progress reports (July – Dec, 2022) of the PhD Scholar in Management Studies Batch 2018, 2019 and 2020 of School of Business, Public Policy and Social Entrepreneurship (SBPPSE) **Decision: The Academic Council noted the above information.**	Noted
32.24.2	To note the de-enrolment request received for Ms. Simran Gahlot Batch 2019 in the School of Business, Public Policy and Social Entrepreneurship (SBPPSE) **Decision: The Academic Council noted the above information.**	Noted
32.24.3	To note allocation of supervisors and RAC for batch 2020 PhD Management Scholars in the School of Business, Public Policy and Social Entrepreneurship (SBPPSE) **Decision: The Academic Council noted the above information.**	Noted
32.24.4	To note the admissions for the cycle 2021-2022 in the School of Business, Public Policy and Social Entrepreneurship (SBPPSE) **Decision: The Academic Council noted the above information.**	Noted
32.24.5	To note the reconstitution of RAC for PhD Development Studies scholar Megha Rani (Roll No: S205ADS06) of 2020-21 batch in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.24.6	To note the de-enrollment of Ms.Gauri Chauhan (S215ADS02) in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.24.7	To note the six-monthly Progress Report (for the period of July to December 2022) of the PhD Development Studies students in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.

Resl. No.	Decision	Action Taken
32.24.8	To note the progress report of the scholar of PhD Development Studies 2020-21 Batch in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.24.9	To note the progress report of the scholar of the PhD Development Studies in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.24.10	To note the six-monthly (July-December 2022) progress reports of semester VII of 2019 cohort in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted
32.24.11	To note the six-monthly (July-December 2022) progress reports of semester III 2020 cohort (admitted in 2021) in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted
32.24.12	To note the completion of pending coursework of two PhD scholars 2020 (admitted in 2021) in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted
32.24.13	To note the registration of PhD scholars in Education, in the Research and Publication Ethics Course in the School of Education Studies **Decision: The Academic Council noted the above information.**	Noted
32.24.14	To note the coursework result for PhD Education 2021 Cohort (Admitted in 2022) in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted
32.24.15	To note the constitution of the Research Advisory Committee (RAC) in respect of PhD Scholar in Education 2021 cohort (Admitted in 2022) in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted
32.24.16	To report the changes in the affiliation/designation of the RAC members of the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted
32.24.17	To note the PhD thesis submission of the student of the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.

Resl. No.	Decision	Action Taken
32.24.18	To note the requests submitted by the PhD Scholar regarding de-registration as per AUD PhD regulations 2017 in the School of Human Studies (SHS) **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.24.19	To note the reconstitution of the RAC committee of the students according to PhD regulation 2021 in the School of Human Studies (SHS) **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.24.20	To note the conduction of RACs for the PhD Scholars in the School of Human Studies (SHS) for the period July to December 2022 according to AUD PhD Regulations 2017 **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.24.21	To note the completion of Pre-PhD Presentation by the scholar of PhD Psychology Batch 2017 in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.24.22	To note that PhD Psychology has not opened up any seat for admission in 2022-23 admission cycle as PhD Psychology program team in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.24.23	To note the conduction of RAC of PhD Psychology scholars Batch 2017 for the period September 2022 to February 2023 in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.24.24	To note the non offering of seats in 2022-23 admission cycle in PhD Psychology program **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.24.25	To note the conduction of RAC of PhD Psychology scholars Batch 2020 for the period July 2022- December 2022 in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.24.26	To note the non extension of Synopsis Defence deadline for the PhD Comparative Literature & Translation Studies (CLTS) Scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.24.27	To note the application for first six-month extension of normal registration period for the PhD CLTS Scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted

Resl. No.	Decision	Action Taken
32.24.28	To note the six-monthly “Satisfactory” progress reports for the PhD CLTS Scholars (July to December 2022) in the School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.24.29	To note the extension/relaxation of normal registration period in respect of Ms. Sruti MD (S175LEN07) PhD English programme scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.24.30	To note the six-monthly “Satisfactory” progress reports for the PhD English Scholars (July to December 2022) in the School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.24.31	To note the temporary de-registration of the PhD English Scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.24.32	To note the reconstitution of RACs of the PhD Hindi Scholars of 2020 Batch in the School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.24.33	To note the reconstitution of RACs of the PhD Hindi Scholars of 2019 batch in the School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.24.34	To note the six-monthly “Satisfactory” progress reports for the PhD Hindi Scholars (July to December 2022) in the School of Letters **Decision: The Academic Council noted the above information.**	Noted
32.24.35	To note the constitution of RAC for PhD History scholar namely, Mr.Devanand Kamat S205DHS03 in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.24.36	To note the submission of thesis titled "A Study of Nonlinear Mathematical Models and their Approximate Solutions" by Ms. Rachana Shokhanda (S185DMA04) PhD Mathematics Scholar in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.24.37	To note the constitution of RAC for the scholars of the PhD 2020 Batch in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted

Resl. No.	Decision	Action Taken
32.24.38	To note the six-monthly progress reports of scholars of PhD Economics in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.24.39	To note the six-monthly progress reports of scholars of PhD History in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.24.40	To note the six-monthly progress reports of scholars of PhD Sociology in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.25	**Matters arising out of the then Standing Committee Research (SCR) as emanating from its 64th meeting held on 09.06.2023**	
32.25.1	To note the first six-month extension given to the scholar namely, Rahul Kumar Yaduka (S185ADS05) PhD Development Studies scholar (2018-19 Batch) in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.25.2	To note the synopsis defence by PhD Development Studies student Ms. Tigist Getahun Geleta (S205ADS06) of 2020-21 batch (admitted in 2021) in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.25.3	To note the Semester I results and progress of the PhD Development Studies 2021- 2022 batch (admitted in 2022) in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.25.4	To note the Semester III results and progress of the PhD Development Studies 2020- 2021 batch (admitted in 2021) in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.25.5	To note the successful completion of all requirements for the award of PhD in Development Studies in the School of Development Studies **Decision: The Academic Council noted the above information.**	Noted.
32.25.6	To note the six-monthly (October 2021 – March, 2022) progress reports of PhD scholars of School of Global Affairs **Decision: The Academic Council noted the above information.**	Noted.
32.25.7	To note the reconstitution of RSC of School of Human	The Dean, SHS has noted

Resl. No.	Decision	Action Taken
	Studies **Decision: The Academic Council noted the above information.**	and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.25.8	To note the extension/ relaxation of two years given to the women PhD scholars in accordance with the AUD PhD Regulation, 2017 in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.25.9	To note the de-registration of PhD scholar namely, Kunzang Angmo in the School of Human Studies as per AUD PhD Regulations, 2017 **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.25.10	To note the grant of maternity leave to Ms. Shefali Kishore PhD scholar in the School of Human Studies as per AUD PhD Regulation, 2017 **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.25.11	To note the completion of the Monsoon Semester 2022 course work by the PhD WGS scholar as per AUD PhD Regulation, 2021 in the School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.25.12	To note the extension/ relaxation granted to the PhD Economic scholars from August 2023 to January 2024 in the School of Liberal Studies as per AUD PhD Regulation, 2017 **Decision: The Academic Council noted the above information.**	Noted
32.25.13	To note the six-monthly progress reports of students of PhD Economics in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.25.14	To note the extension given to the PhD History scholars from August 2023 to January 2024 as per AUD PhD Regulation, 2017 in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.25.15	To note the six-monthly progress reports of students of PhD History in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.25.16	To note the extension/ relaxation given to the PhD Mathematics scholar namely, Ms. Arushi from August 2023 to January 2024 as per AUD PhD Regulation, 2017 in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted

Resl. No.	Decision	Action Taken
32.25.17	To note the successful PhD Pre-Submission presentations made by three scholars in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.25.18	To note the six-monthly progress reports of scholars of PhD Mathematics in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.25.19	To note the six-monthly progress reports of students of PhD Sociology in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
32.26	**Matters arising out of the Standing Committee Research (SCR) as emanating from its 61st meeting held on 03.02.2023**	
32.26.1	To note the completion of pre submission presentation for the MPhil Women and Gender Studies (WGS) student of School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.26.2	To note the request considered by the SCR regarding de-registration of a PhD Women and Gender Studies according to PhD Regulations of School of Human Studies **Decision: The Academic Council noted the above information.**	The Dean, SHS has noted and communicated the resolution to respective students/ Programme Coordinator in this regards.
32.26.3	To note the Six-Month extension request, from January to June 2023, from Mr.Virendra Kumar, (S175DSC10) of School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted
	Any other agenda Items:	
	The Registrar and Secretary to the Academic Council informed the Academic Council about the composition of the Kulgeet of Dr.B.R.Ambedkar University Delhi. It was informed that a Committee was constituted by the Vice Chancellor for preparation composition including video composition of the Kulgeet of the University. As per the recommendations of the Committee constituted by the Vice Chancellor, Mr.Gajender Solanki, renowned poet has been nominated for composing the script and lyrics for the "Kulgeet" of the University. Mr.Gajender Solanki has composed the "Kulgeet" of University of Delhi, Lucknow University and other organizations. The AC was informed that the "Kulgeet" of the University is based on the vision and works of Baba Saheb Dr. B.R. Ambedkar. **The composition of the Kulgeet of Dr.B.R.Ambedkar University Delhi was noted by the Academic Council.**	The University 'Kulgeet' was launched by the Hon'ble Lt. Governor of Delhi and Chancellor in the 12th Annual Convocation of the University held on 20.12.2023.

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Appendix-2

School of Education Studies

Agenda for Academic Council Meeting

Integrated Teacher Education Programmes (ITEP)

BABEd Preparatory
BABEd Secondary

Board of Studies Meeting
held on February 29, 2024

S. No.	Contents	Page number
I.	Minutes of Board of Studies Meeting of the School of Education Studies (February 29, 2024)	4
II.	**INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED PREPARATORY)**	14
III.	**Foundations of Education (Preparatory)**	
1.	Child Development and Educational Psychology	14
2.	Philosophical and Sociological Perspectives of Education-I	22
3.	Assessment and Evaluation	29
4.	Inclusive Education	35
5.	Perspective on School Leadership and Management	41
6.	Curriculum Planning & Development	47
IV.	**Ability Enhancement/ Value Added Courses (AEC/VAC) (Preparatory)**	
7.	Language 1-Hindi	53
8.	Language 2-English	59
9.	Understanding India, Indian Ethos & Knowledge System II	65
10.	Teacher and Society	71
11.	Information & Communication Technology (ICT) in Education	78
V.	**INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED SECONDARY)**	84
VI.	**Foundations of Education (Secondary)**	
12.	Child Development & Educational Psychology	84
13.	Philosophical & Sociological Perspectives of Education-I	92
14.	Assessment & Evaluation	99
15.	Inclusive Education	105
16.	Perspective on School Leadership and Management	111
17.	Curriculum Planning & Development	117
VII.	**Ability Enhancement/ Value Added Courses (AEC/VAC) (Secondary)**	
18.	Language 1-Hindi	123
19.	Language 2-English	129
20.	Understanding India, Indian Ethos & Knowledge System II	135
21.	Teacher and Society	141
22.	Information & Communication Technology (ICT) in Education	148
VIII.	**Disciplinary/Interdisciplinary Courses (BA Programme)**	157
IX.	**Geography Discipline Courses**	160
23.	Geomorphology	160
24.	Population Geography	165
25.	Fundamentals of Cartography	170
26.	Climatology	175
27.	Urban Geography	180

28. Statistical Methods in Geography 185
29. *Programme Structure: Geography* 189

DR. B. R. AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES
21st Board of Studies Meeting
February 29, 2024

Minutes of the Meeting

The 21st Meeting of the Board of Studies (BoS) of the School of Education Studies (SES) was held at 10:30 am on February 29, 2024 at the Lodhi Road Campus, Dr. B. R. Ambedkar University Delhi (AUD). The following members were present:

Dr Sunita Singh Dean (Officiating), SES, AUD	Chairperson
Professor Saumen Chattopadhyay Zakir Hussain Centre for Education for Educational Studies, Jawaharlal Nehru University	Member
Professor Haneet Gandhi Department of Education, University of Delhi	Member
Professor Tanuja Kothiyal School of Liberal Studies, AUD	Member
Dr Krishna Kalyan Dixit Centre for English Language Education, AUD	Member
Dr Manish Jain SES, AUD	Member
Dr Manasi Thapliyal Navani SES, AUD	Member

Members of the Academic Council

Professor Amol Padwad
Director, Centre for English Language Education, School of Letters

Dr. Urfat Anjem Mir
Dean, School of Undergraduate Studies

Regrets:

Professor Suniti Sanwal Head, Department of Elementary Education, NCERT	Member
Professor Farah Farooqi Faculty of Education, Jamia Millia Islamia University	Member

Professor Sitansu S. Jena — Member
Dean, School of Vocational Studies, AUD

Dr. Monimalika Day — Member
SES, AUD

Special invitees present in the meeting:
Dr. Gunjan Sharma, SES, AUD
Dr. Shivani Nag, SES, AUD
Dr. Nidhi, SES, AUD
Dr. Rishabh Kumar Mishra, SES, AUD

Agenda for the BoS Meeting
Courses of Integrated Teacher Education Programmes (BABEd Preparatory & BABEd Secondary)
I. Foundations of Education
1. Child Development & Educational Psychology
2. Philosophical and Sociological Perspectives of Education-1
3. Assessment & Evaluation
4. Inclusive Education
5. Perspectives on School Leadership and Management
6. Curriculum Planning & Development

II. Ability Enhancement/ Value Added Courses (AEC/VAC)
7. Language I (Hindi)
8. Language II (English)
9. Understanding India (Indian Ethos and Knowledge Systems-2)
10. Teacher and Society
11. ICT in Education
12. *Programme Structure—Integrated Teacher Education Programmes (BABEd Preparatory & Secondary)*

III. Disciplinary/Interdisciplinary Courses (BA Programme)
IV. Geography Discipline Courses
13. Geomorphology
14. Population Geography
15. Fundamentals of Cartography
16. Climatology
17. Urban Geography
18. Statistical Methods in Geography
19. Programme Structure: Geography
20. Minutes of the Geography Consultation Meeting

IV. PARTIAL REPEAT POLICY

V. PHD EDUCATION

21. To consider the change in the PhD programme total credit load for students in view of the UGC PhD Regulations 2022
22. Guided reading course

The following were discussed
A. Overall discussion/suggestions

- The course syllabus for all the courses has followed the prescribed curriculum of the NCTE - with no more than 30% changes as mandated by the NCTE.
- The course templates should follow a standard format: including the Semester, estimated hours/weeks of teaching per module, the instructional strategies drawn from NCTE curriculum, and the national documents suggested in the NCTE curriculum.

B. Discussion on the courses

I. Foundations of Education

1. Child Development & Educational Psychology (2 credits, Semester 3- BABEd Preparatory and Secondary)

The course aims to enable the student teachers to understand the interplay of three different processes namely biological, cognitive, and socio-emotional that influence development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. The course also aims to inform student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. The following were the suggestions on the course:

- Weeks or hours could be mentioned next to the modules.
- Revisit the readings to reduce some. This needs to be done carefully to ensure that all topics are addressed.

The BoS resolved to recommend the course for the consideration of the Academic Council.

2. Philosophical and Sociological Perspectives of Education-I (4 credits, Semester IV- BABEd Preparatory and Secondary)

The course aims to introduce future teachers to philosophy of education as a domain of inquiry, and introduce educational thought through the philosophical/educational writings of key thinkers in Indian and Western context. The course attempts to enable students to contextualise and locate educational aims within the broad philosophical discourses and also identify how philosophical issues inform educational choices and action inside the classroom.

- Recommended reading list was found appropriate for UG students
- A reading on Shiksha Darshan by Daya Krishna was recommended
- Some shorter pieces from Shiksha Vimarsh or Pariprekshya journal may be used as Hindi reading material for students

The BoS resolved to recommend the course for the consideration of the Academic Council.

3. Assessment & Evaluation [2 Credits, Semester VI, BABEd Preparatory & BABEd Secondary]

The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, is more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related

learning but also generic learning outcomes such as problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning. The following were suggested:

- The course on Assessment and Evaluation is placed in the NCTE programme structure ahead of the Curriculum Planning & Development course. This would need to be kept in mind while transacting this course.
- The NCERT assessment handbook and other national documents prescribed by the NCTE may be included

The BoS resolved to recommend the course for the consideration of the Academic Council.

4. Inclusive Education [2 Credits, Semester VI, BABEd Preparatory & BABEd Secondary]

This course seeks to orient student teachers to the approaches to bridging gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from socio-economically, linguistically, geographically diverse backgrounds and students with disabilities. The following were suggestions for this course:

- Module II could include additional readings relevant for understanding educational needs of children belonging to marginalised groups.
- The curriculum framework and policy documents focusing on educational needs of children from marginalised backgrounds may be included.

The BoS resolved to recommend the course for the consideration of the Academic Council.

5. Perspective on School Leadership and Management [2 Credits, Semester VII, BABEd Preparatory and Secondary]

The course aims to familiarise students with leadership theories and practices within the context of educational organisation, structures and governance issues in India. The course is organised to enable prospective teachers to develop a systems view of educational organisation and leadership and develop a critical understanding of global policy context in which vision of educational change is embedded; develop and envision change leadership, critically engaging with the contemporary context of schooling in India. The following was recommended:

- Need to articulate more cogently why leadership matters in the school context.
- Formatting needs to be consistent with other courses

The BoS resolved to recommend the course for the consideration of the Academic Council.

6. Curriculum Planning & Development [2 Credits, Semester VII, BABEd Preparatory & BABEd Secondary]

The course aims to introduce the beginning students of education to the concept of curriculum and select different perspectives on curriculum that are founded on varying imaginations of society. The course will begin by engaging students in reflecting on the key curricular question: What should be taught and for what purposes? This would facilitate a discussion on various factors influencing curriculum design, and the different models for curriculum planning and development and planning. This will be followed by a discussion on the role of teachers in curriculum development, planning and implementation. The following were discussed:

- Some of the course readings are advanced. This would need to be kept in mind while transacting this course and appropriate replacements from the suggested readings could be drawn.

- In module 3, two articles by Adams (2006) and Sriprakash (2011) may be shifted from essential to suggested readings. The chapter by Button (2021) may be shifted from suggested to essential readings.

The BoS resolved to recommend the course for the consideration of the Academic Council.

II. Ability Enhancement/ Value Added Courses (AEC/VAC)

7. Language 1-Hindi [4 Credits, Semester I, BABEd Preparatory and Secondary]

This introductory course to Hindi language will focus on how language has an undeniable connection with education. Language enables a person to understand new concepts, exchange ideas and communicate ideas with his peers. The course will focus on the development of Hindi language, the role of Hindi in the national education policy and curriculum framework documents. It will focus on introducing students to the skills of listening, speaking, reading, writing and thinking in an integrated manner. It will also introduce formal writing and communication and critical reading skills. The following were the suggestions:

- The course content should be planned around 12 weeks--consistent with other courses.
- Some specific exercises related to formal communication could be introduced in the transaction.

The BoS resolved to recommend the course for the consideration of the Academic Council.

8. Language 2-English [4 Credits, Semester II, BABEd Preparatory and Secondary]

The course helps improve basic communication skills such as listening, speaking, reading, and writing skills in the English language. The course is designed to enhance knowledge of grammar of English and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarising skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions. The following were the suggestions:

- The different skills specified should be transacted in a comprehensive and integrated manner
- Resources from Open University, UK would be helpful for the course modules.

The BoS resolved to recommend the course for the consideration of the Academic Council.

9. Understanding India (Indian Ethos and Knowledge Systems-2) [2 Credits, Semester II, BABEd Preparatory & BABEd Secondary]

The course provides an overview of India's knowledge traditions across domains of culture, ethics, science and technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation, it is expected, would produce valuable lessons for obtaining transferable and 21st-century skills.

Suggestions received:

- Along with readings for Unit 3, video resources may be identified.
- The course transaction will require curation of a variety of teaching-learning materials to coherently bring together discussions on Indian Knowledge Systems.

- Specific case studies for the Unit on Science and Technology may be stated explicitly.

The BoS resolved to recommend the course for the consideration of the Academic Council.

10. Teacher and Society [2 Credits, Semester II, BABEd Preparatory & BABEd Secondary]
This course designed for future teachers, aims to explore the idea(s) context, status and work of a teacher in the Indian context. The course will critically engage the students with the ideas, changing concepts and roles of a teacher in society. It will introduce the students to select diverse imaginations about/notions of a teacher in different times and contexts, and the shifts in the concept of a teacher especially focusing on the policy discourses and socio-cultural changes in society. The following were discussed:

- The scope of the course suggested by NCTE is very broad. However, it was recommended that in the pilot stage of the programme the course may not be changed. The scope of the course may be reviewed based on the experience of the pilot.

The BoS resolved to recommend the course for the consideration of the Academic Council.

11. ICT in Education [2 Credits, Semester V, BABEd Preparatory & BABEd Secondary]
This course focuses on enabling student-teachers to interpret and adapt ICTs in education. The course will introduce the learners to the role, uses and limitations of ICT. The students will be familiarised with different forms of ICT in education, emerging technologies and their purposes in education, and ways in which ICT is used in teaching-learning and assessments. The following were suggested:

- There will be a need for a computer laboratory, various software and experts in the area to transact the course. This should be specified in the course template.
- The course transaction should focus more on laboratory work.

The BoS resolved to recommend the course for the consideration of the Academic Council.

12. ***The Programme Structure of the Integrated Teacher Education Programmes*** BABEd Preparatory and Secondary follows from the curriculum prescribed by the NCTE. The course sequence and the credit framework has been retained as specified in the curriculum especially because this is the first time the programme is being transacted.

III. Disciplinary/Interdisciplinary Courses (BA Programme)
The students will be taking the BA courses for English, Hindi, Political, Science, Economics and History as offered and approved in the existing BA programmes at AUD and approved by the Academic Council.

IV. Geography Discipline Courses
The six geography courses for semester two and three were developed in consultation with external experts. The six courses are below:

13. Geomorphology [4 Credits, Semester II]
The course of Geomorphology will introduce various geomorphic processes that have been shaping the landform features of Earth over the period of time. The effect of the endogenetic as well as the exogenetic forces on the geomorphic features of the Earth will be studied by focussing on the depositional and erosional features formed on the Earth's crust.

14. Population Geography [4 Credits, Semester II]
The course equips learners with conceptual and analytical tools of population geography and provides them with opportunities to analyse the relationships between population, resource and development. Thus, the course gives a glimpse of basic demographic understanding of global, national, and regional population change.

15. Fundamentals of Cartography [4 Credits, Semester II]
The course of the Fundamental of Cartography will examine the process of making a map from compiling raw data to making a geographically coordinated manual or GIS software-based maps.

16. Climatology [4 Credits, Semester III]
The course of Climatology will focus on the atmospheric and weather patterns of Earth and how they have changed over the period of time. Different aspects of weather such as temperature, precipitation, pressure cells etc. will be analysed to have a foundational knowledge of the weather processes.

17. Urban Geography [4 Credits, Semester III]
The course will address key themes in urban geography. It will start by providing a theoretical understanding of urbanisation. It will explore the urbanisation process in the global north and south. While discussing the above, the following themes will be discussed: Urban infrastructure and inequalities, public space and spatial exclusions, urban economies, urban communities and diversity, urban politics and policy, and sustainable urban development.

18. Statistical Methods in Geography [4 Credits, Semester III]
The course aims to provide the student with a background in fundamental statistical methods focusing on geographical data. The course deals with statistical distributions, populations, statistical analysis, and sampling methods.

19. Programme Structure of Geography courses was developed in consultation with external experts.
The BoS resolved to recommend the six courses for the consideration of the Academic Council.

20. The Minutes of Meeting of Geography Consultation with the external experts was submitted. The courses were revised with the suggestions given by the external experts.

V. Partial Repeat Policy
In lieu of the adoption of the Assessment Policy 2022, SES has proposed a provision for Partial Repeat in the school. The proposal is as follows:

In the AUD Assessment Policy 2022, the provision of partial repeat may be included for SES students, as a one-time provision, that allows a student an opportunity to repeat an assessment situation, up to a maximum of 50% weightage, in case they have obtained an overall grade of F in a particular course. This is subject to the student fulfilling attendance requirements as per the AUD attendance policy.

Situations of Course Repetition: Repetition for those who have failed a course (grade of F), even after Partial Repeat. There are two ways of doing this: a) The student will repeat the course the next time it is offered and go through all assessment situations or a subset thereof specified by the course team; b) Subject to the approval of a School Evaluation Committee during the summer intersession between Semesters II and III or following Semester IV, the student shall go through a number of assessment situations stipulated by a course team.
The BoS resolved to recommend the Partial Repeat policy for the consideration of the Academic Council.

IV. PhD Education Programme

21. To consider the change in the PhD programme total credit load for students in view of the UGC PhD Regulations 2022

In view of the UGC PhD Regulations 2022, the total credit structure of the PhD in Education programme was discussed.

- The coursework credit requirement as per UGC PhD Regulations 2016 to 2018 are stated as "*the credit assigned to the M.Phil. or PhD course work shall be a minimum of 08 credits and a maximum of 16 credits*" (clause 7.1, p.7).
- As per the UGC Regulations 2022 these requirements are stated as: "*The credit requirement for the Ph.D. coursework is a minimum of 12 credits, including a 'Research and Publication Ethics' course as notified by UGC in 2019 and a research methodology course*." (clause 9(1), p. 11)
- The approved PhD in Education programme credit structure had 16 credits with the Core Courses (12 Credits) and Electives (4 Credits). After the introduction of the compulsory Research & Publication Ethics Course (2 credits) as per UGC guidelines from the cohorts admitted from 2020, the total coursework credits have increased to 18 credits. This is considerably above the minimum UGC requirements and increases the credit load on the students from what was originally planned. To address this, it is proposed that the Core Course titled 'Guided Reading' (SES201105, Semester II, 2 credits) be shifted to the elective course basket such that the student can choose Guided Reading as an elective in any one semester. This will reduce the total credit load on the students to 16 credits.

Existing (Old) Structure:

Semester	Core/Compulsory Courses	Electives	Total Credits
I	Education Studies I: Perspectives in Education (4 credits) Research Methodology I: Nature of Inquiry in Social Science Research (2 credits)	Elective I (to be chosen from the PhD elective basket offered at SES or from any other school at AUD). (2 credits)	8 credits

II	Education Studies II: Mapping Education Studies (2 credits) Research Methodology II: Methodologies in Education Research (2 credits) **Guided Reading Course (2 credits)**	Elective II (to be chosen from the PhD elective basket offered at SES or from any other school at AUD (2 credits)	8 credits
I or II	Research & Publication Ethics (2 credits)		2 credits
(Total credits in Semesters I & II)			**18 credits**

Proposed New Structure:

Semester	**Core/Compulsory Courses**	**Electives**	**Total Credits**
I	Education Studies I: Perspectives in Education (4 credits) Research Methodology I: Nature of Inquiry in Social Science Research (2 credits)	Elective I (to be chosen from the PhD elective basket offered **including Guided Reading course*** at SES or from any other school at AUD). (2 credits)	8 credits
II	Education Studies II: Mapping Education Studies (2 credits) Research Methodology II: Methodologies in Education Research (2 credits)	Elective II (to be chosen from the PhD elective basket offered elective basket offered **including Guided Reading course*** at SES or from any other school at AUD). (2 credits)	6 credits
I or II	Research & Publication Ethics (2 credits)		2 credits
(Total credits in Semesters I & II) ***Can be opted for only once**			**16 credits**

The above agenda was discussed in the SES Research Studies Committee (RSC) meeting held on 14 February 2024. The RSC resolved to recommend the change in the overall credits of the PhD in Education programme coursework from 18 credits to 16 credits by shifting the Guided Reading course to the elective basket. It was recommended that the revised programme structure and course outline for the Guided Reading course be discussed at the SES Board of Studies meeting. The RSC recommended the agenda for noting to SCR.
The BoS resolved to recommend the revised PhD programme structure for the consideration of the Academic Council.

22. Guided reading course [2 credits, Elective basket]
Based on the discussions above, the revised outline of the Guided Reading course was presented. The guided reading course aims to facilitate the PhD candidate to engage in an in-depth reading of theoretical and research literature relevant to their proposed area of PhD research. The candidate will identify an area/research question of interest under the supervision of a faculty

mentor and work towards first preparing an annotated bibliography based on the identified topic and then a comprehensive review paper.
The BoS resolved to recommend the course for the consideration of the Academic Council.

March 4, 2024

The meeting ended with a vote of thanks.

Foundations of Education (Preparatory)

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programmes/BABEd (Preparatory)
Course title	**Child Development & Educational Psychology**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Foundation/Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2024
Course coordinator and team	Shivani Nag and Sunita Singh

1. How does the course link with the vision of AUD?
   The course focuses on a wholistic understanding of child development and educational psychology. It will provide student teachers with a conceptual background to understand and explore various approaches and social factors that influence the learning process. This background will enable students to address the needs of diverse learners in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course will familiarise students with issues related to child development and learning. This is a foundational course located at the beginning of the programme. The course is informational and introductory in nature, and would prepare students to understand concepts of child development and learning which are critical for pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course connects with the other courses to be introduced in the subsequent semesters of the programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): As per the NCTE norms for admission

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Usual cohort size (as per NCTE norms)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long in the mode of series of interactive discussions and presentations

7. Course Details:

a. Summary: The course aims to enable the student teachers to understand the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes that influence development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent. The course will introduce development across domains – physical development, cognitive development, language development, socio-emotional development, aesthetic development, moral development – during each of the above-mentioned developmental stages of a child. The course also aims to inform student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. It includes the study of how people learn, pedagogical approaches that are required to improve student learning, teaching-learning processes that enable learners to attain the defined learning outcomes, and individual differences in learning.

b. Objectives:

- The course seeks to provide an understanding of the developmental processes and characteristics of a child from infancy, through early, middle and late childhood to adolescence, a period of transition to early adulthood, across domains.
- The course seeks to provide opportunities to student teachers to explore the behavioural, cognitive and constructivist approach to facilitating student learning, and the emotional and social factors that influence the learning process and motivation.

c. Expected learning outcomes: After completion of this course, student teachers will be able to:

- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

d. Overall structure: The course is organised into two parts. Part A comprises two modules - Module 1 and 2, that focus on issues pertaining to child development (nature, domains, theories, stages and implications). Part B also comprises two modules focusing on learning theories and strategies, problem solving, motivation, classroom management and creating facilitative classroom spaces.

e. Course contents detailed in module-wise format: The course will be offered in semester 3.

Module - I Child Development- Foundations and Contexts (3 weeks)

This module will focus on how children grow, learn and change from infancy through adolescence. It will familiarise students with the meaning and importance of understanding the process of child development as they learn about development across the domains of physical,

cognitive, socio-emotional and moral development. The multifaceted nature of children's development is addressed vis-a-vis the biocultural foundations and contexts of development.

A. Meaning and significance of understanding the process of Child Development
- Domains- Biological, cognitive, socio-emotional, and moral.
- Issues and debates.

B. Biocultural foundations and contexts of development.

C. The Indian concept of self: Mind (Manas), Intellect (Buddhi), Memory (Dwitt), Panch-koshIya Vikas.

D. Educational Implications.

References:

Berk, Laura E. (2006). Chapter 3: Biological Foundations, prenatal development and birth; Chapter 14- Contexts for Development. *Child Development.* Boston: Pearson, pp. 68-103; pp. 556-574

Misra, G., & Mohanty, A.K. (eds) (2002). *Perspectives on Indigenous Psychology:* Centre of Advanced Study in Psychology (Utkal University) & New Delhi: Concept Publishing
a) Misra, G, Jain, U., Singh T. -Chapter 12- Culture and Social Cognition: The Indian experience, pp. 224-248
b) Jain, U. - Chapter 15- An Indian Perspective on Emotions, pp. 281-291
c) Auluck, S. - Chapter 20- Self and Identity, pp. 374-398

Misra, G. (Ed) (2005). *Oxford Handbook of Psychology in India.* New Delhi: Oxford University Press
a) Paranjpe, A. C.- The psychology of self and identity: perspectives from the Indian and Western traditions. pp. 127-138.
b) Sharma, Divya- Values, families and human development: In Indian Context. Pp. 193-204

Gotlieb, R. J. M., Immordino-Yang, M. H., Gonzalez, E., Rhinehart, L., Mahjouri, S., Pueschel, E., & Nadaya, G. (2022). Becoming Literate: Educational Implications of Coordinated Neuropsychological Development of Reading and Social-Emotional Functioning Among Diverse Youth. *Literacy Research: Theory, Method, and Practice*, *71*(1), 80-132. https://doi.org/10.1177/23813377221120107

Suggested Readings:

Santrock, J. W. (2009). The life span perspective and the nature of development (Chapter 1). *Life-Span Development.* New York: McGraw Hill. pp. 7-22.

Sigelman, C. K., & Rider, E. A. (2003). Chapter 1- Understanding Life-Span Development. *Human Development.* New Delhi: Cengage

Lightfoot, C., Cole, M. & Cole, S.R. ( ) . Inheriting Culture and biological inheritance (sections from Chapter 2-Biocultural Foundations). *The Development of Children.* New York: Worth Publishers pp. 51-71.

Paranjpe, A. C. (2010). Theories of Self and Cognition: Indian Psychological Perspectives. *Psychology and Developing Societies*, *22*(1), 5-48. https://doi.org/10.1177/097133360902200102

Module II- Developmental Processes across Domains (3 weeks)

This module will focus on the developmental processes across different domains. These development processes relate to physical, cognitive, language, socio-emotional, aesthetic, and moral development. The domains of development are interconnected and mutually influenced throughout the lifespan of a child. An understanding of the development of these domains and ways by which they interact are essential to develop an integrated understanding of child development.

A. Development across domains and developmental characteristics in each stage:
- Physical Development
- Cognitive Development
- Language Development
- Socio-Emotional Development
- Aesthetic Development
- Moral Development

During each of the above-mentioned developmental stages of a child.

B. Factors affecting development

C. Individual differences:
- Children with disabilities including developmental disorders.
- Learning differences
- Tools and Techniques for Identifying Learners with different abilities.

D. Teachers' role and strategies to address the needs of learners with different learning abilities.

Essential Readings:

Berk, Laura E. (2006). *Child Development.* Boston: Pearson.

a. Part III: Chapters 6-7 on Cognitive development and Chapter 9 on language
   i. development, pp. 218-269 & 352-390.
b. Part IV: Chapter 10- Emotional Development, Chapter 11- Self and Social
   i. Understanding, Chapter 12- Moral Development, pp. 394-517.

Dittrich, W.H., & Tutt, R. (2008). *Educating Children with Complex Conditions: Understanding overlapping and co-existing developmental disorders*. New Delhi: Sage Publications

a. Chapter 2- The brain, developmental disorders and their effects on learning, pp. 21-36
b. Chapter 4- Dealing with different disorders in the classroom, pp. 51-72.

Woolfolk, Anita (2014). Chapter 5- Learner Differences and Learning Needs. *Educational Psychology.* Pearson, pp. 129-180.

Siegel, L.S. (2003). Learning disabilities. In W. M. Reynolds, G.J. Miller, & I.B. Weiner (Eds) *Handbook of Psychology: Volume 7- Educational Psychology,* New Jersey: John Wiley, pp. 455-485

Suggested Readings:

Sigelman, C. K., & Rider, E. A. (2003). *Human Development.* New Delhi: Cengage

a. Chapter 5- Health and Physical Development pp.145-182
b. Chapter 7- Cognition, pp. 213-243
c. Chapter 10- Language and Education, pp. 308-340
d. Chapter 13- Moral Development, pp. 420-445
e. Chapter 14- Attachment and Social Relationships, pp. 446-478.

Module III- Process of Learning (3 weeks)

Learning is a multifaceted, complex process influenced by the landscape of the learner and the contexts in which learning occurs. This module will discuss various approaches to learning, for example, behaviourist, cognitivist, constructivist, developmental, information processing model of learning and Shri Aurobindo's Integral Approach. In addition to the approaches to learning, it will also focus on problem-solving and learning strategies which can enable learners to enhance their learning experiences.

A. Conceptual Clarity and significance- Understanding Learning and learning in formal
    a. educational setups
B. Approaches- Theoretical approaches to how to learning and learning strategies based on them

- Behaviourist
- Cognitivist
- Constructivist
- Social Learning theories
- Developmental
- Information processing Model of learning
- Shri Aurobindo's Integral approach

C. Problem Solving and Learning Strategies: What is problem-solving, problem-solving strategies and factors affecting problem solving and Learning Strategies: Inquiry and problem-based learning, Steps and Strategies in problem solving, Factors hindering problem solving.
D. How to Learn: Significance and Strategies

Essential Readings:

Woolfolk, Anita (2014). *Educational Psychology.* Harlow: Pearson
    a. Chapter 2- Piagetian and Vygotsky's perspectives, pp.- 70-90
    b. Chapters 8 to 12 (based on different approaches to learning)., pp. 265-457.

Varma, Suneet (2023). Integral Psychology: A New Science of Self, Personality, and Psychology. *Mind and Society,* Vol. 12 (1), pp. 08-26. https://doi.org/10.56011/mind-mri-121-20232

Sen, Indra (2020). *Integral psychology: The psychological system of Sri Aurobindo.* Pondicherry: Sri Aurobindo International Centre of Education.

Davidson, J. E., & Sternberg, R. J. (eds) (2003). *The Psychology of Problem Solving.* Cambridge: Cambridge University Press
a. Pretz, J.E., Naples, A.J., & Sternberg, R. J. - Chapter 1- Recognising, defining and representing problems, pp. 3-30.
b. Kotovsky, K. - Chapter 12- Problem Solving – Large/Small, Hard/Easy, Conscious/Nonconscious, Problem-Space/ Problem- Solver: The Issue of Dichotomization, pp. 373-383.

Ornstein, A. C. (1989). Problem Solving: What is it? How can We Teach it? *NASSP Bulletin, 73*(520), 113-121. https://doi.org/10.1177/019263658907352019

Minda, J.P. (2021). Chapter 10-problem solving. *The Psychology of Thinking: Reasoning, Decision Making and Problem Solving.* New Delhi: Sage, pp. 262-296.

Suggested Readings:

Illeris, Knud (2018). *Contemporary theories of learning. Learning theorists in their own words.* Oxon: Routledge.

a. Illeris, K. - Chapter 1- A comprehensive understanding of human learning, pp. 1-14
b. Kegan, R. - Chapter 3- What "form" transforms?: a constructive-developmental approach to transformative learning, pp. 29-45.
c. Wenger, E.- Chapter 16- A social theory of learning, pp. 219-218.

Module IV- Motivation and Classroom Management

Motivation, classroom management and group dynamics are inextricably linked aspects of creating an environment that are conducive for learning. In a classroom, it becomes critical to establish clear expectations and routines in order to facilitate learning for all kinds of learners in the classroom. This module will discuss the three aspects of learning which focus on student motivation, active participation and working in collaboration. It will also focus on how a positive learning environment can leverage a supportive group dynamics and create cooperative learning spaces in the classroom.

A. Motivation
- Conceptual clarity, nature, and significance/
- Intrinsic and Extrinsic Motivation
- Strategies for Motivation

B. Classroom management
- Creating a positive learning environment
- Planning space for learning
- Managing behavioural problems

C. Group dynamics:
- Classroom as a social group
- Characteristics of group
- Understanding group interaction-sociometry
- Strategies to facilitate group learning.

Essential Readings:

Woolfolk, Anita (2014). *Educational Psychology.* Pearson.
a. Chapter 13- Motivation in Learning and teaching, pp. 459-500
b. Chapter 14- Creating Learning Environments, pp. 503-540.

Wigfield, A., & Eccles, J. S. (eds) (2002). *Development of Achievement Motivation.* New York: Academic press
a. Chapter 7- Student interest and achievement: developmental issues raised by a case study. Pp. 175-190.
b. Chapter 12-Good instruction is motivating- Motivation and Instruction, pp. 310-346.

Reynolds, W. M., Miller, G.J., Weiner, I. B. (2003). *Handbook of Psychology: Volume 7- Educational Psychology*, New Jersey: John Wiley.
a. Slavin, R.E., Hurley, E. A., & Chamberlain, A. - Chapter 9- Cooperative learning and achievement: Theory and Research, pp.177-197
b. Pianta, R.C., Hamre, B., Stuhlman, M. - Chapter 10- Relationship between teachers and children, pp. 199-232.
c. Walker, H.M., & Gresham, F. M. - Chapter 20- School related behavioural disorders, pp. 511- 532.

Baron, R. A., & Byrne, D. (2003). Chapter 12- Groups and Individuals. *Social Psychology.* New Delhi: Prentice Hall, pp. 472-513.

Lakey, George (2020). *Facilitating Group Learning: Strategies for success with diverse*

learners. Oakland: PM Press

a. Part I- The learning group and the individual
b. Part II- Diversity, difference and emotions in group learning.

Suggested Reading:

Reynolds, W. M., Miller, G.J., Weiner, I. B. (2003). *Handbook of Psychology: Volume 7- Educational Psychology*, New Jersey: John Wiley.

a. Pintrich, P. R. - Chapter 6- Motivation and Classroom learning, pp. 103- 123)
b. Wentzel, K.R.- Chapter 12- School adjustment. Pp. 259- 283.

F. Assessment Plan (weight, mode, scheduling) for the course:

Assignment No.	Particulars	Weightage
Assignment 1	Preparing a child observation report based on 2-3 weeks of observation of a child and drawing from learnings in Modules 1 and 2.	30%
Assignment 2	Preparing a weekly plan (focusing on any one topic from a subject) with focus on: 1. Instructional Plan -clearly indicating theories it draws from and activities, resource materials that will be used. 2. Plan to ensure student participation.	30%
Assignment 3	A summative assessment covering all modules in the form of an end term exam/submission.	40%

8. **Pedagogy:**

a. Instructional strategies:

The instructions will include: Presentations, lectures, group discussions and some activities/ practicum guided by the following:

1. Spending day with a child and preparing a report based on our observations of children for:
2. Observing children to understand the styles of children's learning process.
3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report.
4. Preparing Personalized Intervention plan for Students with Learning Difficulties/differences.

9. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projection facilities and space to work in groups.

10. Expertise in AUD faculty or outside

Expertise is available. For some specialised themes, two-three guest lectures may be organised.

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

Not needed for this course.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme; BA-BEd Preparatory
Course title	**Philosophical and Sociological Perspectives of Education-I**
Course code	
Credits	4
Course type (core/compulsory/ optional/any other – please specify)	Core (Foundations of Education)
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 4 (Winter 2025)
Course coordinator and team	Manasi Thapliyal Navani (C)

1.How does the course link with the vision of AUD?
The course explores conceptual foundations of education as a discipline. It aims to develop a contextual understanding of philosophical issues embedded in socio-cultural contexts, educational practice and inquiry. The course will provide students with the initial knowledge base for conceptually engaging with the practice and discourse of education, and explore how questions around the nature of knowledge, values, and human nature inform aims of education. The course thus links with the vision of the University to promote engaged scholarship and connect with the world of practice.

2.How does the course link with the specific programme(s) where it is being offered? The course will familiarise students with the knowledge of the philosophical basis of education and is a requisite for the teacher education programme.

3.Does the course connect to, build on or overlap with any other courses offered in AUD?
The course will familiarise students with the field of philosophy of education; debates and discussions on nature of knowledge, reality and what it means to be a human from different philosophical perspectives and philosophical traditions-Indian and Western. The course will connect to the courses on Understanding India: Indian ethos and knowledge systems offered in Semesters 1 and 2 and also link to courses that discuss sociological issues in education.

4.Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify) It is an introductory level course and does not require any prior knowledge.

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

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long course in the mode of series of interactive discussions and presentations

7.Course Details:
Summary: The purpose of the course is to introduce prospective teachers to basic concepts in education, such as teaching, learning, schooling, indoctrination, philosophy of education as a domain of inquiry, and introduce educational thought through the philosophical/educational writings of key thinkers in Indian and Western context. The course attempts to enable students to contextualise and locate educational aims within the broad philosophical discourses and also identify how philosophical issues inform educational choices and action inside the classroom.

This course attempts to integrate discussion on domains of philosophy and the different perspectives (such as idealism, realism, pragmatism and existentialism) with the educational thought of key thinkers and enable an engaged discussion of concepts underlying educational thought and practice. This course will engage the student-teachers with continuities and discontinuities between educational thought over time and within distinct social contexts. The course aims to focus on developing a holistic understanding of epistemic and ethical issues in organization of learning experiences and schooling.

The course has been organised in a modular fashion with each module structured around selected themes which would help in developing a basic familiarity with philosophy and education as domains and different perspectives/philosophical traditions/schools of thought approach in Philosophy of Education and their implications for educational practice; these will be mapped with select educational writings of thinkers from both Indian and Western context and the course concludes with the last module on value education within the Indian context, enabling students to locate issues around ethics (justice and care approaches) in the discourse and practice of education.

b. Objectives:
1. To encourage students to explore different perspectives on the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understandings.
2. To engage the prospective teachers to read and acquaint themselves with the meaning of terms like schooling, education, indoctrination or mis-education (Vidya, Avidya, Shiksha, etc). and to facilitate them to critically understand and differentiate them through reflections on these terms from multiple perspectives
3. To facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
4. To orient and engage prospective teachers to read, observe and engage with writings and educational vision of some of the seminal thinkers and educators in the Indian and

global context, and reflect on the contemporary relevance of their visions and aims of education.

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

1. Identify and discuss key concepts in education from different schools of thought in Philosophy of Education.
2. Develop a broader understanding and appreciation of nature of knowledge, reality, ethics and aesthetics in context of schooling and education
3. Demonstrate familiarity and holistic understanding of educational thought through engagement with key writings in Indian and global context
4. Demonstrate engagement with key debates and emergent discourse on value education
5. Demonstrate critical thinking and skill of academic writing.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organized around 4 Modules.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: (b) (i) Module-wise Format with following details for each module:

Module 1: Education and Philosophy (3 weeks)

The focus of this module is on introducing students to the domain of philosophy and basic concepts in education, such as teaching, learning, schooling, indoctrination, and begin discussion on nature and aims of education in different philosophical traditions.

A. 'Doing Philosophy': areas of philosophical thinking (Metaphysics (तत्त्वमीमांसा), Epistemology (ज्ञानमीमांसा), Axiology (मूल्यमीमांसा))

B. Concept of education and key concepts in education (Understanding terms such as schooling, indoctrination, learning, dialogue / teacher and teaching; as well as Darshana, Para and Apara Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa (inquiry), Swadhyaya) (through Philosophy shabdkosh in Hindi)

C.

a. Meaning, nature and aims of education Vedic (moksha), Buddhist (Vinay), Jain (practical), Sikh (unity- Ik oankar) and Islamic traditions.

b. Meaning, Nature and aims of education with reference to Empiricist, and rationalist traditions of theorising in Education (Understanding Western Perspective of Education)

Essential Readings:

Gutek, G. (2009). *New Perspectives on Philosophy and Education*, chapter 1, pp. 3-17. [for areas of philosophy and educational implications]. Pearson.

Rao, P.N. (1971). *Essays in Indian Philosophy and Religion*. 'Indian Philosophy: A Preliminary Approach', pp.14-21; 'The spirit and substance of Indian Philosophy', pp. 22-31. Lalvani Publishers.

Winch, C. and Gingell, J. (2004). *Key Concepts in the Philosophy of Education.* Routledge. [aims of education (pp. 10-17); education (70-74), indoctrination (113-115), learning (132-134); schools and schooling (212-214); teaching-in relation to learning (231-234),

Badrinath, C. (1993). *Dharma, India and the World Order*. 'Sense and nonsense about the 'guru' concept', pp. 44-48. Saint Andrew Press.

Suggested Readings:

RS Peters ed. (1967) *The concept of education.* London: RKP

Zaman, Mujadad. (2021). Philosophy and the ideals of Islamic Education. In *Oxford Research Encyclopaedia of Education*. Oxford University Press. https://doi.org/10.1093/acrefore/9780190264093.013.1553

Ul Islam, A. (2003) Knowledge and the Ideals of Education: an Islamic Perspective. *Muslim Education Quarterly, 20*(1 &2), 27-42

Wang, C. (2020, October 27). Buddhist Ethics and Moral Education. *Oxford Research Encyclopedia of Education.* Retrieved 26 Nov. 2023, from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1264. https://doi.org/10.1093/acrefore/9780190264093.013.1264

Krishnamurti, J. (1973/2023 edition). *The Awakening of Intelligence*. Krishnamurti Foundation of India. Part IV- The guru and search: Four schools of Yoga scrutinized, pp. 140-167.

Module 2: Schools of Thought and Philosophy of Education (3 weeks)

The second module will build on the first one by contextualizing and locating educational aims within the broad philosophical discourses; enabling students to identify how philosophical issues inform educational choices and action inside the classroom. Students will be introduced to some key aspects of different schools of thought and their implications for philosophy of education (such as idealism, realism, pragmatism and existentialism-Western context and the Indian school of thought).

Schools of thoughts with their implications for educational practices:

- Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
- Western: Idealism, Naturalism, Pragmatism, Progressivism.

Essential Readings:

Jacobsen, D.A. (1999). *Philosophy in Classroom Teaching*. Prentice Hall. Chapter 1, Unit 1- Philosophy and educational ideologies, pp. 3-26. [for Western Schools of Thought]

Mohanty, J.N. (2021). *Classical Indian Philosophy.* Dev Publishers. Select extracts from Chapter 3, 'The Categories - Samkhya, Buddhism and Vedanta' (pp. 51-58); and Chapter 5, pp.74-79, pp. 90-92; 'The classical darsanas' pp.153-158.

Perrett, R.W. (2016). *An introduction to Indian Philosophy*. 'Introduction'. Cambridge University Press. pp. 8-12

Krishnamurti, J. (1953). *Education and the Significance of Life.* New York, Harper Collins.

Suggested Readings:

Krishna, Daya (2006). *Indian Philosophy: A Counter Perspective*. Sri Satguru Publications. Indological and Oriental Publishers. Chapter 3 'Three conceptions of Indian Philosophy' pp.38-65.

Module 3: Educational Thinkers (3 weeks)
Through this module, students will be introduced to aims, processes and educational institutions developed on thoughts of select thinkers and practitioners. Students will be expected to engage with educational thought of any one of the following thinkers and in a seminar mode make presentations from the perspective of these thinkers on the nature and idea of education/ aims of education/ central problems for thinking about the purpose of education from an individualistic perspective and from the perspective of society.

Bharatiya: Swami Vivekananda, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahatma Gandhi, Madan Mohan Malviya (holistic education); Sri Aurobindo
Western: J. Rousseau, Maria Montessori, Friedrich Froebel, John Dewey, Paulo Freire, Jane Ronald Martin

Essential Readings:
Nodding, N. (2012). *Philosophy of Education.* Westview Press. Chapter 1, 'Philosophy of Education before the Twentieth Century' pp.13-21.
Martin, J. R. (2001). 'Maria Montessori'. In J. A. Palmer (ed.) *Fifty Major Thinkers on Education,* pp. 224-228. Routledge
Dewey, J. (2006). 'My Pedagogic Creed'. In Provenzo Jr., E.F. (ed.) *Critical Issues in Education,* pp.22-30. Sage.
https://www.britannica.com/biography/Madan-Mohan-Malaviya
Devi, P. (2001). 'M.K.Gandhi'. In J. A. Palmer (ed.) *Fifty Major Thinkers on Education,* pp. 239-244. Routledge.
Dutta, K. and Robinson, A. (2001). 'Rabindranth Tagore'. In J. A. Palmer (ed.) *Fifty Major Thinkers on Education,* pp. 209-214. Routledge.
Apple, M., Gandin, L.A, Hypolito, A.M. (2001). 'Paulo Friere'. In J.A. Palmer (ed.). *Fifty Modern Thinkers in Education,* pp. 128-132. Routledge.

Suggested Readings:
Froebel, F. W. (1886). *The Education of Man*, trans. J. Jarvis. A. Lovell Press.
Dewey, J. (1902). *The School and Society*. University of Chicago Press.
Martin, J.R. 2002. *Cultural Miseducation.* Teachers College Press.
Freire, P. (2005) *Pedagogy of the Oppressed*, Trans. by Myra Bergman Ramos. Continuum. Chapter 1, pp. 43-70.
Krishnamurti, J. (1953). *Education and the significance of life*. Krishnamurti Foundation Trust. Chapter 2, 'The right kind of education'
https://www.jkrishnamurti.org/content/chapter-2-right-kind-education
Vivekananda, S. (2010) *My idea of education.* Vedanta Press. Annie Besant; Ranganathan and Swamy's lectures
Gandhi, M.K. (1989). *Hind Swaraj*. Navjivan Publishing House
Tagore, R. (2005) *Religion of Man*. Rupa. *(*selections from the book of essays)

Module 4: Philosophy, Value and Education (3 weeks)
This module aims to enable students to develop a holistic understanding of ethical issues in organization of learning experiences and schooling.
A. Philosophical roots of values education

B. Religious basis of values education (Indian Traditional Values. Guru-Shishya-Parampara and Educational Values. Convocation message in Taittiriya Upanishad.)
C. Virtue ethics and rationalistic ethics (Values enshrined in the Indian Constitution)
D. Moral philosophical tradition with reference to 21st century (NEP 2020)

Essential Readings:

Miri, M. (2014). *Philosophy and Education.* Oxford Academic Online Edition. 'Philosophy, Value, and Education' (1-24), and 'Morality and Moral Training' (94-118). https://doi.org/10.1093/acprof:oso/9780199452767.003.0001

Pring, R. (2001). Education as a Moral Practice. *Journal of Moral Practice, 30*(2) , 102-112. https://bharatamataram.wordpress.com/2012/10/19/convocation-speech-during-vedic-period/

Sharma, K. (2022). Shikshavalli of the Taittiriya Upanishad. http://srisaradamath.org/publication/samvit/202209.pdf

Suggested Readings:

Lama, D. (1999). *Ancient Wisdom, Modern World*. Little, Brown and Company.

Krishnamurti, J. (1953). *Education and the Significance of Life.* Krishnamurti Foundation Trust.

Holland, S.G. (1997). Are we educating our young people for the 21st century? *Royal Society of Arts, CXLV* No. 54 78, pp. 43-47.

Noddings, N. (1994). Conversations as moral education. *Journal of Moral Education 23*(2): 107-18.

Carr, D. (1996). Rival Conceptions of Spiritual Education. *The Journal of Philosophy of Education, 30* (2), 159-178. https://doi.org/10.1111/j.1467-9752.1996.tb00389.x

Buber, M. (1965). *Between man and man*. Macmillan. 'Education' pp. 98-122 .

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. The course will have three types of assessment situations:

1. Group In-Class presentations on educational thinkers: 20%
2. In-class quizzes / short response note on key educational concepts: 40%
3. Term paper on comparative study of educational aims and ideas articulated in key thinker's works across different schools of thought 40%

Pedagogy:

a. Instructional strategies:

The course will be transacted as a seminar course through a combination of lectures, project studies and seminars with an LMS interface. Students will be encouraged to dialogically engage with concepts through debates/in-class discussions on competing/alternative conceptualizations on specific terms etc. The course may entail institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation. The course transaction will facilitate sharing of student experiences (in groups) related to readings on great thinkers to help them to develop a nuanced and holisitic understanding

of concepts, enabling them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Field visits to alternative schools may need to be organized as part of the course.
c. Expertise in AUD faculty or outside: Faculty teaching Philosophy of Education as part of MA programme can teach the course
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others; engagement in Delhi with schools based on Sri Aurobindo's and Mother's educational philosophy; Digantar; Montessori and Waldorf schools can be explored.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:

Sunita Singh

Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Preparatory (Integrated Teacher Education Programme)
Course title	**Assessment and Evaluation**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other —please specify)	Core (Foundations of Education)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG: BAB Ed (Integrated Teacher Education Programmes)
Proposed date of launch	Winter (semester 6)
Course coordinator and team	Monimalika Day (C) & Nivedita Sarkar

1. How does the course link with the vision of AUD? This course focuses on engaging student teachers to understand and assess school students from diverse backgrounds. The course attempts to familiarize students with foundation concepts in assessment and evaluation. It will help students to understand different approaches to assessment, their purpose and history in the Indian context.

2. How does the course link with the specific programme(s) where it is being offered? This is an introductory course in the BABEd programme. It builds on previous coursework in the areas of child development, psychology, philosophy and sociology. The course presents an overview of various policies and practices related to assessment of school children. It will support students to learn about different approaches to assessment and their grounding in various philosophical perspectives. This would enable students to understand, conduct and critique existing assessment practices and policies.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds on courses offered in the previous semesters and provides a foundation for courses to be offered in the subsequent semesters.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others — please specify) As per the norms of admission of SES to the BABEd programme.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other. Please specify.): Semester long course with lectures, interactive discussions and presentations.

7. Course Details

a. Summary

The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, is more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related learning but also generic learning outcomes such as problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning etc.

b. Objectives

- Understand basic concepts related to assessment and evaluation
- Become familiar with existing practices and policies related to assessment in schools
- Begin to explore the paradigms in which existing practices are anchored
- Understand the relationship between assessment and curriculum

c. Outcomes: After completion of this course, student teachers will be able to:

- use different approaches to assess and evaluate of student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva voce interviews; computerized adaptive testing; peer and self- assessment etc.,
- develop and use informal and formal diagnostic, formative, and summative assessment strategies to monitor student learning levels and help the teacher continuously revise teaching-learning processes to optimize learning and development for all students,
- develop an understanding among student teachers of the approaches to provide timely, effective, and appropriate feedback to students about their performance relative to the expected learning outcomes and organizing learning enhancement initiatives that are required to bridge the gap in student learning levels,
- present report on student achievement, making use of accurate and reliable records etc.
- develop assessment “as”, “of”, and “for” learning that are aligned to the expected learning outcomes,
- design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment that would provide students with valuable information on their strengths, areas of interest, and needed areas of improvement.

d. Overall structure (course organization, rational of organization, brief module outliners).

The course is organized into three modules. The first module focuses on introducing various concepts related to assessment in education. The second module gives an overview of different assessment processes. The third module presents various ways of interpreting and reporting assessment data.

e. Course content detailed in (a) weekwise format preferable, or (b) module-wise format: Below a module-wise format is presented for the course:

Module 1: Assessment and Education (6 weeks)

This unit introduces students to the basic concepts and their significance in assessment and evaluation. Different assessment practices and their underlying assumptions will be explored. These topics will be discussed in the context of the history of assessment policies in the Indian context.

A. Assessment and Evaluation

- Meaning and significance of assessment and evaluation in educational field.
- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
- Learning outcomes across the stages and assessment.
- Taxonomy of Objectives (Revised in 2001) and Implications.

A. Forms of Assessment

- Formative, Summative, diagnostic, prognostic.
- Internal and External assessment.
- Assessment For learning, of learning and as learning.
- Authentic Assessment; Online Assessment.

B. Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)

Essential Reading:

Gardner, J. (2011). Assessment and Learning. Sage
Chapter 4: Alternative Perspectives on Learning Outcomes: Challenges and Perspectives

Deshpande, J.V. Examining the Examination System *Economic & Political Weekly*, April 17, 2004 Vol XXXIX, No. 16.

Nawani, D (2015). Re-thinking Assessments in Schools, *Economic & Political Weekly*, Jan 17, Vol L, No. 3.

NCERT. (2007) National Focus Group Paper on Examination Reforms

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*.

ए. के. जलालुद्दीन. (मार्च –अप्रैल, 2011).रटनसेअर्चननमाचणतक: पाठ्यर्याच ,
शिक्षणिास्त्रऔरमूलयाांकनमेंफेर –बदल. शिक्षाविमिच

UNESCO. (2023). Assessment and Quality Education in India by Prof Kavita Sharma, NCERT https://mgiep.unesco.org/article/assessment-and-quality-education-in-india

Additional readings:

Darling-Hammond, L. (1998), Alternatives to grade retention. *The School Administrator, 55*,7.

Dweck, C. S. (2006). *Mindset : The new psychology of success.* New York: Ballantine Book
Nawani, D (2012), Continuously and comprehensively evaluating children, *Economic & Political Weekly,* Vol. XLVIII, Jan 12, 2013.

Module 2: Process of Assessment and Evaluation (4 weeks)

Students will be introduced to different assessment processes and their application in classrooms. The purpose, advantages and disadvantages will be explored. The decision-making processes for selecting appropriate assessment tools and techniques will be presented.

A. Formative and Summative Assessment: Concept and Characteristics.
B. Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self-assessment etc.
C. Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.
D. Tools and Techniques
   - Observation, rating scale, check list, anecdotes, interviews.
   - Assessment of attitudes and interests.
   - Socio-metric techniques.
   - Criteria for assessment of social and personal behaviour.
   - Self-assessment and Peer Assessment.

Essential Readings

Andrade, H.L., & Susan, M. B. (2019). Classroom Assessment as the Co Regulation of Learning. Assessment in Education: Principles, Policy and Practices, 27(4), Taylor & Francis.
Gardner, J. (2011). Assessment and Learning. Sage
Chapter 5: On the Relationship between Assessment for Formative and Summative Purposes
Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, *22*(1).
Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. *Assessment in Education: Principles, Policies and Practices*, *6*(2),

Additional Readings

Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California, USA: Sage
NCERT. (2008). Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS.

Module 3: Analysis and Interpretation (2 weeks)
This unit will help students to consider the importance of ways analysing and summarizing assessment data for various stakeholders such as students, family members and administrators. The requirements of existing education policies related to report writing will be introduced.

A. Analysis of students' performance and scores: credit and grading
B. Graphical representation (Histogram, Frequency Curves)
C. Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback.
D. Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.

Essential Readings:

Inam Ur Rahim, S.P. (2020). 360 Degree holistic assessment: a new approach to shape the personality of a learner as visualized by National Education Policy (2020). International Journal of Reflective Research in Social Sciences, 3(2), 4-8. ISSN: 2581-5733.

Lam, R. (2018). Portfolio Assessment for Teaching and Learning of Writing. Springer Chapter 1: Background of Portfolio Assessment.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Assignment 1: Develop a plan for a formative and summative assessment for a lesson (50%)
Assignment 2: End-term (50%)

8. Pedagogy:

a. Instructional strategies:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other — please specify): Classroom with projection facilities and space to work in groups.

c. Expertise in AUD faculty or outside: Expertise is available. For some specialised themes, two-three guest lectures may be organised.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Not needed for this course.

Signature of Course Coordinator(s) Note:

I. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

Dr. B.R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Preparatory (Integrated Teacher Education Programmes)
Course title	**Inclusive Education**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other —please specify)	Core (Foundations of Education)
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	UG: BABEd
Proposed date of launch	Winter (semester 6)
Course coordinator and team	Monimalika Day (C)

1. How does the course link with the vision of AUD? AUD is committed to promoting equity and excellence in the field of education. This course focuses on engaging student teachers to understand and engage with students with diverse abilities. The course attempts to familiarize students with foundation concepts in education of children with disabilities in inclusive schools. It will help students to develop awareness of different special needs and approaches to creating inclusive classrooms. It introduces students to some of the main policies related to inclusive education of children with disabilities.

2. How does the course link with the specific programme(s) where it is being offered? This is an introductory course in the BABEd programme. It builds on previous coursework in the areas of child development, psychology, philosophy and sociology. The course presents an overview of various policies and practices related to education of children with disabilities and inclusive education. It will support students to learn about different approaches to assessment and their grounding in various philosophical perspectives. This would enable students to understand students with disabilities and the barriers they face in various educational settings.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds on courses offered in the previous semesters and provides a foundation for courses to be offered in the subsequent semesters.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others — please specify) As per the norms of admission of SES to the BABEd programme.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other. Please specify.): Semester long course with lectures, interactive discussions and presentations.

7. Course Details

a. Summary

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorized based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio- economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor).

b. Objectives: This course is designed to enable the students to:

- develop awareness of different perspectives in the area of education of children with disabilities
- develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities
- become familiar with policies related to inclusion of children with disabilities in inclusive education programmes.
- plan individualized programmes for all children with varied abilities in the classroom
- understand the need to modify curriculum and assessment for children with disabilities

c. Outcomes: After completion of this course, student teachers will be able to:

- ensure inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities learn together, ensuring their retention in the school system, and enabling them to achieve the defined learning outcomes,
- adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring completion of education and learning levels of students with disabilities, etc.

d. Overall structure (course organization, rational of organization, brief module outliners). The course is organized into three modules. The first module focuses on introducing various concepts related to assessment in education. The second module gives an overview of different assessment processes. The third module presents various ways of interpreting and reporting assessment data.
e. Course content detailed in (a) week wise format preferable, or (b) module-wise format: Below a module-wise format is presented for the course:

Module – I Inclusion and Education (4 weeks)
This unit introduces students to different perspectives to understand the phenomenon of disability. It provides an overview of the international and national policies related to inclusion of children with disabilities. Students will be introduced to the history of marginalization of persons with disabilities and its influence on existing educational policies and practices.

A. Conceptual Clarity, relation, and significance with special reference to:
- UNCRPD, 2006,
- RPWD Act, 2016,

With special reference to Indian Context.

B. Clarity of various terms and phrases associated with Inclusive Education: Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning
C. Shifting from Disability to the Inclusive view.
D. Shifting Paradigms from Bio centric to Human Rights.
E. Introductory reference of Policies/Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012, RPWD Act, 2016, UNCRPD, National Trust Act, 1999, National Educational Policy, 2020.

Essential Readings:

Alan, J. (2010). The sociology of disability and the struggle for inclusive education, British Journal of Sociology of Education, Vol. 31, No. 5, pp. 603-619

Mehrotra, N. (2011). Disability Rights Movements in India: Politics and Practice. *Economic and Political Weekly*, *46*(6), 65–72.

National Council for Educational Research and Teaching (NCERT). (2006). Position Paper National Focus Group on Education of Children with Special Needs. http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group-special_ed_final1.pdf

Government of India. (2020). National Education Policy

The Rights of Persons with Disabilities Act, 2016

UNESCO (1994). The Salamanca statement and framework for action on special needs education. Retrieved from http://www.unesco.org/education/pdf/SALAMA_E.PDF on 31/7/2015

Module II: Children with Disabilities and Marginalized Groups (4 weeks)
This unit provides students a glimpse of the nature of diversity among students with disabilities. They will be introduced to some of the high incidence disabilities. Provides students a lens to understand strengths and needs of individual learners to create meaningful learning experiences.

A. Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities.
B. Specific needs of children with behavioral, emotional learning disabilities
C. Health Problems.
D. Educational needs of children belonging to Marginalized Groups.

Essential Readings:

Batshaw, M.L., Roizen, N.J., Pellegrino, L. (2019). Children with disabilities. Brookes Publishing. Chapter 14: Intellectual disability

CDC (2024). Child Development Specific Conditions. https://www.cdc.gov/ncbddd/childdevelopment/conditions.html

Desai, S., & Kulkarni, V. (2008). Changing educational inequalities in India in the context of affirmative action. *Demography*, *45*, 245-270.

Pramanik, R., & Bag, M. (2013). Free and Compulsory Education Does it Includes the Marginalized People of India?. *The Oriental Anthropologist*, *13*(2), 403-424.

Salend, S. J. (2016). Creating Inclusive Classrooms: Effective, Differentiated, and Reflective Practices. Pearsons. Chapter 3: Understanding the Educational Strengths and Challenges of Children with Disabilities

Singh, U. N., Singh, R., & Banerjee, P. (2022). 10. India: Learning Challenges for the Marginalized. *Learning, Marginalization, and Improving the Quality of Education in Low-income Countries*, 293.

Module III: Pedagogical Issues (4 weeks)

This unit introduces students to some of the key concepts related to creating inclusive classrooms. Students will have the opportunity to explore concepts such as differentiated teaching, universal designs of learning and assistive technology. The need to individualize learning experiences for diverse learners will be emphasized.

A. Conceptual clarity and significance.

B. Meeting the specific needs of Children with Disabilities with special reference to:

- education and opportunities for participating in arts, sports, and vocation-related activities,
- making school buildings and compounds as well as other facilities barrier free and accessible
- supporting the learning activities and resources for individualized learning environment
- making available assistive devices and appropriate technology-based tools,
- language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
- assessing strategies

C. Designing strategies assessment for inclusive classrooms.

Essential Readings:

Mukherjee, M. (2017). Global design and local histories: Culturally embedded meaning-making for inclusive education. *International Education Journal: Comparative Perspectives*, *16*(3), 32-48.

Salend, S. J. (2016). Creating Inclusive Classrooms: Effective, Differentiated, and Reflective

Practices. Pearsons. Chapter 8: Differentiating Instruction for Diverse Learners
Sokal, L., & Katz, J. (2015). Effects of the three-block model of universal design for learning on early and late middle school students' engagement. *Middle Grades Research Journal, 10*(2), 65–82.
WHO. (2024). Assistive Technology Fact Sheet. https://www.who.int/news-room/fact-sheets/detail/assistive-technology

Additional Readings:

CAST. (2024). The UDL Guidelines. https://www.cast.org/impact/universal-design-for-learning-udl.
Murawaski, W.W. & Scott, K.L. (2019). What really works with universal designs for learning. Corwin
Sousa, D. A., & Tomlinson, C.A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree Press
http://worldofinclusion.com/resources/#general-inclusive-education
UNICEF & WHO. (2015).

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assignment 1: Group presentation on different types of disabilities (30%)
Assignment 2: Individual paper on synthesis of two readings for the presentation (20%)
Assignment 3: End-term (50%)

8. Pedagogy:

a. Instructional strategies:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through seminars, short term project work etc.

Suggestive Practicum

1. Developing a checklist for identifying the various needs of children with disabilities.
2. Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and list the problems faced by these children and the families at the local level in gaining access to education.
3. Analysing RPWD Act 2016 and list its implications for CWD in inclusive settings.
4. Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
5. Giving a few exemplary adaptations based on the Preparatory Level textbooks.
6. Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary level textbooks.
7. Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.

8. Analysing the Context of NPE 2020 in the light of Inclusive Education.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other — please specify): Classroom with projection facilities and space to work in groups.
c. Expertise in AUD faculty or outside: Expertise is available. For some specialised themes, two-three guest lectures may be organised.
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not needed for this course.

Signature of Course Coordinator(s) Note:
I. 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

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (BA-BEd Preparatory)
Course title	**Perspectives on School Leadership and Management**
Course code	
Credits	2
Course type (core/compulsory/ optional/any other – please specify)	Core (Foundations of Education)
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Monsoon (Semester 7)
Course coordinator and team	Manasi Thapliyal Navani (C) and Krishna Kalyan Dixit

1. How does the course link with the vision of AUD?
   The course explores the practice context of educational institutions by exploring the question of how effectively educational vision could be translated into practice in an institutional context. It aims to develop a contextual understanding of issues of organisational learning and leadership theories and practices in school context, with a particular focus on schooling in Indian context. The course thus links with the University vision of bridging the theory-practice divide and aims to enable engaged scholarship by connecting with the world of practice.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will familiarise students with the discourses of educational leadership and management and will require students to draw upon theoretical perspectives from philosophy and sociology of education, learning theories, child development, and pedagogy courses to understand and discuss leadership issues in context of Indian schools and global developments in schooling practices and policies.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course will connect to the education component courses of ITEP.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre requisites; prior knowledge level; any others – please specify) It is an introductory level course and does not require any prior knowledge.

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

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester 7, 2-credit course in the mode of series of interactive discussions and presentations

7. Course Details:

a. Summary:

The purpose of the course is to introduce prospective teachers to the emergent issues and aspects of school leadership practices amidst the changing educational policy landscape across the globe, the new curriculum frameworks, the challenge of accommodating and adapting to the changing demands on educational institutions and the increasing expectations that come with the culture of 'performativity'. The role of the school leader has never been more complex. School leaders are key change agents and as instructional leaders are responsible for improving practice while navigating an increasingly challenging school environment. Understanding the school system, its nuances, the social, cultural, and political contexts and leading schools requires a strong foundation of knowledge and skills to effectively manage improvement and lead successful schools. The course on 'Perspectives on School Leadership and Management' is designed to equip student teachers with the perspectives and competencies they need to drive school transformation and help diverse stakeholders establish priorities and improve practice.

b. Objectives:

1. To familiarise students with leadership theories and practices within the context of educational organisation, structures and governance issues in India
2. To encourage prospective teachers to develop a systems view of educational organisation and leadership
3. To develop a critical understanding of global policy context in which vision of educational change is embedded
4. To enable prospective teachers to develop and envision change leadership, critically engaging with the contemporary context of schooling

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

- describe the diversity of schools in India, its structure, its governance, issues, challenges and school leadership needs
- critically examine the different leadership theories and practices and its relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context
- critically think in relation to education leadership and its potential application to different contexts
- reflect critically on school-based data for reflection and improvement
- develop a culture of cooperation collaboration and teamwork
- synthesise effectively to develop coherent and compelling arguments in the area of study
- develop school vision, mission, goals, and School Development Plans.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organized around three Modules.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Understanding Indian School System (4 weeks)

The first module will contextualise the discussion on the nature of schools as organisations, the structure and process of organisation of schooling in India –the macro context of school education. Students will be introduced to the role of school leadership within the complex macro context of diversity of schools in the country.

A. School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning.
B. Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.
C. Relationship between school leadership and school diversity issues, challenges, and needs.
D. Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools

Essential Readings:

Mehendele, A. (2021). School education systems and policies in South Asia. In Sarangapani, P. M. and Pappu, R. (Eds.). *Handbook of Education Systems in South Asia*, pp. 393-410. Springer.

Sharan, S. (2015) Quality concerns in school education. *Journal of Indian Education*, 40 (4), 65-77.

Kumar, M. and Sarangapani, P.M. (2005). *Improving government schools: What has been tried and what works.* Case Studies (Module 1 and 2) for Sample case studies. Books for change.

Creating More Equitable Classrooms with Subir Shukla (https://www.youtube.com/watch?v=JN2Bd3e2dSU

Suggested Readings:

British Council Report (2019). *The school education system in India: An overview*. https://www.britishcouncil.in/sites/default/files/school_education_system_in_india_report_2019_final_web.pdf

Module 2: Understanding School Leadership (4 weeks)

This module will focus on leadership discourses in an educational context and help students explore the purpose and different dimensions of school leadership practices. The attempt will be to focus in particular on the contemporary context of schooling across the globe, best practices and insights for schools and school leadership in the Indian context.

A. School Leadership in Theory and in Practice.
B. Discourses of Leadership. Servant, Distributed, Instructional, Pedagogical and Eco leadership

C. Being a School Leader: exploring the multiple roles and responsibilities, issues and challenges of school leadership in the Indian context.
D. What works in schools: sharing National and International best practices on School leadership

Essential Readings:

Batra, S. (2011). The Construct and Scope of Educational Leadership. *The Learning Curve*, Azim Premji Foundation, XVI, 7-12.

Western, S. (2019). An Overview of the Leadership Discourses. In *Leadership: a critical text.* Sage.

On Eco Leadership – Simon Western; https://www.youtube.com/watch?v=Se51ao-tqEY

10 Leadership Theory in 10 Minutes: https://www.youtube.com/watch?v=XKUPDUDOBVo

Alebachew A., Sharma, A., and Das S. (2017). School climate: Friendliness of physical climate in elementary schools and its implications for educational leaders. *Journal of Educational Planning and Administration*, 31(4), 307-326.

Learning Curve: School Leadership Special Issue, XVI. Azim Premji Foundation.

Sergiovanni, T. J. (2001). *Leadership: What's in it for schools?* London: Routledge. (Chapters 1: The real context for leadership and Chapter 3: New leadership, roles, and competencies)

Suggested Readings:

Chug, S. (2016). Transforming urban public schools. *Journal of Indian Education*, XLII (1), 43-57.

Three Keys for Maximizing Leadership Impact, Michael Fullan: https://www.youtube.com/watch?v=z_FyUAsO-Pg

Module 3: School as Learning Organization: Role of School Leadership (4 weeks)

The module will focus on introducing student teachers to the concept of learning organization and systems thinking. Students will engage with seminal writings in educational leadership discourse to understand and appreciate the significance of building professional learning communities in thinking about schools as learning organizations.

A. Nature of a Learning Organization
B. Systems Thinking and Schools as learning organization: Peter Senge's template of learning organization; Development of a shared vision and shaping of the school culture; Nurturing school belongingness among all stakeholders: engaging students, teachers, staff, parents, SMC, and community in the formulation of a whole school development plan.
C. Leadership for school improvement: focus on students' learning, addressing equity challenges, and building an equitable school culture that promotes excellence for all. Case Studies; School Education Surveys; DISE data and its analysis
D. Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning.

Essential Readings:

Saravanabhabhavan, R.C., Pushpandham, and Sararavabhavan, S. (2016). India: School leadership, India at the crossroad. In Ärlestig, H., Day, C., and Johansson, O. (Eds.). *A*

Decade of Research on School Principals: Cases from 24 countries. Springer.
Senge, P. (2000). *Schools That Learn.* London :Nicholas Brealey Publishing. https://schoolsthatlearn.com/(The idea of school that learns, pp. 5-24; section II-select excerpts)
How Do Education Systems Learn? | Subir Shukla https://www.youtube.com/watch?v=NqJorDjPnGQ
Fullan, M.G. (2009). Large scale reforms come of age. *Journal of Educational Change. 10.* 101-113.
Claxton, G. Learning to learn: a key goal in 21st century curriculum. QCA. www.qca.org.uk/futures/

Suggested Readings:

Perkins, D. 1995. *Smart schools: Better thinking and learning for every child.* Free Press.
Padwad, A. and K. K. Dixit (2017) Coping with curriculum change: An Indian teacher's perspective. In M. Wedell and L.Grassick (Eds.) *International Perspectives on Teachers Living with Curriculum Change*. Basingstoke: Palgrave Macmillan.
Robinson, K. (2020). A global reset of education. *Prospects*. 49, 7-9.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. The course will have three types of assessment situations:

1. Group In-Class presentations on Case Study of School: 20%
2. Making a Leadership Profile for a learning organisation: 40%
3. Project on School Development Plan aligned with specific aspects of NEP 2020 recommendations: 40%

8. Pedagogy:

a. Instructional strategies:

Perspectives on school leadership and management is a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.

- Student teachers would engage in case-based learning on topics like improving student learning, classroom observation and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learning activities that help student teachers to understand the entire structure and functioning of school organization through interactive lectures and panel discussion with education officers who hold leadership positions at different levels from schools to cluster, block, and district and state levels and understand their leadership issues, challenges and needs and thus get a perspective of the school ecosystem. Unit 1 (Invited Seminar-BRC/CRC/SCERT/CBSE)
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Special lectures by teachers, school heads or members of school management may be organised as part of this course.
c. Expertise in AUD faculty or outside: A postgraduate level course is already being offered in SES on Educational Organisation and Leadership.
d. Linkages with external agencies (e.g., with field-based organizations; any others; engagement in Delhi with schools of different management types can be explored for field visits in addition to school sites for the practice teaching component.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	ITEP/BABEd (Preparatory Stage with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**Curriculum Planning & Development**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Foundations of Education)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Integrated Teacher Education Programme UG
Proposed date of launch	Monsoon (semester 7)
Course coordinator and team	Sunita Singh (C), Gunjan Sharma

1. How does the course link with the vision of AUD?
The course is linked with the vision of AUD as it supports them in developing an informed understanding and skills for professional practice. It will prepare the students for their future role as teachers and practitioners of education.

2. How does the course link with the specific programme(s) where it is being offered?
The course is an education foundation course in the BABEd programmes and will develop among the beginning students of education a more nuanced understanding of curriculum development and planning. This is critical for holistic teacher preparation.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes. The course builds on Semester 2 and 3 education courses and content-cum-pedagogy courses. There are other core and elective courses in the MA Education & MA Education ECCE programmes on curriculum which have some overlap with this course but this is a more introductory basic course. This course is not a repetition of any existing course.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
Foundation courses upto Semester VI including Evolution of Indian Education, Child Development, Philosophical & Sociological Perspectives in Education.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long, 2 credits, taught course

7. Course Details:

a. Summary:

The course on curriculum planning and development will introduce student teachers to the process of designing and organising the curriculum i.e., the totality of learning experience provided to learners through a deliberate and organised set of arrangements (the selection of subjects that are to be taught, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations and other forms of learning assessment, school culture and processes etc.) that contribute to the development of the knowledge, capacities, and values and dispositions that help fulfil the aims of school education derived from the purposes and goals articulated in NEP 2020.

b. Objectives:

- To understand the concepts of curriculum, curriculum planning and development
- To understand curriculum development as a process of designing, implementing and evaluating the educational experiences that students engage in
- To introduce students to diverse theoretical perspectives related to curriculum development
- To develop curriculum that focuses on equity, diversity and inclusion of all children

c. Expected learning outcomes:

After the completion of the course, students will be able to:

- discuss aims of education,
- identify and formulate of desirable values and dispositions,
- explain capacities and knowledge,
- outline curricular areas,
- demonstrate teaching-learning assessment processes and
- practice the relevance in terms of achieving the aims of school education

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course is organised in three units/modules based on the course outline prescribed by the NCTE.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Education and Curriculum (3 weeks)

Education and curriculum are inextricably linked aspects of the educational process. This module will focus on the meaning, the needs and engagement of students, social and cultural contexts of learning vis-a-vis educational goals. It will also introduce diverse types of curriculum which will enable students to understand ways to adapt the curriculum to the diverse needs of learners in the classroom while keeping in context the framework of learning.

A. Meaning, need, relationship and significance.
B. Types of Curriculums: subject-centered, activity-centered, environmental centered, community-centered

C. Relationship and difference between curriculum, curriculum framework, syllabus and textbooks.

For in-class discussion:
Excerpts from NCFs 2000, 2005, 2023

Essential readings:

National Council of Educational Research and Training. (2006). *Position paper: National focus group on curriculum syllabus and textbook*. National Council of Educational Research and Training, Delhi, India. (Summary, and Chapter 3: Mapping the conceptual field: Notions of curriculum, syllabus and textbooks, pp. 9-19)

Kumar, K. (1992). What is worth teaching? In *What is worth teaching* (pp. 1 – 22). Orient Longman.

Marsh, C. J. (2004). *Key concepts for understanding curriculum* (3rd ed.). London. (Chapter 1: What is curriculum, p. 1-9).

Suggested readings:

Dewey, J. (1916). *Democracy and education*. Macmillan. (Aims in Education: 105-116)

Egan, K. (2003). What is curriculum? *Journal of the Canadian Association for Curriculum Studies, 1*(1), pp. 66-72.

Kelly, A.V. (2009). *The curriculum theory and practice.* Sage. (Chapter 1, pp. 1-24)

National Council of Educational Research and Training. (2006). *Position paper: National focus group on aims of education*. National Council of Educational Research and Training, Delhi, India.

Sykes, M. (1988). *The story of Nai Taleem: Fifty years of education at Sevagram, 1937-1987: A record of reflections*. Sevagram, Wardha: Nai Talim Samit

Module 2: Developing the Curriculum (5 weeks)
This module will focus on the principles and models of curriculum development. It will introduce the students to the multifaceted aspects of the process of curriculum development. These include focusing on the aims of the curriculum, disciplinary and interdisciplinary knowledge, engaging and connecting with the lives of the students, differentiated instruction and cultural responsiveness to create an inclusive learning environment.

A. Basic principles of Curriculum Development
B. Concerns for developing the Curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, socio–cultural aspects and aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement.
C. Impact of Globalization.

For in-class discussion:
Excerpts from NCFs 2000, 2005, 2023, Learning without Burden Report, Minimum Levels of Learning Report.

Essential Readings:

Posner, G. J. (1998). Models of curriculum planning. In L. E. and M. W. Apple (Eds.) *The curriculum: Problems, politics and possibilities* (2nd ed.) (pp. 79-91). New York: Sunny Press. *Or* Kelly, A.V. (2009). *The curriculum theory and practice.* Sage. (Chapters 2 & 3, pp. 46-82)

Button, L. (2021). *Curriculum essentials: A journey*. Pressbooks. (Chapter 5: Curriculum design, development and models)

Anderson, L W and Krathwohl, D. R. (Eds). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives Addison Wesley Longman. (6 pages)

Suggested readings/Readings for course team:

National Council of Educational Research and Training. (2006). *Position paper: National focus group on curriculum syllabus and textbook*. National Council of Educational Research and Training, Delhi, India.

Apple, M. W. (1992). The text and cultural politics. *Educational Researcher, 21*(7), 4–19. https://doi.org/10.2307/1176356

Srinivasan, M. V. (2015). Reforming school social science curriculum in India: Issues and challenges. *Economic and Political Weekly*, *50*(42), 52–58. http://www.jstor.org/stable/44004070

Batra, P. (2015). Curriculum in India. In Pinar, W.F. (eds), *Curriculum studies in India*. International and development education. Palgrave Macmillan, New York. https://doi.org/10.1057/9781137477156_2

Sharma, G. (2020). Conceptions of school curriculum in South Asia. In: Sarangapani, P., Pappu, R. (Eds), *Handbook of education systems in South Asia*. Global education systems. Springer, Singapore. https://doi.org/10.1007/978-981-13-3309-5_75-1

Lingard, B. (2021). National curriculum making as more or less expressions of and responses to globalization. In Priestley, M., Alvunger, D., Philippou, S. and Soini, T. (Ed.) *Curriculum, making in Europe: Policy and practice within and across diverse contexts*. Emerald Publishing Limited (pp. 29-52).

Module 3: Approaches, Planning, and Implementation

This module will focus on constructivist approaches to curriculum development. It will emphasise on the role of the teachers and also learners as they construct their meanings of the world through engagement with their contexts. Thus, a curricular approach that emphasises student-centred learning, inquiry-based learning, with a focus on scaffolding supports students in connecting with the curriculum and creating their own meanings. The learner centric curriculum is a critical commentary on a narrow imagination of the agency of the teacher in using only scripted curriculum. The module will also enable students to understand curriculum development as an iterative process that requires ongoing planning, transaction, reflection and change.

A. Approaches to Curriculum Development: Learner and activity centred, Constructivist, Knowledge Construction
B. Curriculum planning as a cyclic process.
C. Curriculum Implementation: Operationalizing curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.
D. Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighbourhood, etc.

Essential readings:

Brooks, M. (1987). Curriculum development from a constructivist perspective. Educational Leadership, 44(4), 63-67.

Marsh, C. J. (2004). Key concepts for understanding curriculum (3rd ed.). London: RoutledgeFalmer. (Chapter 7: Curriculum implementation, p. 65-77).

Giroux, Henry A. (1988). Teachers as transformative intellectuals. *In teachers as intellectuals: Toward a critical pedagogy of learning* (pp. 121-128). Bergin and Garvey

Button, L. (2021). *Curriculum essentials: A journey*. Pressbooks. (Chapter 5: Curriculum design, development and models)

Suggested readings/Readings for course team:

Adams, P. (2006). Exploring social constructivism: Theories and practicalities. *Education, 3-13, 34*(3), 243-257. DOI: 10.1080/03004270600898893

Sriprakash, A. (2011). Being a teacher in contexts of change: Education reform and the repositioning of teachers' work in India. *Contemporary Education Dialogue*, *8*(1), 5-31. https://doi.org/10.1177/097318491000800102

Harden, R. M. (1999). What is a spiral curriculum? *Medical Teacher, 21*(2), 141-143.

Ireland, J. and Mouthaan, M. (2020). Perspectives on curriculum design: Comparing the spiral and the network models. *Research Matters: A Cambridge Assessment publication, 30*, 7-12.

Scott, S. E., & Palincsar, A. S. (2012). The influence of constructivism on teaching and learning in classrooms. In *Knowledge, values and educational policy* (pp. 29-43). Routledge.

Sriprakash, A. (2010). Child-centred education and the promise of democratic learning: Pedagogic messages in rural Indian primary schools. *International Journal of Educational Development, 30*(3), 297-304.

Eisenbach, B. B. (2012). Teacher belief and practice in a scripted curriculum. *The Clearing House*, *85*(4), 153–156. http://www.jstor.org/stable/23212874

Cho, J. (1998). Rethinking curriculum implementation: Paradigms, models, and teachers' work

E-gyakosh: Curriculum implementation in schools: https://egyankosh.ac.in/bitstream/123456789/46030/1/Unit-10.pdf

Suggestive Practicum

1. Arranging discussion on:
   - Basis of National curriculum frameworks (1975, 1988, 2000, and 2005).
   - Document: Learning without burden" by Prof. Yashpal
2. Preparing of Report based on observation of:

- Facilities and infrastructure to implement the present curriculum.

3. Interviewing teachers to understand their role in:
   - Implementing and assessing the curriculum.
4. Analysis of the following in the context of principles of developing the Curriculum:
   - Guidelines of NEP, 2020.
   - Curriculum of 4 Years B.Ed. Integrated Programme
   - Learning without Burden, MHRD, and India.
   - Position paper (2006). National Focus Group on 'Curriculum, Syllabus, Textbooks', NCERT.
   - NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.
   - NCERT (2000) National Curriculum Framework for school Education.
   - NCERT (2005) National Curriculum Framework. NCERT publications.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Assessment 1: 50%
Assessment 2: End term 50%

8. Pedagogy:
   a. Instructional strategies:
   b. This course will be taught as a series of interactions between students and different faculty members representing multiple perspectives on selected broad themes on understanding India. It will involve class discussions, film viewing, reading together, and a field-trip.
   c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   d. Projector for screening of movies.
   e. Expertise in AUD faculty or outside: Within AUD
   f. Linkages with external agencies (e.g., with field-based organisations, hospital; any others) No

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:

Sunita Singh

Signature of the Dean of the School

Ability Enhancement/ Value Added Courses (AEC/VAC) (Preparatory)

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Secondary and BABEd Preparatory
Course title	**Language 1- Hindi**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Ability Enhancement and Value-added Course)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG: BABEd (Integrated Teacher Education programme)
Proposed date of launch	Monsoon 2024
Course coordinator and team	Neha Goswami, Sunita Singh (C), Ambika Ram

1. How does the course link with the vision of AUD?
   The course will enhance communication and language skills in Hindi language which is essential for overall development of students. It helps them to develop the understanding of any text. The language skills will also help them for better classrooms interactions and cognitive development.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is a value-added course in the BABEd programmes and will develop among the beginning students of education a more nuanced understanding of Hindi language and skills.

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

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) No

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-1

7. **Course Details:**
   a. Summary:

भाषा का सभी प्रकार की शिक्षा से निर्विवाद संबंध है। भाषा व्यक्ति को नई अवधारणाओं को समझने, विचारों का आदान-प्रदान करने एवं अपने साथियों के साथ विचारों के सम्प्रेषण में सक्षम बनाती है। शिक्षा में भाषा की भूमिका के

मूल्यांकन के लिए व्यक्ति को भाषा को एक समग्र दृष्टिकोण से देखने की आवश्यकता है। भाषा को उसके संरचनात्मक, साहित्यिक, समाजशास्त्रीय, सांस्कृतिक, मनोवैज्ञानिक एवं सौंदर्यात्मक पहलुओं को उचित महत्त्व देते हुए बहुआयामी संदर्भों में जाँचने की जरूरत है। राष्ट्रीय शिक्षा नीति 2020 समग्र शिक्षा के एक भाग के रूप में भाषायी कौशल प्रदान करने की परिकल्पना करती है। यह बेहतर संज्ञानात्मक विकास और विद्यार्थियों एक सम्पूर्ण विकास के लिए भाषायी कौशल बढ़ाने की आवश्यकता पर बल देती है। इस पाठ्यक्रम का उद्देश्य पूर्व सेवाकालिक शिक्षकों को प्रभावी तरीके से सुनने, बोलने, पढ़ने, लिखने एवं भाषायी कौशल प्रदर्शित करने की क्षमता को प्रभावी तरीके से बढ़ाना है। भाषायी कौशल – सुनना, बोलना, पढ़ना एवं लिखना, सभी अकादमिक विषयों में ज्ञान के निर्माण के लिए, रोजमर्रा के कार्यों में प्रभावी ढंग से भाग लेने एवं रोजमर्रा के जीवन को समझने के लिए आवश्यक है। इस पाठ्यक्रम से विद्यार्थियों में समझ के साथ पढ़ने में समझ बनाने, चिंतन एवं अवधारणा बनाने की क्षमता का विकास होगा। यह पाठ्यक्रम पूर्व सेवाकालिक शिक्षकों के आलोचनात्मक चिंतन का विकास करने एवं प्रभावी सम्प्रेषण के विकास में सहायक होगा। प्रस्तुत पाठ्यक्रम में व्यावहारिक एवं क्रियात्मक गतिविधियां शामिल होंगी जो पूर्व सेवाकालिक शिक्षकों में विभिन्न स्थितियों एवं संदर्भों में भाषायी कौशलों के प्रयोग के विकास में सहायक होंगी।

b. Objectives:

- विद्यालयी पाठ्यचर्या के संदर्भ में भाषा के महत्त्व कार्य, प्रकृति एवं भाषा शिक्षण के उद्देश्यों को समझना।
- सम्प्रेषण के प्रकार, चुनौतियों एवं कक्षा में प्रभावी सम्प्रेषण की रणनीतियों का प्रयोग करना।
- विभिन्न समितियों एवं आयोगों की रिपोर्ट एवं राष्ट्रीय शिक्षा नीतियों में भाषा की स्थिति (विशेष रूप से हिन्दी भाषा) का आलोचनात्मक विश्लेषण करना।
- भारत में बहुभाषिकता की संभावनाओं एवं चुनौतियों को समझना।
- भाषा कौशलों के विकास, उनकी चुनौतियों एवं उनका मूल्यांकन करना।

c. Expected learning outcomes: इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी-

- प्रभावी ढंग से सुनने, बोलने, पढ़ने एवं लिखने और आलोचनात्मक चिंतन के लिए अपना ज्ञान एवं क्षमता प्रदर्शित कर सकेंगे।
- भाषा एवं संज्ञान के बीच के संबंध को पहचान सकेंगे।
- विभिन्न समितियों एवं आयोगों की रिपोर्ट एवं राष्ट्रीय शिक्षा नीतियों में भाषा की स्थिति (विशेष रूप से हिन्दी भाषा) का आलोचनात्मक विश्लेषण कर सकेंगे।
- भारत में बहुभाषिकता की संभावनाओं एवं चुनौतियों को समझ सकेंगे।
- विचारों को बेहतर सम्प्रेषण के लिए अपना भाषायी ज्ञान एवं कौशल का प्रयोग कर सकेंगे।
- अंतर-व्यक्ति संबंधों एवं सामाजिक कौशलों का विकास कर सकेंगे।

Overall structure (course organisation; rationale of organisation; brief module outlines):

Brief description of modules/ Main modules:

मॉडयूल 1: हिन्दी भाषा: नीति एवं सिद्धांत (4 weeks)

प्रस्तुत मॉडयूल में भाषा का अर्थ, प्रकृति, महत्त्व, कार्य एवं रूप और भाषा एवं बोली, मानक भाषा पर विस्तारपूर्वक चर्चा करते हुए हिन्दी भाषा की प्रकृति एवं मातृभाषा में शिक्षा के महत्त्व पर चर्चा की जाएगी जो विद्यार्थियों को यह समझने में मदद करेगा कि भाषा कैसे विद्यार्थियों के संज्ञानात्मक विकास में मदद करती है, विशेष रूप से बहुभाषिकता संज्ञानात्मक विकास को कैसे सकारात्मक रूप से प्रभावित करती है। इसके साथ ही इस मॉडयूल में हिन्दी भाषा की व्याकरणिक व्यवस्था शब्द, वाक्य, वर्ण एवं ध्वनि के बारे में चर्चा की जाएगी। अंतत: इस मॉडयूल में संविधान, विभिन्न समितियों एवं आयोगों की रिपोर्ट एवं राष्ट्रीय शिक्षा नीतियों में भाषा की स्थिति (विशेष रूप से हिन्दी भाषा) के आलोचनात्मक विश्लेषण पर विस्तार पूर्वक चर्चा करवाई जाएगी। इनमें विशेष रूप से त्रिभाषा सूत्र एवं राष्ट्रीय शिक्षा नीति 2020 पर विभिन्न दृष्टिकोणों से विचार किया जाएगा।

Essential Reading

श्रीवास्तव, डॉ. रवीन्द्रनाथ (2016), भाषा शिक्षण, नई दिल्ली: वाणी प्रकाशन

तिवारी, भोलानाथ (2011), हिन्दी भाषा की संरचना, नई दिल्ली: वाणी प्रकाशन

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मा.सं.वि.मं. (1986) *राष्ट्रीय शिक्षा नीति,* नई दिल्ली : भारत सरकार

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मा.सं.वि.मं. (2020) *राष्ट्रीय शिक्षा नीति,* नई दिल्ली : भारत सरकार

वायगोतस्की, (2009), विचार और भाषा (अनु.), नई दिल्ली: ग्रंथ शिल्पी

सिंह, संध्या; कपूर कीर्ति, (2010), समझ का माध्यम, नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद

Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, South Africa (pp.3-9). Heinemann Educational Books.

MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India

Suggested Reading

तिवारी, भोलानाथ; भाषा विज्ञान प्रवेश; किताबघर प्रकाशन; नयी दिल्ली; संस्करण 2013

Agnihotri, R. K. (2009). Language and dialect. *Learning Curve*, 13.

Agnihotri, R.K., & Kumar, S. (2001). *Bhasha, boli, aur samaj*. Deshkal Publications.

Priyadarshini, Mukul. (2012). Hindi: A language of serious Discourse? *Language and Language Teaching* (1) pp18-21.

<u>मॉडयूल 2: भाषा कौशल एवं समझ का विकास (4 weeks)</u>

प्रस्तुत मॉडयूल में भाषा कौशलों का महत्त्व, उद्देश्य एवं प्रकारों के साथ-साथ भाषायी कौशलों (सुनना, बोलना, पढ़ना एवं लिखना) का अर्थ, इनके विकास के लिए क्रियाएं एवं इन भाषा कौशलों के विकास में शिक्षक की

भूमिका पर विस्तारपूर्वक चर्चा करते हुए इनके विकास के लिए कक्षा में विभिन्न गतिविधियां करवाई जाएगी। इसके साथ ही भाषा कौशल एवं समझ के विकास के संबंध पर चर्चा करते हुए समझ के विकास में शिक्षकों की भूमिका पर चर्चा की जाएगी। समझ के विकास के लिए विभिन्न गतिविधियां करवाने के साथ साथ समझ के मूल्यांकन पर भी चर्चा की जाएगी। गतिविधियों में विशेष रूप से रचनात्मक लेखन, भूमिका निर्वहन, कहानी सुनाना, नोट लेना, प्रस्तुतीकरण के उद्देश्य, महत्त्व एवं उपयोगिता पर चर्चा की जाएगी। इस मॉडयूल में भाषा एवं समेकित पाठ्यचर्या पर भी चर्चा की जाएगी।

Essential Reading

कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms.

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पाण्डे, लता (संपा.)(2008), पढ़ना सिखाने की शुरुआत, नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद

सिंह, संध्या; कपूर कीर्ति, (2010), समझ का माध्यम, नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद

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Sharma, I. S. & National Council of Educational Research and Training (India). (1993). *On Language Comprehensibility*. National Council of Educational Research and Training.

बीने, जेम्स ए; करीकुलम इंटिग्रेशन: डिज़ाइनिंग कोर ऑफ डेमोक्रेटिक एडुकेशन; न्यू पार्क: टीचर्स कॉलेज प्रेस; संस्करण 1997

Suggested Reading

प्रतिमा; भाषा शिक्षण; श्री नटराज प्रकाशन; दिल्ली; संस्करण 2017

डार्क, सुसेन, एम और बर्नस, रेबिका सी; मीटिंग स्टैंडर्डस थ्रू इंटेग्रटेड करीकुलम; एलेक्जेंडरिया वी ए: एससीडी; संस्करण 2004

शूमेकर, बी; इंटेग्रटेड एडुकेशन: ए करीकुलम फॉर द ट्वेंटी फ़र्स्ट सेंचुरी; औरीगन स्कूल स्टडी काउंसिल; संस्करण 1989

मॉडयूल 3: अकादमिक लेखन एवं औपचारिक सम्प्रेषण (4 weeks)

प्रस्तुत मॉडयूल में अकादमिक लेखन का अर्थ, उसके घटक, उसके विकास एवं अकादमिक भाषा के विकास से संबंधित चर्चा करते हुए अकादमिक लेखन को कैसे विकसित किया जा सकता है इस पर चर्चा की जाएगी। इसके साथ ही सम्प्रेषण के अर्थ, प्रकार, उद्देश्य के साथ-साथ प्रारंभिक समय से नए युग तक मानव सम्प्रेषण की यात्रा पर चर्चा करते हुए सम्प्रेषण की वर्तमान चुनौतियों एवं बाधाओं पर विस्तार से चर्चा की जाएगी।

Essential Reading

jeffrey_r._wilson_academic_writing.pdf (harvard.edu)

छात्रों के लिए अकादमिक लेखन में क्या करें और क्या न करें - स्मोडिन ब्लॉग (smodin.io)

https://www.mlsu.ac.in/econtents/2293_Process%20of%20Communication.pdf

Suggested Reading

Sankhala, Arjun Singh, (2013) Hindi Bhasha Shikshan aur Praveenta, Arihant Shikshan Prakashan Jaipur.

मॉडयूल 4: आलोचनात्मक चिंतन का विकास (4 weeks)

इस मॉडयूल में सम्प्रेषण एवं भाषा कौशलों के विकास के लिए आलोचनात्मक चिंतन, विश्लेषणात्मक चिंतन एवं सृजनात्मक चिंतन के महत्त्व, उद्देश्य पर चर्चा करते हुए इनका विकास कैसे करवाया जाए इस पर गतिविधि सहित विस्तार से चर्चा की जाएगी। साथ ही विभिन्न संदर्भों एवं दृष्टिकोणों से हिन्दी भाषा की पाठ्यपुस्तकों का आलोचनात्मक विश्लेषण करवाया जाएगा जिससे विद्यार्थियों में आलोचनात्मक चिंतन का विकास हो सके। इसके साथ ही समस्या समाधान विधि में आलोचनात्मक चिंतन एवं तर्क की भूमिका पर विचार करते हुए चर्चा की जाएगी।

Essential Reading

Dewey, J. (1910). *How we think.* D.C. Heath & Co.

Suggested Reading

Edward M, Glaser. (1941). *An experiment in the development of critical thinking*. Teacher's College, Columbia University.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford Polytechnic: Oxford.

Van dijk T. (2009). *Critical discourse studies: A socio-cognitive approach*. In R Wodak and M

Meyer (eds.) *Methods of critical discourse analysis*: 62-85. London: Sage.

Wallas, G. (1926). The art of thought. New York: Harcourt, Brace and Company.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assignment type	**Weightage**
Assessment-1 (Written Assignment)	40%
Assessment-2 (Presentation)	20%
Assessment-3 (End-term)	40%

8. **Pedagogy:**

a. Instructional strategies:

Classroom Teaching in Interactive Mode, writing and speaking activities in the classroom, movie/documentaries, PPTs, E-Content, Articles, Research paper reading, presentations, assignments etc.

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

c. Expertise in AUD faculty or outside: Within AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

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

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programmes/BABEd (Preparatory/Secondary)
Course title	**Language 2 - English**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Ability Enhancement and Value-Added Courses)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG: BABEd (Integrated Teacher Education programme)
Proposed date of launch	Winter 2024
Course coordinator and team	Sunita Singh (C)

1. How does the course link with the vision of AUD?
   The course will enable students to develop a better understanding of the English language and enhance communications. The course will also focus to empower the learners to contribute to the discourses on various issues and themes. This objective of the course is a critical link with AUD's vision of social justice and equity with excellence.

2. How does the course link with the specific programme(s) where it is being offered?
   This is a compulsory, ability enhancement and value-added course for the second semester of the programme. This is the second language course that the students are taking in the programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course connects with language proficiency courses offered across BA programmes in the university. However, the orientation of this course focuses on student teachers.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): As per the NCTE norms

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Usual cohort size (as per NCTE norms)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long in the mode of series of interactive discussions and presentations

1. **Course Details:**
   a. Summary:

The course aims to prepare the students to teach language at the school level. It focuses on

training the students to the sounds systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all the four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners. The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

b. Objectives:

- To understand the sociolinguistic contexts of English in the county
- To develop effective communication skills by integrating different components of language
- To understand formal writing and communication and demonstrate the same in presentation and written communication
- To engage in critical reflection to understand, analyse, and evaluate written texts an concepts

c. Expected learning outcomes: After completion of this course, student teachers will be able to:

- demonstrate reading, writing, listening, speaking, and thinking abilities in English,
- recognize the link between language and cognitive skills and demonstrate their knowledge and skills effectively for all purposes,
- build inter-personal relationships and enhance social skills

d. Overall structure: The course is organised into four modules parts. The first module focuses on language, society and learning; the second module focuses on language skills and comprehension, the third module focuses on academic writing and formal communication and the last module focuses on critical reading and thinking skills.

e. Course contents detailed in module-wise format: The course will be offered in semester 2.

Module 1, Language, Society, and learning (4 weeks)

This module will introduce students to the sociolinguistic and policy contexts of language use in the country and the role of language in learning in the education of children. The linguistic landscape of India is complex and diverse—a reflection of the country's cultural heritage. Multilingualism and linguistic diversity enable to bring in inclusiveness in education and promote all varieties of language. The National Education Policy (2020) also promotes multilingualism and especially the role of the mother tongue of the child for education in the early grades. This is reflective of the research that demonstrates that children learn better when the instruction during the early years is in their mother tongue. The module will also introduce students to English as a lingua franca for communication across country and the role of English in education, employment, and social interaction on an international scale.

A. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
B. Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

References:

Centre for Early Childhood Education and Development. (2014). *Multilingualism in early childhood education classrooms: Rationale, challenges and possibilities* A Policy Brief. http://eli.tiss.edu/wp-content/uploads/2017/08/Multilingualism-in-Early-Childhood-Settings_CECED.pdf

Government of India, Ministry of Human Resource Development. (2020). *National Education Policy.* New Delhi. (Section on Multilingualism and the power of language; Promotion of Indian Languages, Arts, and Culture)

National Steering Committee for National Curriculum Frameworks. (2022). *National Curriculum Framework for Foundational Stage.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf (Chapter 3: Approach to Language Education and Literacy)

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (section on language education)

National Council of Educational Research and Training. (2006). *Position paper: National Focus group on teaching of English.*

UNICEF. (2019). *Early literacy and multilingual education in South Asia.* https://www.unicef.org/rosa/media/3036/file/Early%20literacy%20and%20multilingual%20education%20in%20South%20Asia.pdf (Understanding early language and literacy; Language and language-in-education situations)

Suggested References

Agnihotri, R. K. (2010). Multilinguality and the teaching of English in India. *The EFL Journal*, *1*(1), 1-13.

Mohanty, A. K. (2008). Multilingual education in India. *Encyclopedia of language and education*, *5*, 165-174.

Mohanty, A. (2017). Multilingualism, education, English and development: Whose development? In Coleman, H. (Ed.). *Multilingualisms and Development: Selected proceedings of the 11th Language & Development Conference, New Delhi, India 2015*. British Council.

Module II- Language Skills and Comprehension (4 weeks)

Learning any language skills and comprehension requires regular practice, exposure to authentic materials in the language, opportunities to practice and regular feedback from mentors. Engaging in activities such as reading books, watching English language movies and TV shows, listening

to podcasts, participating in discussions, and writing regularly can enable students to develop English language proficiency over time. This module will enable students to understand the various components of the English language and also understand the connectedness of the various skills such as, listening, speaking, reading, writing and thinking.

A. Writing Systems: Speech and writing; arbitrariness in language; types of writing systems.
B. Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics
C. Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building.
D. Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts
E. Pronunciation and listening comprehension skills.
F. Reading and reading comprehension skills.

References

Jack C. Richards and Theodore S. Rodgers. (2001) *Approaches and Methods in Language Teaching.* New York: CUP. Chapter 1: A brief history of language teaching (pp. 3-17)

Mullany, Louise and Peter Stockwell (2012). *Introducing English Language: A resource book for students*. London: Routledge. (chapter 2, Development; Aspects of English)

Yule, George (1996). The Study of Language. Cambridge: CUP (chapter 16: Writing)

Woolley, G. (2011). Reading Comprehension. In: Reading Comprehension. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-1174-7_2

Suggested References

Atkinson, Martin, David Britain, Andrew Radford, Herald Clahsen and Andrew Spencer (1999). *Linguistics: An Introduction.* New York: CUP

Ballard, Kim (2007). *The Frameworks of English*. New York: Palgrave Macmillan.

McCabe Anne. (2006) An Introduction to Linguistics and Language Studies. London: Equinox.

OER from Open University: https://www.open.edu/openlearn/languages/english-language/how-be-critical-reader/content-section-0?intro=1

https://owl.purdue.edu/owl/multilingual/multilingual_instructors_tutors/multilingual_instructors_and_students.html

Palmer, K. (n.d.). *More than Words: The Intersection of Language and Culture*. OER. https://pressbooks.pub/morethanwords/

Gee, James Paul. (2012) An Introduction to Discourse Analysis: Theory and Method. London: Routledge.

Pope, Rob (2012). Studying English Literature and Language: An Introduction and Companion. London: Routledge.

Module III- Academic Writing and Formal Communication

In this module, academic writing, its components, and the development of academic language will be discussed. Along with the writing component, the meaning, types, purpose of formal communication will also be discussed. Academic writing and formal communication in English

focuses on clarity, coherence and conciseness in the structure and organisation, tone and style, clarity and cohesion and grammar and mechanics.

A. Effective writing skills;
B. Effective presentation and speaking skills;
C. Summarizing and paraphrasing skills

Readings:

Irvin, L. L. (2010). What is academic writing. *Writing spaces: Readings on writing*, *1*, 3-17. https://wac.colostate.edu/docs/books/writingspaces1/irvin--what-is-academic-writing.pdf

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. Pearson/Longman. (Chapter 1, The writing process; Chapter 3: Paragraph structure)

Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T., & Swann, J. (2005). *Teaching academic writing: A toolkit for higher education*. Routledge. (chapter 6; Academic writing in an electronic environment)

Include exercises on writing formal applications/email/creating a CV and so on

Suggested readings:

Hyland, K., & Jiang, F. K. (2017). Is academic writing becoming more informal?. *English for specific purposes*, *45*, 40-51.

Biber, D., & Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. *Journal of English for Academic Purposes*, *9*(1), 2-20.

OER from Open University

Module IV- Critical Reading and Thinking Skills

Critical reading and thinking skills are essential for understanding, analysing, and evaluating written texts, arguments, and ideas. This module will focus on some strategies to enable students to develop critical reading and thinking skills. These include, analysis of an argument, making inferences, synthesis of information and critical reflection. Critical reading and thinking skills lead to developing analytical skills in academic and professional contexts.

A. Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry.

Readings:

Wilson, K. (2016). Critical reading, critical thinking: Delicate scaffolding in English for Academic Purposes (EAP). *Thinking skills and creativity*, *22*, 256-265.

**Excerpts from popular and literary texts for in-class exercises*

Suggested Readings:

Sari, D. M. M., & Prasetyo, Y. (2021). Project-based-learning on critical reading course to enhance critical thinking skills. *Studies in English Language and Education*, *8*(2), 442-456.

Xu, J. (2011). The application of critical thinking in teaching English reading. *Theory and Practice in Language Studies*, *1*(2), 136-141.

Barjesteh, H., & Vaseghi, R. (2012). Critical thinking: A reading strategy in developing English reading comprehension performance. *Journal of Foreign Language Teaching and Translation Studies*, *1*(2), 21-34.

Assignment 1	Group presentation	20%

Assignment 2	Written	40%
Assignment 3	End term	40%

8. **Pedagogy:**

a. Instructional strategies:

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

9. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projection facilities and space to work in groups.

10. Expertise in AUD faculty or outside: AUD faculty or guest.

11. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not needed for this course.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme BA-BEd Preparatory
Course title	**Understanding India (Indian Ethos and Knowledge Systems-II)**
Course code	
Credits	2
Course type (core/compulsory/ optional/ any other – please specify)	Ability Enhancement/ Value Added Courses (AEC/VAC)
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 2
Course coordinator and team	Manasi Thapliyal Navani (C); Sunita Singh

1. How does the course link with the vision of AUD?
The course explores the history of the knowledge systems and philosophical traditions of India and enables a multidisciplinary engagement and understanding of India's past and cultural heritage. The course thus builds on the vision of engaged scholarship and multidisciplinary/interdisciplinary approach to teaching and learning.

2. How does the course link with the specific programme(s) where it is being offered?
The course will familiarise students with the knowledge and philosophical traditions of ancient India and is considered a requisite for the teacher education component in light of NEP 2020 recommendations for engaging with Indian Knowledge Systems.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course will connect to the philosophy of education component courses of ITEP, as well as the first course on Understanding India offered in Semester 1.

4.Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify) It is an introductory level course and does not require any prior knowledge.

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

6.Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long 2-credit course in the mode of series of interactive discussions and presentations

7.Course Details:

a. Summary:

The course provides an overview of India's knowledge traditions across domains of culture, ethics, science and technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation, it is expected, would produce valuable lessons for obtaining transferable and 21st-century skills. The course builds on semester 1 course that focused on Indian ethos. The course is designed to enable student teachers to outline and interpret the processes and events of the formation and evolution of knowledge systems of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

b. Objectives:

- To introduce students to tradition of Indian philosophy and enable reflection on issues of ethics, morality and society in contemporary context
- To introduce students, enable an appreciation for, and acquire a multidisciplinary lens for evaluation of distinct knowledge traditions in the field of science-technology, culture, linguistic traditions in Indian context

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

- recognize the corpus of knowledge traditions of India, while developing an appreciation for it,
- Evaluate and critically review historical context of evolution of knowledge systems in India
- summarize and communicate the key learnings of the course of different Indian traditions in a coherent manner to their students.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organized around four Modules.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Philosophy, Ethics and Values: Schools of Philosophy (3 weeks)

This module aims to familiarise students with different traditions within Indian philosophy and enable reflection on issues of ethics, morality, spirituality and society in contemporary context.

A. Introduction of Knowledge of India: Recap of Issues discussed in Course I
B. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
C. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
D. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.

E. How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times.
F. Using ethics in a technologically volatile world: leading an ethical and modern life.
G. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

Essential Readings:

Rao, N.P. (1971). *Essays in Indian Philosophy and Religion*. 'Indian Philosophy: A Preliminary Approach', pp.14-21; 'The spirit and substance of Indian Philosophy', pp. 22-31; 'Shankara's Advaita Vedanta' pp. 143-159; 'Vedanta of Sri Ramakrishna and Vivekananda' pp. 163-168. Lalvani Publishers.

Chatterjee, S. and Datta, D. (2007). *An Introduction to Indian Philosophy.* Rupa. Chapter 1 (pp. 24-52).

Suggested Readings:

Mohanty, J.N. (2021). *Classical Indian Philosophy.* Dev Publishers. Select extracts from Chapter 3, 'The Categories - Samkhya, Buddhism and Vedanta' (pp. 51-58); and Chapter 5 (pp.74-79, pp. 90-92) and 'The classical darsanas' (pp.153-158).

Perrett, R.W. (2016). *An introduction to Indian Philosophy*. Cambridge University Press. 'Value' (pp. 21-42) and 'Self' (pp. 168-196)

Nicholson, A. 'Bhedabheda vedanta'. *Internet Encyclopedia of Philosophy*. https://iep.utm.edu/bhedabheda-vedanta/

Chattopadhyay, D. (1993). *What is living and what is dead in Indian philosophy*. People's Publishing House. Chapter 1 (pp. 1-19)

Module 2: Culture-Lifestyle (3 weeks)

This module will engage with the diversity, distinct traditions within Indian cultural heritage. Students will be encouraged to explore the following themes through group-projects:

A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

Essential Readings:

Antani, V., Mahapatra, S. (2022). Evolution of Indian cuisine: a socio-historical review. *Journal of Ethnic Food 9*, 15. https://doi.org/10.1186/s42779-022-00129-4

Jacob, M., Nandini, B. and Sharma, N. (2023). Indigenous sports of India: Connecting past to the present. *Artha – Journal of Social Sciences*, Vol. 22, No. 1, 1-23. https://doi:10.12724/ajss.64.1

https://www.textilesphere.com/2022/04/history-of-indian-textile-industry.html

http://char.txa.cornell.edu/IndianTex.htm (from Kax Wilson, 1979, History of Textiles)

Suggested Resources:

The Epic Channel. *Raja, Rasoi, aur Anya Kahaniyaan*, https://youtu.be/BTNXZY0qHKs

The Epic Channel, Youtube. *Natural Fibres and The Weaves of India*. Epicpedia Season 2. URL: https://youtu.be/O_7xf8XAR7g?si=kxXS8YeJtTgWRbGF
The Epic Channel. Veshbhusha; https://youtu.be/rZDEh3r0UgQ?si=EpafGnIk1EgSSZGa
The Epic Channel. Itihaas ki Thali se. https://youtu.be/pgHTvbPUHjM?si=rZmiq-xsBYiehlvh
History of India's food, cuisine and ingredients. https://youtu.be/PReG00ysGM4?si=wnDooWm_vEgv2DLK
Sid Kak Speaks Channel. Food! The story of India. YouTube. https://youtu.be/gWgfE80RV6A?si=4nUgn9sQR_tSZxik

Module 3: Science & Technology (4 weeks)
Students will be introduced to the historical context of development of natural science in ancient India. An attempt will be made to introduce students to some seminal aspects of scientific and mathematical thinking in the ancient Indian knowledge traditions, in particular the empirical-rationalist tradition. Case examples of development of medicine, astronomy, arithmetic and logic, will be discussed in particular. Select examples of achievements in different fields will be discussed: the Shulva Sutra, the Bakshali Manuscript; the Vedanga Jyotisha; Ayurveda and developments in astronomy and mathematics from Aryabhata I to Bhaskara II.
A. Arithmetic and logic. B. Medicine; Natural sciences: math, physics, metallurgy, and chemistry. C. Calendrical Astronomy: India's contributions to the world. D. Indian notions of time and space. E. Technology in the economy: agriculture, transportation, etc.

Essential Readings/Resources
Chattopadhyay, D.P. (2013). *Science and Philosophy in Ancient India* (select excerpts). Aakar Books. Chapter 2(Mathematics, pp.51-86), Chapter 3 (Astronomy, pp. 87-99)
Narlikar, J.V. (2003) *The scientific edge: The Indian scientist from Vedic to Modern times.* : Chapter 1 (pp.3-13) 'Things to be proud of…'; Chapter 2 (pp. 14-31) '...And the red herrings that had best be forgotten'
The Epic Channel. *Mathematical Wonders of India*. https://youtu.be/NEtaWiUt3j8?si=b6ZA56cBeOq37Dno
History TV18. Ancient India's marvellous architecture. https://youtu.be/XHKD6FOH_0g?si=u4C19cdcWAT0lABm
Cosmos in India- Carl Sagan. https://youtu.be/Ugyrzr5Ds8o?si=bm-DdFmJ89o743Sw
The Epic Channel. *Metals of India: Metallurgy.* Episode 10. https://youtu.be/MCy9jXdXHpg?si=o5VUsLpP_A1mHSgE

Suggested Readings:
Chattopadhyay, D.P. (1995). *Mathematics, Astronomy and Biology in Indian Tradition*. PHISPC Monograph Series on Philosophy, Science and Culture in India, No.3)
Chattopadhyay, D.P. (2007). Science, Philosophy and Society. *Social Scientist, 6*(9)

Module 4: Linguistic Traditions (2 weeks)
This unit will focus on the history of linguistics in India in conceptualising ancient Indian linguistics, oral traditions. The contours of language studies in the Indian context highlight the contributions of the Indian grammatical tradition from a historical perspective. The evolution of languages over the years paves way for diversity of language as building blocks to different

cultures and society and create a multilingual, multicultural, and multiethnic fabric of the country. The changing linguistic and cultural fabric also are ways by which linguistic identities are formed.

A. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).
B. Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society
C. Language: Identity, culture, and History.

Essential Readings

Dutt, A. K., Khan, C. C., & Sangwan, C. (1985). Spatial pattern of languages in India: A culture-historical analysis. *GeoJournal*, *10*, 51-74.

Pandey, P. (n.d.). *Indian Grammatical Tradition: PaNinian Grammar*. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000022LS/P001299/M031900/ET/1537854388Lings_P14_M1_eText.pdf

Scharf, P. M. (2013). Linguistics in India. Allan, K. (Ed.), *The Oxford handbook of the history of linguistics*. OUP Oxford. DOI: 10.1093/oxfordhb/9780199585847.013.0012

Sridhar, K. K., & Kachru, Y. (2000). Literacy, minority languages, and multilingual India, p. 149-165.

Living Stories: Storytelling Traditions of India (26 Mins.): https://www.youtube.com/watch?v=QgcCsh_8f50

Kavad: A Storytelling Box | Episode 10: Bharat Ek Khoj https://www.youtube.com/watch?v=egCdhL0X7kA

Suggested Readings

Deshpande, M. (1979). History, change and permanence: A classical Indian perspective. *Contributions to South Asian Studies*, *1*, 1-28.

Upadhyay, R. K., & Hasnain, S. I. (2017). Linguistic diversity and biodiversity. *Lingua*, *195*, 110-123. https://doi.org/10.1016/j.lingua.2017.06.002

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. The course will have three types of assessment situations:

1. In-Class group presentation: 20 percent
2. In class Quizzes: 30 percent
3. Project on any one theme of the course: 50 percent

8. Pedagogy:

a. Instructional strategies:
b. Seminar mode; Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies,
c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library,

classroom/others instructional space; any other – please specify):

d. Expertise in AUD faculty or outside: Faculty member in the SES has designed a course on Education and Development for MA and can teach the course
e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others;

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Preparatory Stage (with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**Teacher and Society**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Ability Enhancement and Value-added Course)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Integrated Teacher Education Programme UG
Proposed date of launch	WS 2024 (Semester II)
Course coordinator and team	Gunjan Sharma (C), Rishabh Kumar Mishra, Manish Jain

1. How does the course link with the vision of AUD?
The course Teacher and Society is linked with the vision of AUD as it supports them in developing an informed and critical understanding of the relationship between education and society and the role of teachers in linking the two. It will enable the students to contextualise and understand their role as future teachers and practitioners of education.

2. How does the course link with the specific programme(s) where it is being offered?
The course is a value-added course in the BABEd programmes and will develop among the beginning students of education a more nuanced understanding of the idea of teacher and teaching. This is critical for holistic teacher preparation.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes. The course connects with the semester 1 course Evolution of Indian Education course of BABEd. There are other elective courses in the MA Education programme on teacher education which have some overlap with this course but this is a more introductory basic course. This course is not a repetition of any existing course.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
Semester 1 Evolution of Indian Education Course in the BABAEd programmes.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long, 2 credits, taught course

7. Course Details:

a. Summary:

This course designed for future teachers, aims to explore the idea(s) context, status and work of a teacher in the Indian context. The course will critically engage the students with the ideas, changing concepts and roles of a teacher in society. It will introduce the students to select diverse imaginations about/notions of a teacher in different times and contexts, and the shifts in the concept of a teacher especially focusing on the policy discourses and socio-cultural changes in society. These discussions will be interfaced with understanding of a teacher as an agent of change or the agentic role of a teacher, and how it is both influenced by/located in, and influences/changes the education system and society. Through these discussions the group will reflect on the roles and agency of a teacher beyond the curricular boundaries as a key actor in education, community and society in the Indian context. The larger purpose of the course is to enable the student-teachers to be reflective in their thoughts, beliefs and actions, engage with children in a meaningful and socially just manner in the future, and understand the expectations from and the opportunities and constraints of their role as a teacher.

b. Objectives:

- To reflect on the idea of the idea of teacher and their roles
- To understand the relationship between teachers (their lives, work, socio-historical-cultural context) and society
- To understand the narrow and broader imaginations of teachers, teaching and education
- To reflect on teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education

c. Expected learning outcomes:

After the completion of the course, students will be able to:

- Discuss the idea of teacher and their roles
- Examine the relationship between teachers (their lives, work, socio-historical-cultural context) and society
- Differentiate between the narrow and broader imaginations of teachers, teaching and education
- Critically appreciate teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course is organised in four units/modules based on the course outline prescribed by the NCTE.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Understanding the teacher: Exploring the personal and professional teacher (3 weeks)

This module will explore the notions/ideas of teachers and teaching in the Indian context: It will engage with the questions like: who is a teacher? What does their work comprise? What are the different perspectives on teachers and their work? The idea of a reflective teacher and

practitioner will be anchored in this background. Some of the suggestive themes drawn from NCTE curriculum framework would provide entry points to these discussions:

- Exploring the wider personal and general social context of a teacher: Life history, teacher beliefs, values and aspirations, diverse identities, social contexts and commitment to learning and education.
- Exploring the professional teacher: Qualifications, education in teaching, attitude, aptitude, experience and exposure.
- The charismatic teacher, the communicator teacher, the missionary teacher, the competent practitioner, the reflective practitioner, the learning teacher.
- Reflexive practice: Nurturing the professional capital through collaborative and/or collective engagement with self, others, the social context.

Essential readings:

TISS. (2024). *State of teachers, teaching and teacher education for India: The right teacher for every child*. TISS. (pp. 1-6).

Bhatt, H. (2008). *The diary of a school teacher*. Azim Premji University. (5 page selection).

Kumar, K. (2014). Meek dictator: The paradox of teachers' personality. In *Politics of education in Colonial India*. Routledge.

Suggested readings/Readings for course team:

Soni, N. K. (2001). Shikshak aur uksa vyavsay. *Shiksha Vimarsh*, pp. 1-3.

Julia, G. (1946). *My country school diary: An adventure in creative teaching*. Harper. (Chapter 1: pp. 17-35).

Warner, S. A. (1963). *Teacher*. Simon and Schuster. (selections).

Badheka, G. (1931). *Divasvapna*. National Book Trust. (Bhumika by Kumar K, & Chapter 1: Prayog ka arambh, pp. 1-20).

Raghavan, N. (2015). *The reflective teacher: Case studies of action research*. OrientBlack Swan. (any 1 teachers' action research)

NCERT. (2021). *Reflective teaching: A handbook for preparing a reflective teacher*. NCERT. (Chapter 1, p. 1-29)

Hargreaves, A. & Fullan, M. (2012). *Professional capital. Transforming teaching in every school.* Teachers College Press. (Chapter 3, pp. 24-45)

Perryman, J. & Calvert, G. (2020). What motivates people to teach and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies, 68*(1), 3-23.

UNESCO. (2023). *The teachers we need for the education we want: The global imperative to reverse the teacher shortage - factsheet*. UNESCO.

Sarangapani, P. M. (2021). A cultural view of teachers, pedagogy, and teacher education. In P. M. Sarangapani, & R. Pappu (Eds.), *Handbook of education systems in South Asia* (pp. 1247-1270). Springer. doi:https://doi.org/10.1007/978-981-15-0032-9

Lortie, D. (1975). *Schoolteacher: A sociological study.* Chicago University Press. (Chapters 1 and 2).

Module 2: Nurturing the teacher: A dialogue beyond the curricular goals (3 weeks)

This module will discuss the link between the educational aims and the image of the teacher. Drawing from different policy documents, the broader aims of education and the narrower goals will be discussed to explore the distinctive images/imaginations of teachers and their work associated with

these. This would facilitate engagement with teaching as a profession and the idea of professional preparation of a teacher. Some of the suggestive themes drawn from NCTE curriculum framework would provide entry points to these discussions:

- Teaching: One profession, many roles
- Teaching character: Nurturing teachers for human flourishing
- Holistic teacher development (for example: nurturing the panchakoshas)
- Teacher values, beliefs and current philosophy of teaching: A reflective dialogue
- Developing an ethic of care in teacher education: Nurturing teachers towards a pedagogy of care.

Class resources/material (only excerpts):

- Documentary: *Waiting for superman* (2010)
- Excerpts from: National Education Policies, Kothari Commission, Justice Verma Commission on Teacher Education, NCERT. (2023). National Curriculum Framework for School Education, 2023. NCERT. (Part E, pp. 559-565); NCERT. (2022). NCF for Foundational Stage. NCERT. (Chapter 10, pp. 209-2014). NCTE. (2009). National Curriculum Framework for Teacher Education. NCTE. (Chapter 1: Context, concerns and vision of teacher education, pp. 1-13). and NPST. International documents: OECD (2005), TALIS, etc.

Essential readings:

Gupta, L. (2008). Making of a teacher. *Seminar, 592*. http://www.india-seminar.com/2008/592/592_latika_gupta.htm

Fuller, F. & Bown, O. (1975). Becoming a teacher. In K. Ryan (ed.), *Teacher education: 74th Yearbook of the National Society for the Study of Education, Part 2* (pp. 25-52). University of Chicago Press

Darling-Hammond, L. (2021). Defining teaching quality around the world. *European Journal of Teacher Education, 44*(3), 295-308. DOI: 10.1080/02619768.2021.1919080

Suggested readings/Readings for course team:

Ramachand, M. (2018). Preparing reflective practitioners: Curriculum and pedagogic implications. *Voices of Teachers and Teacher Educators, VII*(I), 17-23.

Dhankar, R. (1998). Shikshak ki haisiyat aur shiksha ke prati najriya. *Shiksha Vimarsh*, pp. 8-17

Moore, A. (2004). *The good teacher: Dominant discourses in teacher education*. Routledge. (Chapter 1: Being a good teacher: Influences and call, p. 3-26).

Anand, K. & Lal, M. (2022). *Delhi's education revolution: Teachers, agency and inclusion*. UCL. (Chapter 2: Teachers, training and capacity building: what do teachers want?, pp. 56-89).

Connell, R. (2009). Good teachers on dangerous ground: Towards a new view of teacher quality and professionalism. *Critical Studies in Education, 50*(3), 213-229, DOI: 10.1080/17508480902998421

Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching, 6*(2), 151-182.

Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy, 18*(2), 215-228. DOI: 10.1080/0268093022000043065

OECD. (2011). *Building a high quality teaching profession: Lesson from around the world*. OECD. (Chapter 1 and 2)

Malik, P., &; Rampal, A. (2019, February). Humanist education at Anand Niketan: An intercultural exchange. Voices of Teachers and Teacher Educators, II(II), 76-85.

Module 3: Understanding teacher agency: Role in shaping education systems of tomorrow (3 weeks)

This module will focus on the concept of teacher agency and engage with the question - why does teacher agency matter? What are the different concepts of teacher agency? What are the facilitative contexts, factors and mechanisms (for instance, teacher associations, participation in policy decisions) for exercising teacher agency? In this context, the image of an agentic teacher will be examined and situated in the status and voices of teachers in India. Some of the suggestive themes drawn from NCTE curriculum framework would provide entry points for these discussions:

- Teacher Agency: What is it and why does it matter?
- Individual, Cultural and Structural Dimensions of Teacher Agency.
- Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination.
- Challenges and Issues in fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others.
- Role of Teacher in shaping the educational policy, practice and reforms
-

Class resources: *Dead Poets Society* (1989)

Essential readings:

Batra, P. (2009). Teacher empowerment: The education entitlement: Social transformation traverse. *Contemporary Education Dialogue*, *6*(2), 121-156. https://doi.org/10.1177/0973184913411184

Fullan, M. (1993). Why teachers must become change agents. *Educational Leadership, 50*(6). https://michaelfullan.ca/wp-content/uploads/2016/06/13396031680.pdf

Suggested readings/Readings for course team:

Dhankar, R. (2005). Shikshak ki swayttata ka sawal. *Shiksha Vimarsh*, pp. 3-6

Khandpur, N. (2021). Shikshak ki jawabdehi. *Pathshala: Bheetar aur Bahar*, 3(7). pp. 45-49

Paliwal, R. (2019). Sikshako mey badlav ki chunotiya and sambhavaye. *Voices of Teachers and Teacher Educators, II*(II), 59-65.

Anand, K. & Lal, M. (2022). *Delhi's education revolution: Teachers, agency and inclusion*. UCL. (Chapter 3: Teachers and the Delhi classroom: What has changed?, pp. 90-106)

Priestley, M., Biesta, G .J. J., & Robinson, S. (2015). Teacher agency: What is it and why does it matter? In R. Kneyber & J. Evers (eds.), *Flip the system: Changing education from the bottom up*. Routledge.

Batra, P. (2005). Voice and agency of teachers: Missing link in National Curriculum Framework 2005. *Economic and Political Weekly*, *40*(40), 4347–4356. http://www.jstor.org/stable/4417232

Nataša Pantić & Lani Florian (2015) Developing teachers as agents of inclusion and social justice. *Education Inquiry, 6*(3). DOI: 10.3402/edui.v6.27311

Module 4: Teacher as an architect of the new India: Shaping the society of tomorrow (3 weeks)

This module will discuss teachers' work especially in relation to the social context of children and education. The aim is to reflect on the critical role of teachers in students' lives and in shaping the society keeping in view the goals of critical and democratic education. Some of the suggestive themes drawn from NCTE curriculum framework would provide entry points for these

discussions:

- Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential.
- Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the 'state' and the 'market' and their impact on formal education; the conceptualization of teacher, teaching and teacher roles, 'globalization' and the reconstructed nationalism shaping the socio-political milieu and impact on the social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.

Class resources (only excerpts):

UNESCO. (2022). *Reimagining our futures together: A new social contract for educatio*n. UNESCO. (Chapter 5: The transformative work of teachers, pp. 81 -90).

Farooqi, F. (2013, July-August). Ek school manager ki diary ke kuchh panne-VII: Bachchon kaa chitran. *Shiksha Vimarsh*, 24-32.

Film: *Chanda ke Jootey* (2011)

Essential:

Global Education Magazine. (2018). *A critical interview with Henry Giroux*. https://globaleducationmagazine.com/critical-interview-henry-giroux/

Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach*. Routledge. (Sixth Letter: On the relationship between the educator and the learners, 14 pages)

Suggested list of readings:

Beane, J., & Apple, M. (1999). The case for democratic schools. In M. Apple, & J. Beane (Eds.), Democratic Schools: Lessons from the Chalk Face (pp. 1-29). Buckingham: Open University Press.

Friere, P. (1970). *Pedagogy of the oppressed*. Continuum. (Chapters 1 & 2, pp. 43-86).

hooks, bell (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge. Chapter 1 (Engaged pedagogy)

Pan, A. (2022). Word, books, and the world: Towards an anti-caste pedagogy. *Contemporary Voice of Dalit*, https://doi.org/10.1177/2455328X221094377 (10 pages)

Rege S. (2010). Education as 'trutiya ratna': Towards Phule-Ambedkarite feminist pedagogical practice. *Economic & Political Weekly*, *45*(44/45), 88–98.

Kumar, A. (2018). Shikshak aur Shiksha Darshan. *Pathshala: Bheetar aur bahar, 1*(1). pp. 45-49

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Assessment 1: Interview with a teacher/film review 50%
Assessment 2: End term 50%

8. Pedagogy:
   a. Instructional strategies: This course will be taught as a series of interactions between students and different faculty members representing multiple perspectives on selected

broad themes on understanding India. It will involve class discussions, film viewing, reading together, and a field-trip.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
c. Projector for screening of movies.
d. Expertise in AUD faculty or outside: Within AUD
e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) No

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

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Preparatory Stage (with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**Information & Communication Technology (ICT) in Education**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Core/Ability Enhancement
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (Semester V)
Proposed date of launch	WS 2024
Course coordinator and team	Gunjan Sharma (C), Sunita Singh

1. How does the course link with the vision of AUD?

The course is designed for pre-service student-teachers and aims to develop ICT skills that would be relevant for teaching in schools. It intends to enable educators to effectively use technology for teaching learning processes, especially in using ICT tools. It will focus on effective, ethical and equitable use of technology in classrooms.

2. How does the course link with the specific programme(s) where it is being offered?

This is an ability-enhancement course scheduled for semester 5. It will familiarise students with use of technology before they transition into student teaching.

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

This is the only course offered at the UG level ICT course in the School and has been developed based on the NCTE curriculum. However, the course connects with other courses in the School which focus on use of technology in educational settings for practicing teachers.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
Basic skills in ICT

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size (as proposed by NCTE)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester-long, 2 credits, taught course

7. Course Details:

a. Summary:

This course focuses on enabling student-teachers to interpret and adapt ICTs in education. The course will introduce the learners to the role, uses and limitations of ICT in education. The students will be familiarised with different forms of ICT in education, emerging technologies and their purposes in education, and ways in which ICT is used in teaching-learning and assessments. The course will also provide an exposure to the various approaches/models of instructional design and their usage at different stages. Through this course, the students will also develop ICT skills relevant for school teaching, while simultaneously engaging with the socio-economic and ethical issues/challenges involved in the use of technology in education in the Indian context, especially with children.

b. Objectives:

- To introduce the concept, nature, and scope of ICT in education
- To explore the relationship between the social-economic and ethical issues associated with the use of ICT
- To familiarise with various technological tools for teaching-learning- assessment processes.

c. Learning Outcomes

On completion of this course, student will be able to:

- Explain the concept, nature, and scope of ICT in education,
- Reflect on the relationship between the social-economic and ethical issues associated with the use of ICT
- Use various technological tools for improving teaching-learning- assessment processes.

d. Overall structure (course organization; rationale of organization; brief module outlines)**:**

The course is organised in four units/modules based on the course outline prescribed by the NCTE.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: (b) (i) Module-wise Format

Module 1: Introduction to (ICT) in Education (4 weeks)

This module will focus on the meaning, nature, importance of information technology, communication technology and information and communication technology (ICT) and instructional technology. It will discuss how ICT can provide the technological tools and resources to implement instructional technology to facilitate the process and learning and enhance learning experiences. The unit also discusses some ways by which interactive and collaborative learning experiences could be implemented in the classroom.

- Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,

- Educational Technology and ICT in Education (Difference, Scope of ICT-Teaching, learning, Research & Publication Educational Administration and Assessment),
- Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,
- Meaning and Uses of Systems Approach in instructional design,
- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- Flanders' Interaction Analysis Category System (FIACS)
- Challenges relating to Educational Technology.

Essential readings:

Gustafson, K. L., & Branch, R. M. (2002). What is instructional design? In *Trends and issues in instructional design and technology* (pp. 16-25). https://ocw.metu.edu.tr/file.php/118/Week7/gustafson-branch2.pdf

Branch, R. M., & Kopcha, T. J. (2014). Instructional design models. In *Handbook of research on educational communications and technology* (pp. 77-87). Springer New York.

Oxfam. (2022). *India inequality report*: Digital divide. https://www.oxfamindia.org/knowledgehub/workingpaper/india-inequality-report-2022-digital-divide

Suggested readings/resources:

IGNOU Egyankosh. (2018). *Block 1: Understanding ICT*. Unit 1 (Meaning and nature of ICT, 23 pgs.)

Module 2: Emerging Technologies in Education (4 weeks)

The use of technology in the educational spaces are diverse and evolving and have shaped the landscape of education to provide personalised, interactive and adaptive learning experiences for students. This module will introduce learners to some of the resources available for transacting in classrooms and diverse ways of learning through ICT. This module will also focus on ethical issues and safety in ICT especially related to Cyber security literacy and data protection, Online identity and privacy.

- E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
- Open Education Resources (Creative Commons, Concept, and application).
- Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).
- Cloud Computing & Internet of Things - Meaning, importance and uses.
- Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber security literacy & data protection, Online identity and privacy).

Essential readings:

Open education: https://creativecommons.org/about/education-oer/

Baturay, M.H. (2015). An overview of the world of MOOCs. *Procedia - Social and Behavioral Sciences, 174*, 427-433.

Duncan, I., Miller, A. and Jiang, S. (2012). A taxonomy of virtual worlds usage in education. *British Journal of Educational Technology*, *43*, 949-964. https://doi.org/10.1111/j.1467-8535.2011.01263.x

Unesco. (2022). *Recommendation on the ethics of artificial intelligence*. https://unesdoc.unesco.org/ark:/48223/pf0000381137

Suggested readings/other resources:

A glossary of terms: https://www.tatvasoft.com/outsourcing/2022/06/emerging-technologies-in-education.html

Southgate, E. (2021). Artificial intelligence and machine learning: A practical and ethical guide for teachers. In *Digital disruption in teaching and testing: assessments, big data, and the transformation of schooling* (pp. 60-71). Routledge.

Agnihotri, M.A., Pandit, A. (2021). Overview and future scope of SWAYAM in the qorld of MOOCS: A comparative study with reference to major international MOOCS. In Deyasi, A., Mukherjee, S., Mukherjee, A., Bhattacharjee, A.K., Mondal, A. (eds) *Computational intelligence in digital pedagogy*. Intelligent Systems Reference Library (Vol. 197). Springer, Singapore. https://doi.org/10.1007/978-981-15-8744-3_9

Butcher, N. (2015). *Basic guide to open educational resources* (OER). United Nations Educational, Scientific and Cultural Organization.

Module 3: ICT in Teaching-Learning & Assessment (4 weeks)

This module will focus on the integration of Technological Knowledge, Pedagogical Knowledge and Pedagogical Content Knowledge as Technological Pedagogical Content Knowledge (TPCK). This approach can enable one to leverage technology to enhance classroom transactions and support the learning process in content areas. It can also provide support mechanisms to design meaningful learning experiences that map with the curricular goals and learning outcomes with the use of ICT to encourage student engagement. The module will also introduce different ways of assessment with ICT.

- Concept and approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).
- Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism & Constructivism.
- Developing functional skills to use discipline specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping etc.).
- ICT and Assessment- Electronic assessment portfolio – Concept and types; e-portfolio tools.
- Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank.
- ICT applications for Continuous and Comprehensive Evaluation (CCE).

Essential readings:

Lim, C.P., Oakley, G. (2013). Information and Communication Technologies (ICT) in primary education. In Tay, L.Y., Lim, C.P. (Eds), *Creating holistic technology-enhanced learning experiences*. SensePublishers. https://doi.org/10.1007/978-94-6209-086-6_1

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Florida Centre for Instructional Technology (FCIT). *The technology integration matrix*. https://fcit.usf.edu/matrix/matrix/

Rosen, Y., & Tager, M. (2014). Making student thinking visible through a concept map in computer-based assessment of critical thinking. *Journal of Educational Computing Research*, *50*(2), 249-270. https://doi.org/10.2190/EC.50.2.f

Daunert, A. L., & Price, L. (2014). E-portfolio: A practical tool for self-directed, reflective, and collaborative professional learning. In C. Harteis, A. Ruasch, & J. Seifried (Eds.), *Discourses on professional learning: On the boundary between learning and working* (pp. 231–251). Springer. http://hdl.handle.net/10547/622624

Suggested readings/other resources:

IGNOU Egyankosh. (2018). *Block 1: Understanding ICT*. Unit 3 (Learning theories: Implications for ICT, 23 pgs.)

IGNOU Egyankosh. (2018). *Block 1: Understanding ICT*. Unit 5: https://egyankosh.ac.in/bitstream/123456789/71939/1/Unit-5.pdf

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1: ICT based task 50%

Assessment 2: End term quiz 50%

8. Pedagogy:

a. Instructional strategies:

This course will be taught as a blend of taught and practical classes where the students will develop understanding and skills of ICT in education.

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

Access to a computer lab with 50 seats.

c. Expertise in AUD faculty or outside:

Guest faculty or faculty from other Schools would be invited. SES does not have ICT specialisation currently. A well-resourced computer lab with individual desktops/laptops and relevant software will be necessary for the course.

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

No

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

INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED SECONDARY)
Foundations of Education (Secondary)

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programmes/BABEd (Secondary)
Course title	**Child Development & Educational Psychology**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Foundation/Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Shivani Nag (C) and Sunita Singh

1. How does the course link with the vision of AUD?
   The course focuses on a wholistic understanding of child development and educational psychology. It will provide student teachers with a conceptual background to understand and explore various approaches and social factors that influence the learning process. This background will enable students to address the needs of diverse learners in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course will familiarise students with issues related to child development and learning. This is a foundational course located at the beginning of the programme. The course is informational and introductory in nature, and would prepare students to understand concepts of child development and learning which are critical for pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course connects with the other courses to be introduced in the subsequent semesters of the programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): As per the NCTE norms for admission

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Usual cohort size (as per NCTE norms)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long in the mode of series of interactive discussions and presentations

7. **Course Details:**

a. Summary: The course aims to enable the student teachers to understand the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes that influence development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent. The course will introduce development across domains – physical development, cognitive development, language development, socio-emotional development, aesthetic development, moral development – during each of the above-mentioned developmental stages of a child. The course also aims to inform student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. It includes the study of how people learn, pedagogical approaches that are required to improve student learning, teaching-learning processes that enable learners to attain the defined learning outcomes, and individual differences in learning.

b. Objectives:
- The course seeks to provide an understanding of the developmental processes and characteristics of a child from infancy, through early, middle and late childhood to adolescence, a period of transition to early adulthood, across domains.
- The course seeks to provide opportunities to student teachers to explore the behavioural, cognitive and constructivist approach to facilitating student learning, and the emotional and social factors that influence the learning process and motivation.

c. Expected learning outcomes: After completion of this course, student teachers will be able to:
- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

d. Overall structure: The course is organised into two parts. Part A comprises two modules - Module 1 and 2, that focus on issues pertaining to child development (nature, domains, theories, stages and implications). Part B also comprises two modules focusing on learning theories and strategies, problem solving, motivation, classroom management and creating facilitative classroom spaces.

e. Course contents detailed in module-wise format: The course will be offered in semester 3.

Module - I Child Development- Foundations and Contexts (4 weeks)
This module will focus on how children grow, learn and change from infancy through adolescence. It will familiarise students with the meaning and importance of understanding the process of child development as they learn about development across the domains of physical, cognitive, socio-emotional and moral development. The multifaceted nature of children's development is addressed vis-a-vis the biocultural foundations and contexts of development.

A. Meaning and significance of understanding the process of Child Development
– Domains- Biological, cognitive, socio-emotional, and moral.
– Issues and debates.
B. Biocultural foundations and contexts of development.
C. The Indian concept of self: Mind (Manas), Intellect (Buddhi), Memory (Dwitt), Panch-koshIya Vikas.
D. Educational Implications.

Essential Readings:

Berk, Laura E. (2006). Chapter 3: Biological Foundations, prenatal development and birth; Chapter 14- Contexts for Development. *Child Development.* Boston: Pearson, pp. 68-103; pp. 556-574

Misra, G., & Mohanty, A.K. (eds) (2002). *Perspectives on Indigenous Psychology:* Centre of Advanced Study in Psychology (Utkal University) & New Delhi: Concept Publishing
a. Misra, G, Jain, U., Singh T. -Chapter 12- Culture and Social Cognition: The Indian experience, pp. 224-248
b. Jain, U. - Chapter 15- An Indian Perspective on Emotions, pp. 281-291
c. Auluck, S. - Chapter 20- Self and Identity, pp. 374-398

Misra, G. (Ed) (2005). *Oxford Handbook of Psychology in India.* New Delhi: Oxford University Press
a. Paranjpe, A. C.- The psychology of self and identity: perspectives from the Indian and Western traditions. pp. 127-138.
b. Sharma, Divya- Values, families and human development: In Indian Context. Pp. 193-204

Gotlieb, R. J. M., Immordino-Yang, M. H., Gonzalez, E., Rhinehart, L., Mahjouri, S., Pueschel, E., & Nadaya, G. (2022). Becoming Literate: Educational Implications of Coordinated Neuropsychological Development of Reading and Social-Emotional Functioning Among Diverse Youth. *Literacy Research: Theory, Method, and Practice, 71*(1), 80-132. https://doi.org/10.1177/23813377221120107

Suggested Readings:

Santrock, J. W. (2009). The life span perspective and the nature of development (Chapter 1). *Life-Span Development.* New York: McGraw Hill. pp. 7-22.

Sigelman, C. K., & Rider, E. A. (2003). Chapter 1- Understanding Life-Span Development. *Human Development.* New Delhi: Cengage

Lightfoot, C., Cole, M. & Cole, S.R. ( ) . Inheriting Culture and biological inheritance (sections from Chapter 2-Biocultural Foundations). *The Development of Children.* New York: Worth Publishers pp. 51-71.

Paranjpe, A. C. (2010). Theories of Self and Cognition: Indian Psychological Perspectives. *Psychology and Developing Societies*, *22*(1), 5-48. https://doi.org/10.1177/097133360902200102

Module II- Developmental Processes across Domains (4 weeks)

This module will focus on the developmental processes across different domains. These development processes relate to physical, cognitive, language, socio-emotional, aesthetic, and moral development. The domains of development are interconnected and mutually influenced

throughout the lifespan of a child. An understanding of the development of these domains and ways by which they interact are essential to develop an integrated understanding of child development.

A. Development across domains and developmental characteristics in each stage:
- Physical Development
- Cognitive Development
- Language Development
- Socio-Emotional Development
- Aesthetic Development
- Moral Development

During each of the above-mentioned developmental stages of a child.

B. Factors affecting development
C. Individual differences:
- Children with disabilities including developmental disorders.
- Learning differences
- Tools and Techniques for Identifying Learners with different abilities.

D. Teachers' role and strategies to address the needs of learners with different learning abilities.

Essential Readings:

Berk, Laura E. (2006). *Child Development.* Boston: Pearson.

a. Part III: Chapters 6-7 on Cognitive development and Chapter 9 on language development, pp. 218-269 & 352-390.
b. Part IV: Chapter 10- Emotional Development, Chapter 11- Self and Social Understanding, Chapter 12- Moral Development, pp. 394-517.

Dittrich, W.H., & Tutt, R. (2008). *Educating Children with Complex Conditions: Understanding overlapping and co-existing developmental disorders*. New Delhi: Sage Publications

a. Chapter 2- The brain, developmental disorders and their effects on learning, pp. 21-36
b. Chapter 4- Dealing with different disorders in the classroom, pp. 51-72.

Suggested Readings:

Sigelman, C. K., & Rider, E. A. (2003). *Human Development.* New Delhi: Cengage

a. Chapter 5- Health and Physical Development pp.145-182
b. Chapter 7- Cognition, pp. 213-243
c. Chapter 10- Language and Education, pp. 308-340
d. Chapter 13- Moral Development, pp. 420-445
e. Chapter 14- Attachment and Social Relationships, pp. 446-478.

Module III- Process of Learning (4 weeks)

Learning is a multifaceted, complex process influenced by the landscape of the learner and the contexts in which learning occurs. This module will discuss various approaches to learning, for example, behaviourist, cognitivist, constructivist, developmental, information processing model of learning and Shri Aurobindo's Integral Approach. In addition to the approaches to learning, it will also focus on problem-solving and learning strategies which can enable learners to enhance their learning experiences.

A. Conceptual Clarity and significance- Understanding Learning and learning in formal educational setups

B. Approaches- Theoretical approaches to how to learning and learning strategies based on them
- Behaviourist
- Cognitivist
- Constructivist
- Social Learning theories
- Developmental
- Information processing Model of learning
- Shri Aurobindo's Integral approach

C. Problem Solving and Learning Strategies: What is problem-solving, problem-solving strategies and factors affecting problem solving and Learning Strategies: Inquiry and problem-based learning, Steps and Strategies in problem solving, Factors hindering problem solving.

D. How to Learn: Significance and Strategies

Essential Readings:

Woolfolk, Anita (2014). *Educational Psychology.* Harlow: Pearson

a. Chapter 2- Piagetian and Vygotsky's perspectives, pp.- 70-9
b. Chapters 8 to 12 (based on different approaches to learning)., pp. 265-457.

Varma, Suneet (2023). Integral Psychology: A New Science of Self, Personality, and Psychology. *Mind and Society,* Vol. 12 (1), pp. 08-26. https://doi.org/10.56011/mind-mri-121-20232

Sen, Indra (2020). *Integral psychology: The psychological system of Sri Aurobindo.* Pondicherry: Sri Aurobindo International Centre of Education.

Davidson, J. E., & Sternberg, R. J. (eds) (2003). *The Psychology of Problem Solving.* Cambridge: Cambridge University Press

a. Pretz, J.E., Naples, A.J., & Sternberg, R. J. - Chapter 1- Recognising, defining and representing problems, pp. 3-30.
b. Kotovsky, K. - Chapter 12- Problem Solving – Large/Small, Hard/Easy, Conscious/Nonconscious, Problem-Space/ Problem- Solver: The Issue of Dichotomization, pp. 373-383.

Ornstein, A. C. (1989). Problem Solving: What is it? How can We Teach it? *NASSP Bulletin*, *73*(520), 113-121. https://doi.org/10.1177/019263658907352019

Minda, J.P. (2021). Chapter 10-problem solving. *The Psychology of Thinking: Reasoning, Decision Making and Problem Solving.* New Delhi: Sage, pp. 262-296.

Suggested Readings:

Illeris, Knud (2018). *Contemporary theories of learning. Learning theorists in their own words.* Oxon: Routledge.

a. Illeris, K. - Chapter 1- A comprehensive understanding of human learning, pp. 1-14
b. Kegan, R. - Chapter 3- What "form" transforms?: a constructive-developmental approach to transformative learning, pp. 29-45.
c. Wenger, E.- Chapter 16- A social theory of learning, pp. 219-218.

Module IV- Motivation and Classroom Management (4 weeks)

Motivation, classroom management and group dynamics are inextricably linked aspects of creating an environment that are conducive for learning. In a classroom, it becomes critical to

establish clear expectations and routines in order to facilitate learning for all kinds of learners in the classroom. This module will discuss the three aspects of learning which focus on student motivation, active participation and working in collaboration. It will also focus on how a positive learning environment can leverage a supportive group dynamics and create cooperative learning spaces in the classroom.

A. Motivation
   - Conceptual clarity, nature, and significance/
   - Intrinsic and Extrinsic Motivation
   - Strategies for Motivation

B. Classroom management
   - Creating a positive learning environment
   - Planning space for learning
   - Managing behavioural problems

C. Group dynamics:
   - Classroom as a social group
   - Characteristics of group
   - Understanding group interaction-sociometry
   - Strategies to facilitate group learning.

Essential Readings:

Woolfolk, Anita (2014). *Educational Psychology.* Pearson.
   a. Chapter 13- Motivation in Learning and teaching, pp. 459-500
   b. Chapter 14- Creating Learning Environments, pp. 503-540.

Wigfield, A., & Eccles, J. S. (eds) (2002). *Development of Achievement Motivation.* New York: Academic press
   a. Chapter 7- Student interest and achievement: developmental issues raised by a case study. Pp. 175-190.
   b. Chapter 13-Instructional Practices and Motivation During School, pp. 335-348.

Reynolds, W. M., Miller, G.J., Weiner, I. B. (2003). *Handbook of Psychology: Volume 7- Educational Psychology,* New Jersey: John Wiley.
   a. Slavin, R.E., Hurley, E. A., & Chamberlain, A. - Chapter 9- Cooperative learning and achievement: Theory and Research, pp.177-197
   b. Pianta, R.C., Hamre, B., Stuhlman, M. - Chapter 10- Relationship between teachers and children, pp. 199-232.
   c. Walker, H.M., & Gresham, F. M. - Chapter 20- School related behavioural disorders, pp. 511- 532.

Baron, R. A., & Byrne, D. (2003). Chapter 12- Groups and Individuals. *Social Psychology.* New Delhi: Prentice Hall, pp. 472-513.

Lakey, George (2020). *Facilitating Group Learning: Strategies for success with diverse learners.* Oakland: PM Press
   a. Part I- The learning group and the individual
   b. Part II- Diversity, difference and emotions in group learning.

Suggested Reading:

Reynolds, W. M., Miller, G.J., Weiner, I. B. (2003). *Handbook of Psychology: Volume 7- Educational Psychology,* New Jersey: John Wiley.

a. Pintrich, P. R. - Chapter 6- Motivation and Classroom learning, pp. 103- 123)
b. Wentzel, K.R.- Chapter 12- School adjustment. Pp. 259- 283.

F. Assessment Plan (weight, mode, scheduling) for the course:

Assignment No.	Particulars	Weightage
Assignment 1	Preparing a child observation report based on 2-3 weeks of observation of a child and drawing from learnings in Modules 1 and 2.	30%
Assignment 2	Preparing a weekly plan (focusing on any one topic from a subject) with focus on: 1. Instructional Plan -clearly indicating theories it draws from and activities, resource materials that will be used. 2. Plan to ensure student participation.	30%
Assignment 3	A summative assessment covering all modules in the form of an end term exam/submission.	40%

Pedagogy:
a. Instructional strategies: The instructions will include: Presentations, lectures, group discussions and some activities/ practicum guided by the following:

- Spending day with a child and preparing a report based on our observations of children for:
- Observing children to understand the styles of children's learning process.
- Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report.
- Preparing Personalized Intervention plan for Students with Learning Difficulties/differences.

9. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projection facilities and space to work in groups.

10. Expertise in AUD faculty or outside: Expertise is available. For some specialised themes, two-three guest lectures may be organised.

11. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not needed for this course.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme; BA-BEd Secondary
Course title	**Philosophical and Sociological Perspectives of Education-I**
Course code	
Credits	4
Course type (core/compulsory/ optional/any other – please specify)	Core (Foundations of Education)
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 4 (Winter 2025)
Course coordinator and team	Manasi Thapliyal Navani (C)

1. 1.How does the course link with the vision of AUD?
   The course explores conceptual foundations of education as a discipline. It aims to develop a contextual understanding of philosophical issues embedded in socio-cultural contexts, educational practice and inquiry. The course will provide students with the initial knowledge base for conceptually engaging with the practice and discourse of education, and explore how questions around the nature of knowledge, values, and human nature inform aims of education. The course thus links with the vision of the University to promote engaged scholarship and connect with the world of practice.

2. How does the course link with the specific programme(s) where it is being offered? The course will familiarise students with the knowledge of the philosophical basis of education and is a requisite for the teacher education programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course will familiarise students with the field of philosophy of education; debates and discussions on nature of knowledge, reality and what it means to be a human from different philosophical perspectives and philosophical traditions-Indian and Western. The course will connect to the courses on Understanding India: Indian ethos and knowledge systems offered in Semesters 1 and 2 and also link to courses that discuss sociological issues in education.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre requisites; prior knowledge level; any others – please specify) It is an introductory level course and does not require any prior knowledge.

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

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long course in the mode of series of interactive discussions and presentations

7. Course Details:

Summary: The purpose of the course is to introduce prospective teachers to basic concepts in education, such as teaching, learning, schooling, indoctrination, philosophy of education as a domain of inquiry, and introduce educational thought through the philosophical/educational writings of key thinkers in Indian and Western context. The course attempts to enable students to contextualise and locate educational aims within the broad philosophical discourses and also identify how philosophical issues inform educational choices and action inside the classroom.

This course attempts to integrate discussion on domains of philosophy and the different perspectives (such as idealism, realism, pragmatism and existentialism) with the educational thought of key thinkers and enable an engaged discussion of concepts underlying educational thought and practice. This course will engage the student-teachers with continuities and discontinuities between educational thought over time and within distinct social contexts. The course aims to focus on developing a holistic understanding of epistemic and ethical issues in organization of learning experiences and schooling.

The course has been organised in a modular fashion with each module structured around selected themes which would help in developing a basic familiarity with philosophy and education as domains and different perspectives/philosophical traditions/schools of thought approach in Philosophy of Education and their implications for educational practice; these will be mapped with select educational writings of thinkers from both Indian and Western context and the course concludes with the last module on value education within the Indian context, enabling students to locate issues around ethics (justice and care approaches) in the discourse and practice of education.

b. Objectives:

- To encourage students to explore different perspectives on the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understandings.
- To engage the prospective teachers to read and acquaint themselves with the meaning of terms like schooling, education, indoctrination or mis-education (Vidya, Avidya, Shiksha, etc). and to facilitate them to critically understand and differentiate them through reflections on these terms from multiple perspectives
- To facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
- To orient and engage prospective teachers to read, observe and engage with writings and educational vision of some of the seminal thinkers and educators in the Indian and

global context, and reflect on the contemporary relevance of their visions and aims of education.

c. Expected Learning Outcomes:
On successful completion of the course, students should be able to:

- Identify and discuss key concepts in education from different schools of thought in Philosophy of Education.
- Develop a broader understanding and appreciation of nature of knowledge, reality, ethics and aesthetics in context of schooling and education
- Demonstrate familiarity and holistic understanding of educational thought through engagement with key writings in Indian and global context
- Demonstrate engagement with key debates and emergent discourse on value education
- Demonstrate critical thinking and skill of academic writing.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organized around 4 Modules.
e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: (b) (i) Module-wise Format with following details for each module:

Module 1: Education and Philosophy (3 weeks)
The focus of this module is on introducing students to the domain of philosophy and basic concepts in education, such as teaching, learning, schooling, indoctrination, and begin discussion on nature and aims of education in different philosophical traditions.

A. 'Doing Philosophy': areas of philosophical thinking (Metaphysics (तत्त्िमीमाांसा), Epistemology (ज्ञानमीमाांसा), Axiology (मूल्यमीमाांसा))
B. Concept of education and key concepts in education (Understanding terms such as schooling, indoctrination, learning, dialogue / teacher and teaching; as well as Darshana, Para and Apara Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa (inquiry), Swadhyaya) (through Philosophy shabdkosh in Hindi)
C.
   - Meaning, nature and aims of education Vedic (moksha), Buddhist (Vinay), Jain (practical), Sikh (unity- Ik oankar) and Islamic traditions.
   - Meaning, Nature and aims of education with reference to Empiricist, and rationalist traditions of theorising in Education (Understanding Western Perspective of Education)

Essential Readings:

Gutek, G. (2009). *New Perspectives on Philosophy and Education*, chapter 1, pp. 3-17. [for areas of philosophy and educational implications]. Pearson.

Rao, P.N. (1971). *Essays in Indian Philosophy and Religion*. 'Indian Philosophy: A Preliminary Approach', pp.14-21; 'The spirit and substance of Indian Philosophy', pp. 22-31. Lalvani Publishers.

Winch, C. and Gingell, J. (2004). *Key Concepts in the Philosophy of Education.* Routledge. [aims of education (pp. 10-17); education (70-74), indoctrination (113-115), learning (132-134); schools and schooling (212-214); teaching-in relation to learning (231-234),

Badrinath, C. (1993). *Dharma, India and the World Order*. 'Sense and nonsense about the 'guru' concept', pp. 44-48. Saint Andrew Press.

Suggested Readings:

RS Peters ed. (1967) *The concept of education.* London: RKP

Zaman, Mujadad. (2021). Philosophy and the ideals of Islamic Education. In *Oxford Research Encyclopaedia of Education*. Oxford University Press. https://doi.org/10.1093/acrefore/9780190264093.013.1553

Ul Islam, A. (2003) Knowledge and the Ideals of Education: an Islamic Perspective. *Muslim Education Quarterly, 20*(1 &2), 27-42

Wang, C. (2020, October 27). Buddhist Ethics and Moral Education. *Oxford Research Encyclopedia of Education.* Retrieved 26 Nov. 2023, from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1264. https://doi.org/10.1093/acrefore/9780190264093.013.1264

Krishnamurti, J. (1973/2023 edition). *The Awakening of Intelligence*. Krishnamurti Foundation of India. Part IV- The guru and search: Four schools of Yoga scrutinized, pp. 140-167.

Module 2: Schools of Thought and Philosophy of Education (3 weeks)

The second module will build on the first one by contextualizing and locating educational aims within the broad philosophical discourses; enabling students to identify how philosophical issues inform educational choices and action inside the classroom. Students will be introduced to some key aspects of different schools of thought and their implications for philosophy of education (such as idealism, realism, pragmatism and existentialism-Western context and the Indian school of thought).

Schools of thoughts with their implications for educational practices:

- Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
- Western: Idealism, Naturalism, Pragmatism, Progressivism.

Essential Readings:

Jacobsen, D.A. (1999). *Philosophy in Classroom Teaching*. Prentice Hall. Chapter 1, Unit 1- Philosophy and educational ideologies, pp. 3-26. [for Western Schools of Thought]

Mohanty, J.N. (2021). *Classical Indian Philosophy.* Dev Publishers. Select extracts from Chapter 3, 'The Categories - Samkhya, Buddhism and Vedanta' (pp. 51-58); and Chapter 5, pp.74-79, pp. 90-92; 'The classical darsanas' pp.153-158.

Perrett, R.W. (2016). *An introduction to Indian Philosophy*. 'Introduction'. Cambridge University Press. pp. 8-12

Krishnamurti, J. (1953). *Education and the Significance of Life.* New York, Harper Collins.

Suggested Readings:

Krishna, Daya (2006). *Indian Philosophy: A Counter Perspective*. Sri Satguru Publications. Indological and Oriental Publishers. Chapter 3 'Three conceptions of Indian Philosophy' pp.38-65.

Module 3: Educational Thinkers (3 weeks)

Through this module, students will be introduced to aims, processes and educational institutions developed on thoughts of select thinkers and practitioners. Students will be expected to engage with educational thought of any one of the following thinkers and in a seminar mode make presentations from the perspective of these thinkers on the nature and idea of education/ aims of education/ central problems for thinking about the purpose of education from an individualistic perspective and from the perspective of society.

Bharatiya: Swami Vivekananda, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahatma Gandhi, Madan Mohan Malviya (holistic education); Sri Aurobindo
Western: J. Rousseau, Maria Montessori, Friedrich Froebel, John Dewey, Paulo Freire, Jane Ronald Martin

Essential Readings:

Nodding, N. (2012). *Philosophy of Education.* Westview Press. Chapter 1, 'Philosophy of Education before the Twentieth Century' pp.13-21.
Martin, J. R. (2001). 'Maria Montessori'. In J. A. Palmer (ed.) *Fifty Major Thinkers on Education,* pp. 224-228. Routledge
Dewey, J. (2006). 'My Pedagogic Creed'. In Provenzo Jr., E.F. (ed.) *Critical Issues in Education,* pp.22-30. Sage.
https://www.britannica.com/biography/Madan-Mohan-Malaviya
Devi, P. (2001). 'M.K.Gandhi'. In J. A. Palmer (ed.) *Fifty Major Thinkers on Education,* pp. 239-244. Routledge.
Dutta, K. and Robinson, A. (2001). 'Rabindranth Tagore'. In J. A. Palmer (ed.) *Fifty Major Thinkers on Education,* pp. 209-214. Routledge.
Apple, M., Gandin, L.A, Hypolito, A.M. (2001). 'Paulo Friere'. In J.A. Palmer (ed.). *Fifty Modern Thinkers in Education,* pp. 128-132. Routledge.

Suggested Readings:

Froebel, F. W. (1886). *The Education of Man,* trans. J. Jarvis. A. Lovell Press.
Dewey, J. (1902). *The School and Society*. University of Chicago Press.
Martin, J.R. 2002. *Cultural Miseducation.* Teachers College Press.
Freire, P. (2005) *Pedagogy of the Oppressed,* Trans. by Myra Bergman Ramos. Continuum. Chapter 1, pp. 43-70.
Krishnamurti, J. (1953). *Education and the significance of life*. Krishnamurti Foundation Trust. Chapter 2, 'The right kind of education'
https://www.jkrishnamurti.org/content/chapter-2-right-kind-education
Vivekananda, S. (2010) *My idea of education.* Vedanta Press. Annie Besant; Ranganathan and Swamy's lectures
Gandhi, M.K. (1989). *Hind Swaraj*. Navjivan Publishing House
Tagore, R. (2005) *Religion of Man*. Rupa. *(*selections from the book of essays)

Module 4: Philosophy, Value and Education (3 weeks)
This module aims to enable students to develop a holistic understanding of ethical issues in organization of learning experiences and schooling.
E. Philosophical roots of values education

F. Religious basis of values education (Indian Traditional Values. Guru-Shishya-Parampara and Educational Values. Convocation message in Taittiriya Upanishad.)
G. Virtue ethics and rationalistic ethics (Values enshrined in the Indian Constitution)
H. Moral philosophical tradition with reference to 21st century (NEP 2020)

Essential Readings:

Miri, M. (2014). *Philosophy and Education.* Oxford Academic Online Edition. 'Philosophy, Value, and Education' (1-24), and 'Morality and Moral Training' (94-118). https://doi.org/10.1093/acprof:oso/9780199452767.003.0001

Pring, R. (2001). Education as a Moral Practice. *Journal of Moral Practice, 30*(2) , 102-112. https://bharatamataram.wordpress.com/2012/10/19/convocation-speech-during-vedic-period/

Sharma, K. (2022). Shikshavalli of the Taittiriya Upanishad. http://srisaradamath.org/publication/samvit/202209.pdf

Suggested Readings:

Lama, D. (1999). *Ancient Wisdom, Modern World*. Little, Brown and Company.

Krishnamurti, J. (1953). *Education and the Significance of Life.* Krishnamurti Foundation Trust.

Holland, S.G. (1997). Are we educating our young people for the 21st century? *Royal Society of Arts, CXLV* No. 54 78, pp. 43-47.

Noddings, N. (1994). Conversations as moral education. *Journal of Moral Education 23*(2): 107-18.

Carr, D. (1996). Rival Conceptions of Spiritual Education. *The Journal of Philosophy of Education, 30* (2), 159-178. https://doi.org/10.1111/j.1467-9752.1996.tb00389.x

Buber, M. (1965). *Between man and man*. Macmillan. 'Education' pp. 98-122 .

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. The course will have three types of assessment situations:

- Group In-Class presentations on educational thinkers: 20%
- In-class quizzes / short response note on key educational concepts: 40%
- Term paper on comparative study of educational aims and ideas articulated in key thinker's works across different schools of thought 40%

Pedagogy:

e. Instructional strategies:

The course will be transacted as a seminar course through a combination of lectures, project studies and seminars with an LMS interface. Students will be encouraged to dialogically engage with concepts through debates/in-class discussions on competing/alternative conceptualizations on specific terms etc. The course may entail institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation. The course transaction will facilitate sharing of student experiences (in groups) related to readings on great thinkers to help them to develop a nuanced and holisitic understanding

of concepts, enabling them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Field visits to alternative schools may need to be organized as part of the course.
g. Expertise in AUD faculty or outside: Faculty teaching Philosophy of Education as part of MA programme can teach the course
h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others; engagement in Delhi with schools based on Sri Aurobindo's and Mother's educational philosophy; Digantar; Montessori and Waldorf schools can be explored.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Secondary (Integrated Teacher Education Programme)
Course title	**Assessment and Evaluation**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other —please specify)	Core (Foundations of Education)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG: BABEd (Integrated Teacher Education Programmes)
Proposed date of launch	Winter (semester 6)
Course coordinator and team	Monimalika Day (C) & Nivedita Sarkar

1. How does the course link with the vision of AUD? This course focuses on engaging student teachers to understand and assess school students from diverse backgrounds. The course attempts to familiarize students with foundation concepts in assessment and evaluation. It will help students to understand different approaches to assessment, their purpose and history in the Indian context.

2. How does the course link with the specific programme(s) where it is being offered? This is an introductory course in the BABEd programme. It builds on previous coursework in the areas of child development, psychology, philosophy and sociology. The course presents an overview of various policies and practices related to assessment of school children. It will support students to learn about different approaches to assessment and their grounding in various philosophical perspectives. This would enable students to understand, conduct and critique existing assessment practices and policies.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds on courses offered in the previous semesters and provides a foundation for courses to be offered in the subsequent semesters.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others — please specify) As per the norms of admission of SES to the BABEd programme.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other. Please specify.): Semester long course with lectures, interactive discussions and presentations.

7. Course Details

b. Summary

The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, is more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related learning but also generic learning outcomes such as problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning etc.

c. Objectives

- Understand basic concepts related to assessment and evaluation
- Become familiar with existing practices and policies related to assessment in schools
- Begin to explore the paradigms in which existing practices are anchored
- Understand the relationship between assessment and curriculum

d. Outcomes: After completion of this course, student teachers will be able to:

- use different approaches to assess and evaluate of student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva voce interviews; computerized adaptive testing; peer and self- assessment etc.,
- develop and use informal and formal diagnostic, formative, and summative assessment strategies to monitor student learning levels and help the teacher continuously revise teaching-learning processes to optimize learning and development for all students,
- develop an understanding among student teachers of the approaches to provide timely, effective, and appropriate feedback to students about their performance relative to the expected learning outcomes and organizing learning enhancement initiatives that are required to bridge the gap in student learning levels,
- present report on student achievement, making use of accurate and reliable records etc.
- develop assessment “as”, “of”, and “for” learning that are aligned to the expected learning outcomes,
- design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment that would provide students with valuable information on their strengths, areas of interest, and needed areas of improvement.

e. Overall structure (course organization, rational of organization, brief module outliners). The course is organized into three modules. The first module focuses on introducing various concepts related to assessment in education. The second module gives an

overview of different assessment processes. The third module presents various ways of interpreting and reporting assessment data.

f. Course content detailed in (a) weekwise format preferable, or (b) module-wise format: Below a module-wise format is presented for the course:

Module 1: Assessment and Education (6 weeks)

This unit introduces students to the basic concepts and their significance in assessment and evaluation. Different assessment practices and their underlying assumptions will be explored. These topics will be discussed in the context of the history of assessment policies in the Indian context.

A. Assessment and Evaluation

- Meaning and significance of assessment and evaluation in educational field.
- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
- Learning outcomes across the stages and assessment.
- Taxonomy of Objectives (Revised in 2001) and Implications.

C. Forms of Assessment

- Formative, Summative, diagnostic, prognostic.
- Internal and External assessment.
- Assessment For learning, of learning and as learning.
- Authentic Assessment; Online Assessment.

D. Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)

Essential Reading:

Gardner, J. (2011). Assessment and Learning. Sage
Chapter 4: Alternative Perspectives on Learning Outcomes: Challenges and Perspectives

Deshpande, J.V. Examining the Examination System *Economic & Political Weekly*, April 17, 2004 Vol XXXIX, No. 16.

Nawani, D (2015). Re-thinking Assessments in Schools, *Economic & Political Weekly*, Jan 17, Vol L, No. 3.

NCERT. (2007) National Focus Group Paper on Examination Reforms

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*.

ए. के. जलालुद्दीन. (मार्च –अप्रैल, 2011). रटनसेअर्चननमाचणतक: पाठ्यर्याच , शिक्षणिास्त्रऔरमूलयाांकनमेंफेर –बदल. शिक्षाविमिच

UNESCO. (2023). Assessment and Quality Education in India by Prof Kavita Sharma, NCERT https://mgiep.unesco.org/article/assessment-and-quality-education-in-india

Additional readings:

Darling-Hammond, L. (1998), Alternatives to grade retention. *The School Administrator, 55*,7.

Dweck, C. S. (2006). *Mindset: The new psychology of success.* New York: Ballantine Book

Nawani, D (2012), Continuously and comprehensively evaluating children, *Economic & Political Weekly*, Vol. XLVIII, Jan 12, 2013.

Module 2: Process of Assessment and Evaluation (4 weeks)
Students will be introduced to different assessment processes and their application in classrooms. The purpose, advantages and disadvantages will be explored. The decision-making processes for selecting appropriate assessment tools and techniques will be presented.

A. Formative and Summative Assessment: Concept and Characteristics.
B. Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self-assessment etc.
C. Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.
D. Tools and Techniques
   - Observation, rating scale, check list, anecdotes, interviews.
   - Assessment of attitudes and interests.
   - Socio-metric techniques.
   - Criteria for assessment of social and personal behaviour.
   - Self-assessment and Peer Assessment.

Essential Readings

Andrade, H.L., & Susan, M. B. (2019). Classroom Assessment as the Co Regulation of Learning. Assessment in Education: Principles, Policy and Practices, 27(4), Taylor & Francis.

Gardner, J. (2011). Assessment and Learning. Sage
Chapter 5: On the Relationship between Assessment for Formative and Summative Purposes

Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, *22*(1).

Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. *Assessment in Education: Principles, Policies and Practices*, *6*(2),

Additional Readings

Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California, USA: Sage

NCERT. (2008). Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS.

Module 3: Analysis and Interpretation (2 weeks)
This unit will help students to consider the importance of ways analysing and summarizing assessment data for various stakeholders such as students, family members and administrators. The requirements of existing education policies related to report writing will be introduced.

E. Analysis of students' performance and scores: credit and grading
F. Graphical representation (Histogram, Frequency Curves)

G. Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback.
H. Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.

Essential Readings:

Inam Ur Rahim, S.P. (2020). 360 Degree holistic assessment: a new approach to shape the personality of a learner as visualized by National Education Policy (2020). International Journal of Reflective Research in Social Sciences, 3(2), 4-8. ISSN: 2581-5733.

Lam, R. (2018). Portfolio Assessment for Teaching and Learning of Writing. Springer Chapter 1: Background of Portfolio Assessment.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Assignment 1: Develop a plan for a formative and summative assessment for a lesson (50%)
Assignment 2: End-term (50%)

8. Pedagogy:

a. Instructional strategies:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other — please specify): Classroom with projection facilities and space to work in groups.

c. Expertise in AUD faculty or outside: Expertise is available. For some specialised themes, two-three guest lectures may be organised.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Not needed for this course.

Signature of Course Coordinator(s) Note:

I. 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

Dr. B.R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Secondary (Integrated Teacher Education Programmes)
Course title	**Inclusive Education**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other —please specify)	Core (Foundations of Education)
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	UG: BABEd
Proposed date of launch	Winter (semester 6)
Course coordinator and team	Monimalika Day (C)

1. How does the course link with the vision of AUD? AUD is committed to promoting equity and excellence in the field of education. This course focuses on engaging student teachers to understand and engage with students with diverse abilities. The course attempts to familiarize students with foundation concepts in education of children with disabilities in inclusive schools. It will help students to develop awareness of different special needs and approaches to creating inclusive classrooms. It introduces students to some of the main policies related to inclusive education of children with disabilities.

2. How does the course link with the specific programme(s) where it is being offered? This is an introductory course in the BABEd programme. It builds on previous coursework in the areas of child development, psychology, philosophy and sociology. The course presents an overview of various policies and practices related to education of children with disabilities and inclusive education. It will support students to learn about different approaches to assessment and their grounding in various philosophical perspectives. This would enable students to understand students with disabilities and the barriers they face in various educational settings.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds on courses offered in the previous semesters and provides a foundation for courses to be offered in the subsequent semesters.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others — please specify) As per the norms of admission of SES to the BABEd programme.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other. Please specify.): Semester long course with lectures, interactive discussions and presentations.

7. Course Details

a. Summary

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorized based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio- economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor).

b. Objectives: This course is designed to enable the students to:

- develop awareness of different perspectives in the area of education of children with disabilities
- develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities
- become familiar with policies related to inclusion of children with disabilities in inclusive education programmes.
- plan individualized programmes for all children with varied abilities in the classroom
- understand the need to modify curriculum and assessment for children with disabilities

c. Outcomes: After completion of this course, student teachers will be able to:

- ensure inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities learn together, ensuring their retention in the school system, and enabling them to achieve the defined learning outcomes,
- adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring completion of education and learning levels of students with disabilities, etc.

d. Overall structure (course organization, rational of organization, brief module outliners). The course is organized into three modules. The first module focuses on introducing various concepts related to assessment in education. The second module gives an overview of different assessment processes. The third module presents various ways of interpreting and reporting assessment data.

e. Course content detailed in (a) week wise format preferable, or (b) module-wise format:
Below a module-wise format is presented for the course:

Module – I Inclusion and Education (4 weeks)
This unit introduces students to different perspectives to understand the phenomenon of disability. It provides an overview of the international and national policies related to inclusion of children with disabilities. Students will be introduced to the history of marginalization of persons with disabilities and its influence on existing educational policies and practices.

B. Conceptual Clarity, relation, and significance with special reference to:
- UNCRPD, 2006,
- RPWD Act, 2016,

With special reference to Indian Context.

D. Clarity of various terms and phrases associated with Inclusive Education: Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning

F. Shifting from Disability to the Inclusive view.

G. Shifting Paradigms from Bio centric to Human Rights.

H. Introductory reference of Policies/Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012, RPWD Act, 2016, UNCRPD, National Trust Act, 1999, National Educational Policy, 2020.

Essential Readings:

Alan, J. (2010). The sociology of disability and the struggle for inclusive education, British Journal of Sociology of Education, Vol. 31, No. 5, pp. 603-619

Mehrotra, N. (2011). Disability Rights Movements in India: Politics and Practice. *Economic and Political Weekly*, *46*(6), 65–72.

National Council for Educational Research and Teaching (NCERT). (2006). Position Paper National Focus Group on Education of Children with Special Needs. http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group-special_ed_final1.pdf

Government of India. (2020). National Education Policy

The Rights of Persons with Disabilities Act, 2016

UNESCO (1994). The Salamanca statement and framework for action on special needs education. Retrieved from http://www.unesco.org/education/pdf/SALAMA_E.PDF on 31/7/2015

Module II: Children with Disabilities and Marginalized Groups (4 weeks)
This unit provides students a glimpse of the nature of diversity among students with disabilities. They will be introduced to some of the high incidence disabilities. Provides students a lens to understand strengths and needs of individual learners to create meaningful learning experiences.

E. Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities.
F. Specific needs of children with behavioral, emotional learning disabilities
G. Health Problems.
H. Educational needs of children belonging to Marginalized Groups.

Essential Readings:

Batshaw, M.L., Roizen, N.J., Pellegrino, L. (2019). Children with disabilities. Brookes Publishing. Chapter 14: Intellectual disability

CDC (2024). Child Development Specific Conditions. https://www.cdc.gov/ncbddd/childdevelopment/conditions.html

Desai, S., & Kulkarni, V. (2008). Changing educational inequalities in India in the context of affirmative action. *Demography*, *45*, 245-270.

Pramanik, R., & Bag, M. (2013). Free and Compulsory Education Does it Includes the Marginalized People of India?. *The Oriental Anthropologist*, *13*(2), 403-424.

Salend, S. J. (2016). Creating Inclusive Classrooms: Effective, Differentiated, and Reflective Practices. Pearsons. Chapter 3: Understanding the Educational Strengths and Challenges of Children with Disabilities

Singh, U. N., Singh, R., & Banerjee, P. (2022). 10. India: Learning Challenges for the Marginalized. *Learning, Marginalization, and Improving the Quality of Education in Low-income Countries*, 293.

Module III: Pedagogical Issues (4 weeks)

This unit introduces students to some of the key concepts related to creating inclusive classrooms. Students will have the opportunity to explore concepts such as differentiated teaching, universal designs of learning and assistive technology. The need to individualize learning experiences for diverse learners will be emphasized.

A. Conceptual clarity and significance.

B. Meeting the specific needs of Children with Disabilities with special reference to:

- education and opportunities for participating in arts, sports, and vocation-related activities,
- making school buildings and compounds as well as other facilities barrier free and accessible
- supporting the learning activities and resources for individualized learning environment
- making available assistive devices and appropriate technology-based tools,
- language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
- assessing strategies

E. Designing strategies assessment for inclusive classrooms.

Essential Readings:

Mukherjee, M. (2017). Global design and local histories: Culturally embedded meaning-making for inclusive education. *International Education Journal: Comparative Perspectives*, *16*(3), 32-48.

Salend, S. J. (2016). Creating Inclusive Classrooms: Effective, Differentiated, and Reflective

Practices. Pearsons. Chapter 8: Differentiating Instruction for Diverse Learners
Sokal, L., & Katz, J. (2015). Effects of the three-block model of universal design for learning on early and late middle school students' engagement. *Middle Grades Research Journal, 10*(2), 65–82.
WHO. (2024). Assistive Technology Fact Sheet. https://www.who.int/news-room/fact-sheets/detail/assistive-technology

Additional Readings:

CAST. (2024). The UDL Guidelines. https://www.cast.org/impact/universal-design-for-learning-udl.
Murawaski, W.W. & Scott, K.L. (2019). What really works with universal designs for learning. Corwin
Sousa, D. A., & Tomlinson, C.A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree Press
http://worldofinclusion.com/resources/#general-inclusive-education
UNICEF & WHO. (2015).

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assignment 1: Group presentation on different types of disabilities (30%)
Assignment 2: Individual paper on synthesis of two readings for the presentation (20%)
Assignment 3: End-term (50%)

8. Pedagogy:

a. Instructional strategies:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through seminars, short term project work etc.

Suggestive Practicum

- Developing a checklist for identifying the various needs of children with disabilities.
- Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and list the problems faced by these children and the families at the local level in gaining access to education.
- Analysing RPWD Act 2016 and list its implications for CWD in inclusive settings.
- Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
- Giving a few exemplary adaptations based on the Preparatory Level textbooks.
- Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary level textbooks.
- Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.
- Analysing the Context of NPE 2020 in the light of Inclusive Education.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other — please specify): Classroom with projection facilities and space to work in groups.

c. Expertise in AUD faculty or outside: Expertise is available. For some specialised themes, two-three guest lectures may be organised.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not needed for this course.

Signature of Course Coordinator(s) Note:

1. I. 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. 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

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (BA-BEd Preparatory)
Course title	**Perspectives on School Leadership and Management**
Course code	
Credits	2
Course type (core/compulsory/ optional/any other – please specify)	Core (Foundations of Education)
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Monsoon (Semester 7)
Course coordinator and team	Manasi Thapliyal Navani (C) and Krishna Kalyan Dixit

1. 1.How does the course link with the vision of AUD?
   The course explores the practice context of educational institutions by exploring the question of how effectively educational vision could be translated into practice in an institutional context. It aims to develop a contextual understanding of issues of organisational learning and leadership theories and practices in school context, with a particular focus on schooling in Indian context. The course thus links with the University vision of bridging the theory-practice divide and aims to enable engaged scholarship by connecting with the world of practice.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will familiarise students with the discourses of educational leadership and management and will require students to draw upon theoretical perspectives from philosophy and sociology of education, learning theories, child development, and pedagogy courses to understand and discuss leadership issues in context of Indian schools and global developments in schooling practices and policies.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course will connect to the education component courses of ITEP.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre requisites; prior knowledge level; any others – please specify) It is an introductory level course and does not require any prior knowledge.

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

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester 7, 2-credit course in the mode of series of interactive discussions and presentations

7.Course Details:

a. Summary:

The purpose of the course is to introduce prospective teachers to the emergent issues and aspects of school leadership practices amidst the changing educational policy landscape across the globe, the new curriculum frameworks, the challenge of accommodating and adapting to the changing demands on educational institutions and the increasing expectations that come with the culture of 'performativity'. The role of the school leader has never been more complex. School leaders are key change agents and as instructional leaders are responsible for improving practice while navigating an increasingly challenging school environment. Understanding the school system, its nuances, the social, cultural, and political contexts and leading schools requires a strong foundation of knowledge and skills to effectively manage improvement and lead successful schools. The course on 'Perspectives on School Leadership and Management' is designed to equip student teachers with the perspectives and competencies they need to drive school transformation and help diverse stakeholders establish priorities and improve practice.

b. Objectives:

- To familiarise students with leadership theories and practices within the context of educational organisation, structures and governance issues in India
- To encourage prospective teachers to develop a systems view of educational organisation and leadership
- To develop a critical understanding of global policy context in which vision of educational change is embedded
- To enable prospective teachers to develop and envision change leadership, critically engaging with the contemporary context of schooling

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

- describe the diversity of schools in India, its structure, its governance, issues, challenges and school leadership needs
- critically examine the different leadership theories and practices and its relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context
- critically think in relation to education leadership and its potential application to different contexts
- reflect critically on school-based data for reflection and improvement
- develop a culture of cooperation collaboration and teamwork
- synthesise effectively to develop coherent and compelling arguments in the area of study
- develop school vision, mission, goals, and School Development Plans.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organized around three Modules.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: (b) (i) Module-wise Format with following details for each module:

Module 1: Understanding Indian School System (4 weeks)
The first module will contextualise the discussion on the nature of schools as organisations, the structure and process of organisation of schooling in India –the macro context of school education. Students will be introduced to the role of school leadership within the complex macro context of diversity of schools in the country.

A. School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning.
B. Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.
C. Relationship between school leadership and school diversity issues, challenges, and needs.
D. Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools

Essential Readings:

Mehendele, A. (2021). School education systems and policies in South Asia. In Sarangapani, P. M. and Pappu, R. (Eds.). *Handbook of Education Systems in South Asia*, pp. 393-410. Springer.

Sharan, S. (2015) Quality concerns in school education. *Journal of Indian Education*, 40 (4), 65-77.

Kumar, M. and Sarangapani, P.M. (2005). *Improving government schools: What has been tried and what works.* Case Studies (Module 1 and 2) for Sample case studies. Books for change.

Creating More Equitable Classrooms with Subir Shukla (https://www.youtube.com/watch?v=JN2Bd3e2dSU

Suggested Readings:

British Council Report (2019). *The school education system in India: An overview*. https://www.britishcouncil.in/sites/default/files/school_education_system_in_india_report_2019_final_web.pdf

Module 2: Understanding School Leadership (4 weeks)
This module will focus on leadership discourses in an educational context and help students explore the purpose and different dimensions of school leadership practices. The attempt will be to focus in particular on the contemporary context of schooling across the globe, best practices and insights for schools and school leadership in the Indian context.

A. School Leadership in Theory and in Practice.

B. Discourses of Leadership. Servant, Distributed, Instructional, Pedagogical and Eco leadership
C. Being a School Leader: exploring the multiple roles and responsibilities, issues and challenges of school leadership in the Indian context.
D. What works in schools: sharing National and International best practices on School leadership

Essential Readings:

Batra, S. (2011). The Construct and Scope of Educational Leadership. *The Learning Curve*, Azim Premji Foundation, XVI, 7-12.

Western, S. (2019). An Overview of the Leadership Discourses. In *Leadership: a critical text.* Sage.

On Eco Leadership – Simon Western; https://www.youtube.com/watch?v=Se51ao-tqEY

10 Leadership Theory in 10 Minutes: https://www.youtube.com/watch?v=XKUPDUDOBVo

Alebachew A., Sharma, A., and Das S. (2017). School climate: Friendliness of physical climate in elementary schools and its implications for educational leaders. *Journal of Educational Planning and Administration*, 31(4), 307-326.

Learning Curve: School Leadership Special Issue, XVI. Azim Premji Foundation.

Sergiovanni, T. J. (2001). *Leadership: What's in it for schools?* London: Routledge. (Chapters 1: The real context for leadership and Chapter 3: New leadership, roles, and competencies)

Suggested Readings:

Chug, S. (2016). Transforming urban public schools. *Journal of Indian Education*, XLII (1), 43-57.

Three Keys for Maximizing Leadership Impact, Michael Fullan: https://www.youtube.com/watch?v=z_FyUAsO-Pg

Module 3: School as Learning Organization: Role of School Leadership (4 weeks)

The module will focus on introducing student teachers to the concept of learning organization and systems thinking. Students will engage with seminal writings in educational leadership discourse to understand and appreciate the significance of building professional learning communities in thinking about schools as learning organizations.

A. Nature of a Learning Organization
B. Systems Thinking and Schools as learning organization: Peter Senge's template of learning organization; Development of a shared vision and shaping of the school culture; Nurturing school belongingness among all stakeholders: engaging students, teachers, staff, parents, SMC, and community in the formulation of a whole school development plan.
C. Leadership for school improvement: focus on students' learning, addressing equity challenges, and building an equitable school culture that promotes excellence for all. Case Studies; School Education Surveys; DISE data and its analysis
D. Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning.

Essential Readings:

Saravanabhabhavan, R.C., Pushpandham, and Sararavabhavan, S. (2016). India: School leadership, India at the crossroad. In Ärlestig, H., Day, C., and Johansson, O. (Eds.). *A Decade of Research on School Principals: Cases from 24 countries*. Springer.

Senge, P. (2000). *Schools That Learn.* London :Nicholas Brealey Publishing. https://schoolsthatlearn.com/(The idea of school that learns, pp. 5-24; section II-select excerpts)

How Do Education Systems Learn? | Subir Shukla https://www.youtube.com/watch?v=NqJorDjPnGQ

Fullan, M.G. (2009). Large scale reforms come of age. *Journal of Educational Change. 10.* 101-113.

Claxton, G. Learning to learn: a key goal in 21st century curriculum. QCA. www.qca.org.uk/futures/

Suggested Readings:

Perkins, D. 1995. *Smart schools: Better thinking and learning for every child.* Free Press.

Padwad, A. and K. K. Dixit (2017) Coping with curriculum change: An Indian teacher's perspective. In M. Wedell and L.Grassick (Eds.) *International Perspectives on Teachers Living with Curriculum Change*. Basingstoke: Palgrave Macmillan.

Robinson, K. (2020). A global reset of education. *Prospects*. 49, 7-9.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. The course will have three types of assessment situations:

1. Group In-Class presentations on Case Study of School: 20%
2. Making a Leadership Profile for a learning organisation: 40%
3. Project on School Development Plan aligned with specific aspects of NEP 2020 recommendations: 40%

9. Pedagogy:

a. Instructional strategies:

Perspectives on school leadership and management is a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.

- Student teachers would engage in case-based learning on topics like improving student learning, classroom observation and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learning activities that help student teachers to understand the entire structure and functioning of school organization through interactive lectures and panel discussion with education officers who hold leadership positions at different levels from schools to cluster, block, and district and state levels and understand their leadership issues, challenges and needs and thus get a perspective of the school ecosystem. Unit 1 (Invited Seminar-BRC/CRC/SCERT/CBSE)

– Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context

c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Special lectures by teachers, school heads or members of school management may be organised as part of this course.
d. Expertise in AUD faculty or outside: A postgraduate level course is already being offered in SES on Educational Organisation and Leadership.
e. Linkages with external agencies (e.g., with field-based organizations; any others; engagement in Delhi with schools of different management types can be explored for field visits in addition to school sites for the practice teaching component.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Secondary Stage (with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**Curriculum Planning & Development**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Foundations of Education)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Integrated Teacher Education Programme UG (Semester VII)
Proposed date of launch	WS 2024
Course coordinator and team	Gunjan Sharma (C), Sunita Singh

1. How does the course link with the vision of AUD?
   The course is linked with the vision of AUD as it supports them in developing an informed understanding and skills for professional practice. It will prepare the students for their future role as teachers and practitioners of education.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is an education foundation course in the BABEd programmes and will develop among the beginning students of education a more nuanced understanding of curriculum development and planning. This is critical for holistic teacher preparation.

   As per the NCTE outline, the course on curriculum planning and development will introduce to student teachers to the process of designing and organising curriculum i.e. the totality of learning experience provided to learners through a deliberate and organized set of arrangements (the selection of subjects that are to be taught, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations and other forms of learning assessment, school culture and processes etc.) that contribute to the development of the knowledge, capacities, and values and dispositions that help fulfil the aims of school education derived from the purposes and goals articulated in NEP 2020.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes. The course builds on Semester 2 and 3 education courses and content-cum-pedagogy courses. There are other core and elective courses in the MA Education & MA Education ECCE programmes on curriculum which have some overlap with this course but this is a more introductory basic course. This course is not a repetition of any existing course.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Foundation courses upto Semester VI including Evolution of Indian Education, Child Development, Philosophical & Sociological Perspectives in Education.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long, 2 credits, taught course

7. **Course Details:**

a. Summary:

The course aims to introduce the beginning students of education to the concept of and select different perspectives on curriculum that are founded on varying imaginations of society. The course will begin by engaging students in reflecting on the key curricular question: What should be taught and for what purposes? This would facilitate a discussion on various factors influencing curriculum design, the different models for curriculum planning and development and planning, and the assumptions about knowledge, teaching and learning that underlie these designs and models. This will be followed by a discussion on the role of teachers in curriculum development, planning and implementation, while engaging with the questions of context of schools and teachers, teacher's agency, and changing pedagogic and curricular expectations/policies.

b. Objectives:

- To develop an understanding of the idea/concepts of curriculum
- To familiarise the students with different perspectives on/theories of curriculum development
- To familiarise the students with key concepts related to curriculum planning and development
- To reflect on the role of teachers in curriculum development and implementation

c. Expected learning outcomes:

The NCTE has suggested that after the completion of the course, students will be able to: discuss aims of education, identify and formulate of desirable values and dispositions, explain capacities and knowledge, outline curricular areas, demonstrate teaching-learning assessment processes and practice the relevance in terms of achieving the aims of school education. In-line with these outcomes, after completing the course the students will be able to:

- Reflect on the idea/concept of curriculum
- Explain key concepts related to curriculum planning and development
- Identify and distinguish between different perspectives on/theories of curriculum development

d. Overall structure (course organization; rationale of organization; brief module outlines)**:**

The course is organised in three units/modules based on the course outline prescribed by the NCTE.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Education and Curriculum (3 weeks)
This module will familiarise the students with the different ideas/meanings of curriculum, and the relationship between curriculum, aims of education and vision of society underlying these. The module will begin by engaging students in reflecting on the key questions of curricular planning: what educational aims are to be achieved? What should be taught? How should it be taught? How should it be assessed? The following aspects will be covered in these discussions:

- Meaning, need, relationship and significance.
- Types of Curriculums: subject-centered, activity-centered, environmental centered, community-centered
- Relationship and difference between curriculum, curriculum framework, syllabus and textbooks.

For in-class discussion:
Excerpts from NCFs 2000, 2005, 2023

Essential readings:
National Council of Educational Research and Training. (2006). *Position paper: National focus group on curriculum syllabus and textbook*. National Council of Educational Research and Training, Delhi, India. (Summary, and Chapter 3: Mapping the conceptual field: Notions of curriculum, syllabus and textbooks, pp. 9-19)
Kumar, K. (1992). What is worth teaching? In *What is worth teaching* (pp. 1 – 22). Orient Longman.
Marsh, C. J. (2004). *Key concepts for understanding curriculum* (3rd ed.). London. (Chapter 1: What is curriculum, p. 1-9).

Suggested readings:
Dewey, J. (1916). *Democracy and education*. Macmillan. (Aims in Education: 105-116)
Egan, K. (2003). What is curriculum? *Journal of the Canadian Association for Curriculum Studies, 1*(1), pp. 66-72.
Kelly, A.V. (2009). *The curriculum theory and practice.* Sage. (Chapter 1, pp. 1-24)
National Council of Educational Research and Training. (2006). *Position paper: National focus group on aims of education*. National Council of Educational Research and Training, Delhi, India.
Sykes, M. (1988). *The story of Nai Taleem: Fifty years of education at Sevagram, 1937-1987: A record of reflections*. Sevagram, Wardha: Nai Talim Samit

Module 2: Developing the Curriculum (5 weeks)
The module will focus on the principles and models of curriculum planning and development, and various influences on curriculum planning. These discussions will facilitate in familiarising the students with different perspectives on curriculum (curriculum as content, product, process and praxis) and the underlying assumptions about knowledge, teaching and learning. The following themes of will be discussed:

- Basic principles of curriculum development

- Concerns for developing the curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, socio–cultural aspects and aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement.
- Impact of globalization.

For in-class discussion:

Excerpts from NCFs 2000, 2005, 2023, Learning without Burden Report, Minimum Levels of Learning Report.

Essential Readings:

Posner, G. J. (1998). Models of curriculum planning. In L. E. and M. W. Apple (Eds.) *The curriculum: Problems, politics and possibilities* (2nd ed.) (pp. 79-91). New York: Sunny Press. *Or* Kelly, A.V. (2009). *The curriculum theory and practice.* Sage. (Chapters 2 & 3, pp. 46-82)

Button, L. (2021). *Curriculum essentials: A journey*. Pressbooks. (Chapter 5: Curriculum design, development and models)

Anderson, L W and Krathwohl, D. R. (Eds). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives Addison Wesley Longman. (6 pages)

Suggested readings/Readings for course team:

National Council of Educational Research and Training. (2006). *Position paper: National focus group on curriculum syllabus and textbook*. National Council of Educational Research and Training, Delhi, India.

Apple, M. W. (1992). The text and cultural politics. *Educational Researcher, 21*(7), 4–19. https://doi.org/10.2307/1176356

Srinivasan, M. V. (2015). Reforming school social science curriculum in India: Issues and challenges. *Economic and Political Weekly*, *50*(42), 52–58. http://www.jstor.org/stable/44004070

Batra, P. (2015). Curriculum in India. In Pinar, W.F. (eds), *Curriculum studies in India*. International and development education. Palgrave Macmillan, New York. https://doi.org/10.1057/9781137477156_2

Sharma, G. (2020). Conceptions of school curriculum in South Asia. In: Sarangapani, P., Pappu, R. (Eds), *Handbook of education systems in South Asia*. Global education systems. Springer, Singapore. https://doi.org/10.1007/978-981-13-3309-5_75-1

Lingard, B. (2021). National curriculum making as more or less expressions of and responses to globalization. In Priestley, M., Alvunger, D., Philippou, S. and Soini, T. (Ed.) *Curriculum ,making in Europe: Policy and practice within and across diverse contexts*. Emerald Publishing Limited (pp. 29-52).

Module 3: Approaches, Planning, and Implementation (4 weeks)

This module will focus on the implementation of curriculum and the role of teachers in curriculum development, planning and implementation. The module will begin by discussing the expectations from teachers to implement given/prescribed curricula and follow learner-centered

pedagogies. It will then critically assess this expectation in terms of a narrow imagination of teacher agency, scripted curricula, and the contradictions and experiences of child-centered and the alternatives to these. The following themes suggested by NCTE will help in situating the discussions:

- Approaches to Curriculum Development: Learner and activity centered, Constructivist Knowledge Construction
- Curriculum planning as a cyclic process.
- Curriculum Implementation: Operationalizing curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.
- Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighborhood etc.

Essential readings:

Marsh, C. J. (2004). Key concepts for understanding curriculum (3rd ed.). London: RoutledgeFalmer. (Chapter 7: Curriculum implementation, p. 65-77).

Giroux, Henry A. (1988). Teachers as transformative intellectuals. *In teachers as intellectuals: Toward a critical pedagogy of learning* (pp. 121-128). Bergin and Garvey

Button, L. (2021). *Curriculum essentials: A journey*. Pressbooks. (Chapter 5: Curriculum design, development and models)

Suggested readings/Readings for course team:

Adams, P. (2006). Exploring social constructivism: Theories and practicalities. *Education, 3-13, 34*(3), 243-257. DOI: 10.1080/03004270600898893

Sriprakash, A. (2011). Being a teacher in contexts of change: Education reform and the repositioning of teachers' work in India. *Contemporary Education Dialogue*, *8*(1), 5-31. https://doi.org/10.1177/097318491000800102

Harden, R. M. (1999). What is a spiral curriculum? *Medical Teacher, 21*(2), 141-143.

Ireland, J. and Mouthaan, M. (2020). Perspectives on curriculum design: Comparing the spiral and the network models. *Research Matters: A Cambridge Assessment publication, 30,* 7-12.

Sriprakash, A. (2010). Child-centred education and the promise of democratic learning: Pedagogic messages in rural Indian primary schools. *International Journal of Educational Development, 30*(3), 297-304.

Eisenbach, B. B. (2012). Teacher belief and practice in a scripted curriculum. *The Clearing House*, *85*(4), 153–156. http://www.jstor.org/stable/23212874

Cho, J. (1998). Rethinking curriculum implementation: Paradigms, models, and teachers' work

E-gyakosh: Curriculum implementation in schools: https://egyankosh.ac.in/bitstream/123456789/46030/1/Unit-10.pdf

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1: Review of curriculum documents 50%

Assessment 2: End term 50%

8. Pedagogy:
   a. Instructional strategies:
      This course will be taught as a series of interactions between students and different faculty members representing multiple perspectives on selected broad themes on understanding India. It will involve class discussions, film viewing, reading together, and a field-trip.

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

   c. Expertise in AUD faculty or outside: Within AUD

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) No

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

Ability Enhancement/ Value Added Courses (AEC/VAC) (Secondary)

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Secondary (Integrated Teacher Education Programme)
Course title	**Language 1- Hindi**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Ability Enhancement and Value-added Course)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG: BABEd (Integrated Teacher Education programme)
Proposed date of launch	Monsoon 2024
Course coordinator and team	Neha Goswami, Sunita Singh (C), Ambika Ram

1. How does the course link with the vision of AUD?
   The course will enhance communication and language skills in Hindi language which is essential for overall development of students. It helps them to develop the understanding of any text. The language skills will also help them for better classrooms interactions and cognitive development.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is a value-added course in the BABEd programmes and will develop among the beginning students of education a more nuanced understanding of Hindi language and skills.

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

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify) No

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-1

7. **Course Details:**
   b. Summary:

भाषा का सभी प्रकार की शिक्षा से निर्विवाद संबंध है। भाषा व्यक्ति को नई अवधारणाओं को समझने, विचारों का आदान-प्रदान करने एवं अपने साथियों के साथ विचारों के सम्प्रेषण में सक्षम बनाती है। शिक्षा में भाषा की भूमिका के

मूल्यांकन के लिए व्यक्ति को भाषा को एक समग्र दृष्टिकोण से देखने की आवश्यकता है। भाषा को उसके संरचनात्मक, साहित्यिक, समाजशास्त्रीय, सांस्कृतिक, मनोवैज्ञानिक एवं सौंदर्यात्मक पहलुओं को उचित महत्त्व देते हुए बहुआयामी संदर्भों में जाँचने की जरूरत है। राष्ट्रीय शिक्षा नीति 2020 समग्र शिक्षा के एक भाग के रूप में भाषायी कौशल प्रदान करने की परिकल्पना करती है। यह बेहतर संज्ञानात्मक विकास और विद्यार्थियों एक सम्पूर्ण विकास के लिए भाषायी कौशल बढ़ाने की आवश्यकता पर बल देती है। इस पाठ्यक्रम का उद्देश्य पूर्व सेवाकालिक शिक्षकों को प्रभावी तरीके से सुनने, बोलने, पढ़ने, लिखने एवं भाषायी कौशल प्रदर्शित करने की क्षमता को प्रभावी तरीके से बढ़ाना है। भाषायी कौशल – सुनना, बोलना, पढ़ना एवं लिखना, सभी अकादमिक विषयों में ज्ञान के निर्माण के लिए, रोजमर्रा के कार्यों में प्रभावी ढंग से भाग लेने एवं रोजमर्रा के जीवन को समझने के लिए आवश्यक है। इस पाठ्यक्रम से विद्यार्थियों में समझ के साथ पढ़ने में समझ बनाने, चिंतन एवं अवधारणा बनाने की क्षमता का विकास होगा। यह पाठ्यक्रम पूर्व सेवाकालिक शिक्षकों के आलोचनात्मक चिंतन का विकास करने एवं प्रभावी सम्प्रेषण के विकास में सहायक होगा। प्रस्तुत पाठ्यक्रम में व्यावहारिक एवं क्रियात्मक गतिविधियां शामिल होंगी जो पूर्व सेवाकालिक शिक्षकों में विभिन्न स्थितियों एवं संदर्भों में भाषायी कौशलों के प्रयोग के विकास में सहायक होंगी।

c. Objectives:

- विद्यालयी पाठ्यचर्या के संदर्भ में भाषा के महत्त्व कार्य, प्रकृति एवं भाषा शिक्षण के उद्देश्यों को समझना।
- सम्प्रेषण के प्रकार, चुनौतियों एवं कक्षा में प्रभावी सम्प्रेषण की रणनीतियों का प्रयोग करना।
- विभिन्न समितियों एवं आयोगों की रिपोर्ट एवं राष्ट्रीय शिक्षा नीतियों में भाषा की स्थिति (विशेष रूप से हिन्दी भाषा) का आलोचनात्मक विश्लेषण करना।
- भारत में बहुभाषिकता की संभावनाओं एवं चुनौतियों को समझना।
- भाषा कौशलों के विकास, उनकी चुनौतियों एवं उनका मूल्यांकन करना।

d. Expected learning outcomes: इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी-

- प्रभावी ढंग से सुनने, बोलने, पढ़ने एवं लिखने और आलोचनात्मक चिंतन के लिए अपना ज्ञान एवं क्षमता प्रदर्शित कर सकेंगे।
- भाषा एवं संज्ञान के बीच के संबंध को पहचान सकेंगे।
- विभिन्न समितियों एवं आयोगों की रिपोर्ट एवं राष्ट्रीय शिक्षा नीतियों में भाषा की स्थिति (विशेष रूप से हिन्दी भाषा) का आलोचनात्मक विश्लेषण कर सकेंगे।
- भारत में बहुभाषिकता की संभावनाओं एवं चुनौतियों को समझ सकेंगे।
- विचारों को बेहतर सम्प्रेषण के लिए अपना भाषायी ज्ञान एवं कौशल का प्रयोग कर सकेंगे।
- अंतर-व्यक्ति संबंधों एवं सामाजिक कौशलों का विकास कर सकेंगे।

Overall structure (course organisation; rationale of organisation; brief module outlines):

Brief description of modules/ Main modules:

मॉडयूल 1: हिन्दी भाषा: नीति एवं सिद्धांत (4 weeks)

प्रस्तुत मॉडयूल में भाषा का अर्थ, प्रकृति, महत्त्व, कार्य एवं रूप और भाषा एवं बोली, मानक भाषा पर विस्तारपूर्वक चर्चा करते हुए हिन्दी भाषा की प्रकृति एवं मातृभाषा में शिक्षा के महत्त्व पर चर्चा की जाएगी जो विद्यार्थियों को यह समझने में मदद करेगा कि भाषा कैसे विद्यार्थियों के संज्ञानात्मक विकास में मदद करती है, विशेष रूप से बहुभाषिकता संज्ञानात्मक विकास को कैसे सकारात्मक रूप से प्रभावित करती है। इसके साथ ही इस मॉडयूल में हिन्दी भाषा की व्याकरणिक व्यवस्था शब्द, वाक्य, वर्ण एवं ध्वनि के बारे में चर्चा की जाएगी। अंततः इस मॉडयूल में संविधान, विभिन्न समितियों एवं आयोगों की रिपोर्ट एवं राष्ट्रीय शिक्षा नीतियों में भाषा की स्थिति (विशेष रूप से हिन्दी भाषा) के आलोचनात्मक विश्लेषण पर विस्तार पूर्वक चर्चा करवाई जाएगी। इनमें विशेष रूप से त्रिभाषा सूत्र एवं राष्ट्रीय शिक्षा नीति 2020 पर विभिन्न दृष्टिकोणों से विचार किया जाएगा।

Essential Reading

श्रीवास्तव, डॉ. रवीन्द्रनाथ (2016), भाषा शिक्षण, नई दिल्ली: वाणी प्रकाशन

तिवारी, भोलानाथ (2011), हिन्दी भाषा की संरचना, नई दिल्ली: वाणी प्रकाशन

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भारतीय भाषाओं का शिक्षण: राष्ट्रीय फोकस समूह का आधार पत्र; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2009

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रा.शै.अ.प्र.प. (2005) *राष्ट्रीय पाठचर्या की रूपरेखा,* नई दिल्ली

मा.सं.वि.मं. (2020) *राष्ट्रीय शिक्षा नीति,* नई दिल्ली : भारत सरकार

वायगोतस्की, (2009), विचार और भाषा (अनु.), नई दिल्ली: ग्रंथ शिल्पी

सिंह, संध्या; कपूर कीर्ति, (2010), समझ का माध्यम, नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद

Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, South Africa (pp.3-9). Heinemann Educational Books.

MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India

Suggested Reading

तिवारी, भोलानाथ; भाषा विज्ञान प्रवेश; किताबघर प्रकाशन; नयी दिल्ली; संस्करण 2013

Agnihotri, R. K. (2009). Language and dialect. *Learning Curve*, 13.

Agnihotri, R.K., & Kumar, S. (2001). *Bhasha, boli, aur samaj*. Deshkal Publications.

Priyadarshini, Mukul. (2012). Hindi: A language of serious Discourse? Language and Language Teaching (1) pp18-21.

<u>मॉडयूल 2: भाषा कौशल एवं समझ का विकास (4 weeks)</u>

प्रस्तुत मॉडयूल में भाषा कौशलों का महत्त्व, उद्देश्य एवं प्रकारों के साथ-साथ भाषायी कौशलों (सुनना, बोलना, पढ़ना एवं लिखना) का अर्थ, इनके विकास के लिए क्रियाएं एवं इन भाषा कौशलों के विकास में शिक्षक की

भूमिका पर विस्तारपूर्वक चर्चा करते हुए इनके विकास के लिए कक्षा में विभिन्न गतिविधियां करवाई जाएगी। इसके साथ ही भाषा कौशल एवं समझ के विकास के संबंध पर चर्चा करते हुए समझ के विकास में शिक्षकों की भूमिका पर चर्चा की जाएगी। समझ के विकास के लिए विभिन्न गतिविधियां करवाने के साथ साथ समझ के मूल्यांकन पर भी चर्चा की जाएगी। गतिविधियों में विशेष रूप से रचनात्मक लेखन, भूमिका निर्वहन, कहानी सुनाना, नोट लेना, प्रस्तुतीकरण के उद्देश्य, महत्त्व एवं उपयोगिता पर चर्चा की जाएगी। इस मॉडयूल में भाषा एवं समेकित पाठ्यचर्या पर भी चर्चा की जाएगी।

Essential Reading

कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms.

पाण्डे, लता (संपा.) (2008), पढ़ने की दहलीज़ पर, नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद

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सिंह, संध्या; कपूर कीर्ति, (2010), समझ का माध्यम, नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद

Anderson, R.C. (1984). Role of Reader's Schema in comprehension, learning and memory.

Sharma, I. S. & National Council of Educational Research and Training (India). (1993). *On Language Comprehensibility*. National Council of Educational Research and Training.

बीने, जेम्स ए; करीकुलम इंटिग्रेशन: डिज़ाइनिंग कोर ऑफ डेमोक्रेटिक एडुकेशन; न्यू पार्क: टीचर्स कॉलेज प्रेस; संस्करण 1997

Suggested Reading

प्रतिमा; भाषा शिक्षण; श्री नटराज प्रकाशन; दिल्ली; संस्करण 2017

डार्क, सुसेन, एम और बर्नस, रेबिका सी; मीटिंग स्टैंडर्डस थ्रू इंटेग्रटेड करीकुलम; एलेक्जेंडरिया वी ए: एससीडी; संस्करण 2004

शूमेकर, बी; इंटेग्रटेड एडुकेशन: ए करीकुलम फॉर द ट्वेंटी फ़र्स्ट सेंचुरी; औरीगन स्कूल स्टडी काउंसिल; संस्करण 1989

मॉडयूल 3: अकादमिक लेखन एवं औपचारिक सम्प्रेषण (4 weeks)

प्रस्तुत मॉडयूल में अकादमिक लेखन का अर्थ, उसके घटक, उसके विकास एवं अकादमिक भाषा के विकास से संबंधित चर्चा करते हुए अकादमिक लेखन को कैसे विकसित किया जा सकता है इस पर चर्चा की जाएगी। इसके साथ ही सम्प्रेषण के अर्थ, प्रकार, उद्देश्य के साथ-साथ प्रारंभिक समय से नए युग तक मानव सम्प्रेषण की यात्रा पर चर्चा करते हुए सम्प्रेषण की वर्तमान चुनौतियों एवं बाधाओं पर विस्तार से चर्चा की जाएगी।

Essential Reading

jeffrey_r._wilson_academic_writing.pdf (harvard.edu)

छात्रों के लिए अकादमिक लेखन में क्या करें और क्या न करें - स्मोडिन ब्लॉग (smodin.io)

https://www.mlsu.ac.in/econtents/2293_Process%20of%20Communication.pdf

Suggested Reading

Sankhala, Arjun Singh, (2013) Hindi Bhasha Shikshan aur Praveenta, Arihant Shikshan Prakashan Jaipur.

मॉडयूल 4: आलोचनात्मक चिंतन का विकास (4 weeks)

इस मॉडयूल में सम्प्रेषण एवं भाषा कौशलों के विकास के लिए आलोचनात्मक चिंतन, विश्लेषणात्मक चिंतन एवं सृजनात्मक चिंतन के महत्त्व, उद्देश्य पर चर्चा करते हुए इनका विकास कैसे करवाया जाए इस पर गतिविधि सहित विस्तार से चर्चा की जाएगी। साथ ही विभिन्न संदर्भों एवं दृष्टिकोणों से हिन्दी भाषा की पाठ्यपुस्तकों का आलोचनात्मक विश्लेषण करवाया जाएगा जिससे विद्यार्थियों में आलोचनात्मक चिंतन का विकास हो सके। इसके साथ ही समस्या समाधान विधि में आलोचनात्मक चिंतन एवं तर्क की भूमिका पर विचार करते हुए चर्चा की जाएगी।

Essential Reading

Dewey, J. (1910). *How we think.* D.C. Heath & Co.

Suggested Reading

Edward M, Glaser. (1941). *An experiment in the development of critical thinking*. Teacher's College, Columbia University.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford Polytechnic: Oxford.

Van dijk T. (2009). *Critical discourse studies: A socio-cognitive approach*. In R Wodak and M

Meyer (eds.) *Methods of critical discourse analysis*: 62-85. London: Sage.

Wallas, G. (1926). The art of thought. New York: Harcourt, Brace and Company.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assignment type	**Weightage**
Assessment-1 (Written Assignment)	40%
Assessment-2 (Presentation)	20%
Assessment-3 (End-term)	40%

12. **Pedagogy:**

a. Instructional strategies:

Classroom Teaching in Interactive Mode, writing and speaking activities in the classroom, movie/documentaries, PPTs, E-Content, Articles, Research paper reading, presentations, assignments etc.

c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Projector for screening of movies/documentaries and for PPTs.

d. Expertise in AUD faculty or outside: Within AUD

e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

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

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programmes/BABEd (Secondary)
Course title	**Language 2 - English**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Ability Enhancement and Value-Added Courses)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG: BABEd (Integrated Teacher Education programme)
Proposed date of launch	Winter 2024
Course coordinator and team	Sunita Singh (C)

1. How does the course link with the vision of AUD?
   The course will enable students to develop a better understanding of the English language and enhance communications. The course will also focus to empower the learners to contribute to the discourses on various issues and themes. This objective of the course is a critical link with AUD's vision of social justice and equity with excellence.

2. How does the course link with the specific programme(s) where it is being offered?
   This is a compulsory, ability enhancement and value-added course for the second semester of the programme. This is the second language course that the students are taking in the programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course connects with language proficiency courses offered across BA programmes in the university. However, the orientation of this course focuses on student teachers.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): As per the NCTE norms

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Usual cohort size (as per NCTE norms)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long in the mode of series of interactive discussions and presentations

1. **Course Details:**
   a. Summary:

The course aims to prepare the students to teach language at the school level. It focuses on

training the students to the sounds systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all the four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners. The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

b. Objectives:

- To understand the sociolinguistic contexts of English in the county
- To develop effective communication skills by integrating different components of language
- To understand formal writing and communication and demonstrate the same in presentation and written communication
- To engage in critical reflection to understand, analyse, and evaluate written texts an concepts

c. Expected learning outcomes: After completion of this course, student teachers will be able to:

- demonstrate reading, writing, listening, speaking, and thinking abilities in English,
- recognize the link between language and cognitive skills and demonstrate their knowledge and skills effectively for all purposes,
- build inter-personal relationships and enhance social skills

d. Overall structure: The course is organised into four modules parts. The first module focuses on language, society and learning; the second module focuses on language skills and comprehension, the third module focuses on academic writing and formal communication and the last module focuses on critical reading and thinking skills.

e. Course contents detailed in module-wise format: The course will be offered in semester 2.

Module 1, Language, Society, and learning (4 weeks)
This module will introduce students to the sociolinguistic and policy contexts of language use in the country and the role of language in learning in the education of children. The linguistic landscape of India is complex and diverse—a reflection of the country's cultural heritage. Multilingualism and linguistic diversity enable to bring in inclusiveness in education and promote all varieties of language. The National Education Policy (2020) also promotes multilingualism and especially the role of the mother tongue of the child for education in the early grades. This is reflective of the research that demonstrates that children learn better when the instruction during the early years is in their mother tongue. The module will also introduce students to English as a lingua franca for communication across country and the role of English in education, employment, and social interaction on an international scale.

A. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
B. Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

References:

Centre for Early Childhood Education and Development. (2014). *Multilingualism in early childhood education classrooms: Rationale, challenges and possibilities* A Policy Brief. http://eli.tiss.edu/wp-content/uploads/2017/08/Multilingualism-in-Early-Childhood-Settings_CECED.pdf

Government of India, Ministry of Human Resource Development. (2020). *National Education Policy.* New Delhi. (Section on Multilingualism and the power of language; Promotion of Indian Languages, Arts, and Culture)

National Steering Committee for National Curriculum Frameworks. (2022). *National Curriculum Framework for Foundational Stage.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf (Chapter 3: Approach to Language Education and Literacy)

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (section on language education)

National Council of Educational Research and Training. (2006). *Position paper: National Focus group on teaching of English.*

UNICEF. (2019). *Early literacy and multilingual education in South Asia.* https://www.unicef.org/rosa/media/3036/file/Early%20literacy%20and%20multilingual%20education%20in%20South%20Asia.pdf (Understanding early language and literacy; Language and language-in-education situations)

Suggested References

Agnihotri, R. K. (2010). Multilinguality and the teaching of English in India. *The EFL Journal*, *1*(1), 1-13.

Mohanty, A. K. (2008). Multilingual education in India. *Encyclopedia of language and education*, *5*, 165-174.

Mohanty, A. (2017). Multilingualism, education, English and development: Whose development? In Coleman, H. (Ed.). *Multilingualisms and Development: Selected proceedings of the 11th Language & Development Conference, New Delhi, India 2015*. British Council.

Module II- Language Skills and Comprehension (4 weeks)

Learning any language skills and comprehension requires regular practice, exposure to authentic materials in the language, opportunities to practice and regular feedback from mentors. Engaging in activities such as reading books, watching English language movies and TV shows, listening

to podcasts, participating in discussions, and writing regularly can enable students to develop English language proficiency over time. This module will enable students to understand the various components of the English language and also understand the connectedness of the various skills such as, listening, speaking, reading, writing and thinking.

A. Writing Systems: Speech and writing; arbitrariness in language; types of writing systems.
B. Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics
C. Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building.
D. Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts
E. Pronunciation and listening comprehension skills.
F. Reading and reading comprehension skills.

References

Jack C. Richards and Theodore S. Rodgers. (2001) *Approaches and Methods in Language Teaching.* New York: CUP. Chapter 1: A brief history of language teaching (pp. 3-17)

Mullany, Louise and Peter Stockwell (2012). *Introducing English Language: A resource book for students*. London: Routledge. (chapter 2, Development; Aspects of English)

Yule, George (1996). The Study of Language. Cambridge: CUP (chapter 16: Writing)

Woolley, G. (2011). Reading Comprehension. In: Reading Comprehension. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-1174-7_2

Suggested References

Atkinson, Martin, David Britain, Andrew Radford, Herald Clahsen and Andrew Spencer (1999). *Linguistics: An Introduction.* New York: CUP

Ballard, Kim (2007). *The Frameworks of English*. New York: Palgrave Macmillan.

McCabe Anne. (2006) An Introduction to Linguistics and Language Studies. London: Equinox.

OER from Open University: https://www.open.edu/openlearn/education-development/english-skills-learning/content-section-overview?active-tab=content-tab

Palmer, K. (n.d.). *More than Words: The Intersection of Language and Culture*. OER. https://pressbooks.pub/morethanwords/

Gee, James Paul. (2012) An Introduction to Discourse Analysis: Theory and Method. London: Routledge.

Pope, Rob (2012). Studying English Literature and Language: An Introduction and Companion. London: Routledge.

Module III- Academic Writing and Formal Communication

In this module, academic writing, its components, and the development of academic language will be discussed. Along with the writing component, the meaning, types, purpose of formal communication will also be discussed. Academic writing and formal communication in English focuses on clarity, coherence and conciseness in the structure and organisation, tone and style, clarity and cohesion and grammar and mechanics.

D. Effective writing skills;

E. Effective presentation and speaking skills;
F. Summarizing and paraphrasing skills

Readings:

Irvin, L. L. (2010). What is academic writing. *Writing spaces: Readings on writing*, *1*, 3-17. https://wac.colostate.edu/docs/books/writingspaces1/irvin--what-is-academic-writing.pdf

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. Pearson/Longman. (Chapter 1, The writing process; Chapter 3: Paragraph structure)

Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T., & Swann, J. (2005). *Teaching academic writing: A toolkit for higher education*. Routledge. (chapter 6; Academic writing in an electronic environment)

Include exercises on writing formal applications/email/creating a CV and so on

Suggested readings:

Hyland, K., & Jiang, F. K. (2017). Is academic writing becoming more informal?. *English for specific purposes*, *45*, 40-51.

Biber, D., & Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. *Journal of English for Academic Purposes*, *9*(1), 2-20.

OER from Open University: https://www.open.edu/openlearn/education-development/english-skills-learning/content-section-overview?active-tab=content-tab; https://www.open.edu/openlearn/education-development/english-skills-learning/content-section-overview?active-tab=content-tab
https://owl.purdue.edu/owl/multilingual/multilingual_instructors_tutors/multilingual_instructors_and_students.html

Module IV- Critical Reading and Thinking Skills (4 weeks)

Critical reading and thinking skills are essential for understanding, analysing, and evaluating written texts, arguments, and ideas. This module will focus on some strategies to enable students to develop critical reading and thinking skills. These include, analysis of an argument, making inferences, synthesis of information and critical reflection. Critical reading and thinking skills lead to developing analytical skills in academic and professional contexts.

A. Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry.

Readings:

Wilson, K. (2016). Critical reading, critical thinking: Delicate scaffolding in English for Academic Purposes (EAP). *Thinking skills and creativity*, *22*, 256-265.

**Excerpts from popular and literary texts for in-class exercises*

Suggested Readings:

OER from Open University: https://www.open.edu/openlearn/education-development/english-skills-learning/content-section-overview?active-tab=content-tab
https://www.open.edu/openlearn/education-development/english-skills-learning/content-section-overview?active-tab=content-tab
https://www.open.edu/openlearn/languages/english-language/how-be-critical-reader/content-section-0?intro=1

Sari, D. M. M., & Prasetyo, Y. (2021). Project-based-learning on critical reading course to

enhance critical thinking skills. *Studies in English Language and Education*, *8*(2), 442-456.
Xu, J. (2011). The application of critical thinking in teaching English reading. *Theory and Practice in Language Studies*, *1*(2), 136-141.
Barjesteh, H., & Vaseghi, R. (2012). Critical thinking: A reading strategy in developing English reading comprehension performance. *Journal of Foreign Language Teaching and Translation Studies*, *1*(2), 21-34.

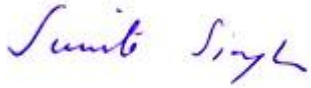
Assignment 1	Group presentation	20%
Assignment 2	Written	40%
Assignment 3	End term	40%

8. **Pedagogy:**
a. Instructional strategies:
Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projection facilities and space to work in groups.
c.Expertise in AUD faculty or outside: AUD faculty or guest.
d.Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not needed for this course.

Signature of Course Coordinator(s)
Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies: Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme BA-BEd Secondary
Course title	**Understanding India (Indian Ethos and Knowledge Systems-II)**
Course code	
Credits	2
Course type (core/compulsory/ optional/ any other – please specify)	Ability Enhancement/ Value Added Courses (AEC/VAC)
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 2
Course coordinator and team	Manasi Thapliyal Navani (C); Sunita Singh

1. How does the course link with the vision of AUD?
   The course explores the history of the knowledge systems and philosophical traditions of India and enables a multidisciplinary engagement and understanding of India's past and cultural heritage. The course thus builds on the vision of engaged scholarship and multidisciplinary/interdisciplinary approach to teaching and learning.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will familiarise students with the knowledge and philosophical traditions of ancient India and is considered a requisite for the teacher education component in light of NEP 2020 recommendations for engaging with Indian Knowledge Systems.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course will connect to the philosophy of education component courses of ITEP, as well as the first course on Understanding India offered in Semester 1.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre requisites; prior knowledge level; any others – please specify) It is an introductory level course and does not require any prior knowledge.

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

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long 2-credit course in the mode of series of interactive discussions and presentations

7. Course Details:
   b. Summary:

The course provides an overview of India's knowledge traditions across domains of culture, ethics, science and technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation, it is expected, would produce valuable lessons for obtaining transferable and 21st-century skills. The course builds on semester 1 course that focused on Indian ethos. The course is designed to enable student teachers to outline and interpret the processes and events of the formation and evolution of knowledge systems of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

c. Objectives:

- To introduce students to tradition of Indian philosophy and enable reflection on issues of ethics, morality and society in contemporary context
- To introduce students, enable an appreciation for, and acquire a multidisciplinary lens for evaluation of distinct knowledge traditions in the field of science-technology, culture, linguistic traditions in Indian context

d. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

- recognize the corpus of knowledge traditions of India, while developing an appreciation for it,
- Evaluate and critically review historical context of evolution of knowledge systems in India
- summarize and communicate the key learnings of the course of different Indian traditions in a coherent manner to their students.

e. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organized around four Modules.

f. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Philosophy, Ethics and Values: Schools of Philosophy (3 weeks)

This module aims to familiarise students with different traditions within Indian philosophy and enable reflection on issues of ethics, morality, spirituality and society in contemporary context.

H. Introduction of Knowledge of India: Recap of Issues discussed in Course I
I. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
J. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
K. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
L. How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times.
M. Using ethics in a technologically volatile world: leading an ethical and modern life.

N. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

Essential Readings:

Rao, N.P. (1971). *Essays in Indian Philosophy and Religion*. 'Indian Philosophy: A Preliminary Approach', pp.14-21; 'The spirit and substance of Indian Philosophy', pp. 22-31; 'Shankara's Advaita Vedanta' pp. 143-159; 'Vedanta of Sri Ramakrishna and Vivekananda' pp. 163-168. Lalvani Publishers.

Chatterjee, S. and Datta, D. (2007). *An Introduction to Indian Philosophy.* Rupa. Chapter 1 (pp. 24-52).

Suggested Readings:

Mohanty, J.N. (2021). *Classical Indian Philosophy.* Dev Publishers. Select extracts from Chapter 3, 'The Categories - Samkhya, Buddhism and Vedanta' (pp. 51-58); and Chapter 5 (pp.74-79, pp. 90-92) and 'The classical darsanas' (pp.153-158).

Perrett, R.W. (2016). *An introduction to Indian Philosophy*. Cambridge University Press. 'Value' (pp. 21-42) and 'Self' (pp. 168-196)

Nicholson, A. 'Bhedabheda vedanta'. *Internet Encyclopedia of Philosophy.* https://iep.utm.edu/bhedabheda-vedanta/

Chattopadhyay, D. (1993). *What is living and what is dead in Indian philosophy*. People's Publishing House. Chapter 1 (pp. 1-19)

Module 2: Culture-Lifestyle (4 weeks)

This module will engage with the diversity, distinct traditions within Indian cultural heritage. Students will be encouraged to explore the following themes through group-projects:

E. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
F. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
G. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
H. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

Essential Readings:

Antani, V., Mahapatra, S. (2022). Evolution of Indian cuisine: a socio-historical review. *Journal of Ethnic Food 9*, 15. https://doi.org/10.1186/s42779-022-00129-4

Jacob, M., Nandini, B. and Sharma, N. (2023). Indigenous sports of India: Connecting past to the present. *Artha – Journal of Social Sciences*, Vol. 22, No. 1, 1-23. https://doi:10.12724/ajss.64.1

https://www.textilesphere.com/2022/04/history-of-indian-textile-industry.html

http://char.txa.cornell.edu/IndianTex.htm (from Kax Wilson, 1979, History of Textiles)

Suggested Resources:

The Epic Channel. *Raja, Rasoi, aur Anya Kahaniyaan,* https://youtu.be/BTNXZY0qHKs

The Epic Channel, Youtube. *Natural Fibres and The Weaves of India*. Epicpedia Season 2. URL: https://youtu.be/O_7xf8XAR7g?si=kxXS8YeJtTgWRbGF

The Epic Channel. Veshbhusha; https://youtu.be/rZDEh3r0UgQ?si=EpafGnIk1EgSSZGa

The Epic Channel. Itihaas ki Thali se. https://youtu.be/pgHTvbPUHjM?si=rZmiq-xsBYiehlvh
History of India's food, cuisine and ingredients.
https://youtu.be/PReG00ysGM4?si=wnDooWm_vEgv2DLK
Sid Kak Speaks Channel. Food! The story of India. YouTube.
https://youtu.be/gWgfE80RV6A?si=4nUgn9sQR_tSZxik

Module 3: Science & Technology (3 weeks)
Students will be introduced to the historical context of development of natural science in ancient India. An attempt will be made to introduce students to some seminal aspects of scientific and mathematical thinking in the ancient Indian knowledge traditions, in particular the empirical-rationalist tradition. Case examples of development of medicine, astronomy, arithmetic and logic, will be discussed in particular. Select examples of achievements in different fields will be discussed: the Shulva Sutra, the Bakshali Manuscript; the Vedanga Jyotisha; Ayurveda and developments in astronomy and mathematics from Aryabhata I to Bhaskara II.
A. Arithmetic and logic. B. Medicine; Natural sciences: math, physics, metallurgy, and chemistry. C. Calendrical Astronomy: India's contributions to the world. D. Indian notions of time and space. E. Technology in the economy: agriculture, transportation, etc.

Essential Readings/Resources
Chattopadhyay, D.P. (2013). *Science and Philosophy in Ancient India* (select excerpts). Aakar Books. Chapter 2(Mathematics, pp.51-86), Chapter 3 (Astronomy, pp. 87-99)
Narlikar, J.V. (2003) *The scientific edge: The Indian scientist from Vedic to Modern times.* : Chapter 1 (pp.3-13) 'Things to be proud of…'; Chapter 2 (pp. 14-31) '...And the red herrings that had best be forgotten'
The Epic Channel. *Mathematical Wonders of India*.
https://youtu.be/NEtaWiUt3j8?si=b6ZA56cBeOq37Dno
History TV18. Ancient India's marvellous architecture.
https://youtu.be/XHKD6FOH_0g?si=u4C19cdcWAT0lABm
Cosmos in India- Carl Sagan.
https://youtu.be/Ugyrzr5Ds8o?si=bm-DdFmJ89o743Sw
The Epic Channel. *Metals of India: Metallurgy*. Episode 10.
https://youtu.be/MCy9jXdXHpg?si=o5VUsLpP_A1mHSgE

Suggested Readings:
Chattopadhyay, D.P. (1995). *Mathematics, Astronomy and Biology in Indian Tradition*. PHISPC Monograph Series on Philosophy, Science and Culture in India, No.3)
Chattopadhyay, D.P. (2007). Science, Philosophy and Society. *Social Scientist, 6*(9)

Module 4: Linguistic Traditions (2 weeks)
This unit will focus on the history of linguistics in India in conceptualising ancient Indian linguistics, oral traditions. The contours of language studies in the Indian context highlight the contributions of the Indian grammatical tradition from a historical perspective. The evolution of languages over the years paves way for diversity of language as building blocks to different cultures and society and create a multilingual, multicultural, and multiethnic fabric of the country. The changing linguistic and cultural fabric also are ways by which linguistic identities are formed.

D. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).
E. Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society
F. Language: Identity, culture, and History.

Essential Readings

Dutt, A. K., Khan, C. C., & Sangwan, C. (1985). Spatial pattern of languages in India: A culture-historical analysis. *GeoJournal*, *10*, 51-74.

Pandey, P. (n.d.). *Indian Grammatical Tradition: PaNinian Grammar*. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000022LS/P001299/M031900/ET/1537854388Lings_P14_M1_eText.pdf

Scharf, P. M. (2013). Linguistics in India. Allan, K. (Ed.), *The Oxford handbook of the history of linguistics*. OUP Oxford. DOI: 10.1093/oxfordhb/9780199585847.013.0012

Sridhar, K. K., & Kachru, Y. (2000). Literacy, minority languages, and multilingual India, p. 149-165.

Living Stories: Storytelling Traditions of India (26 Mins.): https://www.youtube.com/watch?v=QgcCsh_8f50

Kavad: A Storytelling Box | Episode 10: Bharat Ek Khoj https://www.youtube.com/watch?v=egCdhL0X7kA

Suggested Readings

Deshpande, M. (1979). History, change and permanence: A classical Indian perspective. *Contributions to South Asian Studies*, *1*, 1-28.

Upadhyay, R. K., & Hasnain, S. I. (2017). Linguistic diversity and biodiversity. *Lingua*, *195*, 110-123. https://doi.org/10.1016/j.lingua.2017.06.002

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. The course will have three types of assessment situations:

4. In-Class group presentation: 20 percent
5. In class Quizzes: 30 percent
6. Project on any one theme of the course: 50 percent

9. Pedagogy:

a. Instructional strategies:
b. Seminar mode; Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies,
c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library,
    a. classroom/others instructional space; any other – please specify):
d. Expertise in AUD faculty or outside: Faculty member in the SES has designed a course on Education and Development for MA and can teach the course

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

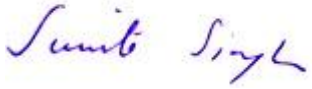
Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Secondary Stage (with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**Teacher and Society**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Ability Enhancement and Value-added Course)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Integrated Teacher Education Programme UG
Proposed date of launch	WS 2024 (Semester II)
Course coordinator and team	Gunjan Sharma (C), Rishabh Kumar Mishra, Manish Jain

1. How does the course link with the vision of AUD?
   The course Teacher and Society is linked with the vision of AUD as it supports them in developing an informed and critical understanding of the relationship between education and society and the role of teachers in linking the two. It will enable the students to contextualise and understand their role as future teachers and practitioners of education.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is a value-added course in the BABEd programmes and will develop among the beginning students of education a more nuanced understanding of the idea of teacher and teaching. This is critical for holistic teacher preparation.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes. The course connects with the semester 1 course Evolution of Indian Education course of BABEd. There are other elective courses in the MA Education programme on teacher education which have some overlap with this course but this is a more introductory basic course. This course is not a repetition of any existing course.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Semester 1 Evolution of Indian Education Course in the BABAEd programmes.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long, 2 credits, taught course

7. Course Details:

a. Summary:

This course designed for future teachers, aims to explore the idea(s) context, status and work of a teacher in the Indian context. The course will critically engage the students with the ideas, changing concepts and roles of a teacher in society. It will introduce the students to select diverse imaginations about/notions of a teacher in different times and contexts, and the shifts in the concept of a teacher especially focusing on the policy discourses and socio-cultural changes in society. These discussions will be interfaced with understanding of a teacher as an agent of change or the agentic role of a teacher, and how it is both influenced by/located in, and influences/changes the education system and society. Through these discussions the group will reflect on the roles and agency of a teacher beyond the curricular boundaries as a key actor in education, community and society in the Indian context. The larger purpose of the course is to enable the student-teachers to be reflective in their thoughts, beliefs and actions, engage with children in a meaningful and socially just manner in the future, and understand the expectations from and the opportunities and constraints of their role as a teacher.

b. Objectives:

- To reflect on the idea of the idea of teacher and their roles
- To understand the relationship between teachers (their lives, work, socio-historical-cultural context) and society
- To understand the narrow and broader imaginations of teachers, teaching and education
- To reflect on teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education

c. Expected learning outcomes:

After the completion of the course, students will be able to:

- Discuss the idea of teacher and their roles
- Examine the relationship between teachers (their lives, work, socio-historical-cultural context) and society
- Differentiate between the narrow and broader imaginations of teachers, teaching and education
- Critically appreciate teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course is organised in four units/modules based on the course outline prescribed by the NCTE.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Understanding the teacher: Exploring the personal and professional teacher (3 weeks)

This module will explore the notions/ideas of teachers and teaching in the Indian context: It will engage with the questions like: who is a teacher? What does their work comprise? What are the different perspectives on teachers and their work? The idea of a reflective teacher and

practitioner will be anchored in this background. Some of the suggestive themes drawn from NCTE curriculum framework would provide entry points to these discussions:

- Exploring the wider personal and general social context of a teacher: Life history, teacher beliefs, values and aspirations, diverse identities, social contexts and commitment to learning and education.
- Exploring the professional teacher: Qualifications, education in teaching, attitude, aptitude, experience and exposure.
- The charismatic teacher, the communicator teacher, the missionary teacher, the competent practitioner, the reflective practitioner, the learning teacher.
- Reflexive practice: Nurturing the professional capital through collaborative and/or collective engagement with self, others, the social context.

Essential readings:

TISS. (2024). *State of teachers, teaching and teacher education for India: The right teacher for every child*. TISS. (pp. 1-6).

Bhatt, H. (2008). *The diary of a school teacher*. Azim Premji University. (5 page selection).

Kumar, K. (2014). Meek dictator: The paradox of teachers' personality. In *Politics of education in Colonial India*. Routledge.

Suggested readings/Readings for course team:

Soni, N. K. (2001). Shikshak aur uksa vyavsay. *Shiksha Vimarsh,* pp. 1-3.

Julia, G. (1946). *My country school diary: An adventure in creative teaching*. Harper. (Chapter 1: pp. 17-35).

Warner, S. A. (1963). *Teacher*. Simon and Schuster. (selections).

Badheka, G. (1931). *Divasvapna*. National Book Trust. (Bhumika by Kumar K, & Chapter 1: Prayog ka arambh, pp. 1-20).

Raghavan, N. (2015). *The reflective teacher: Case studies of action research*. OrientBlack Swan. (any 1 teachers' action research)

NCERT. (2021). *Reflective teaching: A handbook for preparing a reflective teacher*. NCERT. (Chapter 1, p. 1-29)

Hargreaves, A. & Fullan, M. (2012). *Professional capital. Transforming teaching in every school.* Teachers College Press. (Chapter 3, pp. 24-45)

Perryman, J. & Calvert, G. (2020). What motivates people to teach and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies, 68*(1), 3-23.

UNESCO. (2023). *The teachers we need for the education we want: The global imperative to reverse the teacher shortage - factsheet*. UNESCO.

Sarangapani, P. M. (2021). A cultural view of teachers, pedagogy, and teacher education. In P. M. Sarangapani, & R. Pappu (Eds.), *Handbook of education systems in South Asia* (pp. 1247-1270). Springer. doi:https://doi.org/10.1007/978-981-15-0032-9

Lortie, D. (1975). *Schoolteacher: A sociological study.* Chicago University Press. (Chapters 1 and 2).

Module 2: Nurturing the teacher: A dialogue beyond the curricular goals (3 weeks)

This module will discuss the link between the educational aims and the image of the teacher. Drawing from different policy documents, the broader aims of education and the narrower

goals will be discussed to explore the distinctive images/imaginations of teachers and their work associated with these. This would facilitate engagement with teaching as a profession and the idea of professional preparation of a teacher. Some of the suggestive themes drawn from NCTE curriculum framework would provide entry points to these discussions:

- Teaching: One profession, many roles
- Teaching character: Nurturing teachers for human flourishing
- Holistic teacher development (for example: nurturing the panchakoshas)
- Teacher values, beliefs and current philosophy of teaching: A reflective dialogue

- Developing an ethic of care in teacher education: Nurturing teachers towards a pedagogy of care.

Class resources/material (only excerpts):

- Documentary: *Waiting for superman* (2010)
- Excerpts from: National Education Policies, Kothari Commission, Justice Verma Commission on Teacher Education, NCERT. (2023). National Curriculum Framework for School Education, 2023. NCERT. (Part E, pp. 559-565); NCERT. (2022). NCF for Foundational Stage. NCERT. (Chapter 10, pp. 209-2014). NCTE. (2009). National Curriculum Framework for Teacher Education. NCTE. (Chapter 1: Context, concerns and vision of teacher education, pp. 1-13). and NPST. International documents: OECD (2005), TALIS, etc.

Essential readings:

Gupta, L. (2008). Making of a teacher. *Seminar, 592*. http://www.india-seminar.com/2008/592/592_latika_gupta.htm

Fuller, F. & Bown, O. (1975). Becoming a teacher. In K. Ryan (ed.), *Teacher education: 74th Yearbook of the National Society for the Study of Education, Part 2* (pp. 25-52). University of Chicago Press

Darling-Hammond, L. (2021). Defining teaching quality around the world. *European Journal of Teacher Education, 44*(3), 295-308. DOI: 10.1080/02619768.2021.1919080

Suggested readings/Readings for course team:

Ramachand, M. (2018). Preparing reflective practitioners: Curriculum and pedagogic implications. *Voices of Teachers and Teacher Educators, VII*(I), 17-23.

Dhankar, R. (1998). Shikshak ki haisiyat aur shiksha ke prati najriya. *Shiksha Vimarsh*, pp. 8-17

Moore, A. (2004). *The good teacher: Dominant discourses in teacher education*. Routledge. (Chapter 1: Being a good teacher: Influences and call, p. 3-26).

Anand, K. & Lal, M. (2022). *Delhi's education revolution: Teachers, agency and inclusion*. UCL. (Chapter 2: Teachers, training and capacity building: what do teachers want?, pp. 56-89).

Connell, R. (2009). Good teachers on dangerous ground: Towards a new view of teacher quality and professionalism. *Critical Studies in Education, 50*(3), 213-229, DOI: 10.1080/17508480902998421

Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching, 6*(2), 151-182.

Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy, 18*(2), 215-228. DOI: 10.1080/0268093022000043065

OECD. (2011). *Building a high quality teaching profession: Lesson from around the world*. OECD. (Chapter 1 and 2)
Malik, P., &; Rampal, A. (2019, February). Humanist education at Anand Niketan: An intercultural exchange. Voices of Teachers and Teacher Educators, II(II), 76-85.

Module 3: Understanding teacher agency: Role in shaping education systems of tomorrow (3 weeks)

This module will focus on the concept of teacher agency and engage with the question – why does teacher agency matter? What are the different concepts of teacher agency? What are the facilitative contexts, factors and mechanisms (for instance, teacher associations, participation in policy decisions) for exercising teacher agency? In this context, the image of an agentic teacher will be examined and situated in the status and voices of teachers in India. Some of the suggestive themes drawn from NCTE curriculum framework would provide entry points for these discussions:

- Teacher Agency: What is it and why does it matter?
- Individual, Cultural and Structural Dimensions of Teacher Agency.
- Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination.
- Challenges and Issues in fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others.
- Role of Teacher in shaping the educational policy, practice and reforms
-

Class resources: *Dead Poets Society* (1989)

Essential readings:

Batra, P. (2009). Teacher empowerment: The education entitlement: Social transformation traverse. *Contemporary Education Dialogue*, *6*(2), 121-156. https://doi.org/10.1177/0973184913411184
Fullan, M. (1993). Why teachers must become change agents. *Educational Leadership, 50*(6). https://michaelfullan.ca/wp-content/uploads/2016/06/13396031680.pdf

Suggested readings/Readings for course team:

Dhankar, R. (2005). Shikshak ki swayttata ka sawal. *Shiksha Vimarsh*, pp. 3-6
Khandpur, N. (2021). Shikshak ki jawabdehi. *Pathshala: Bheetar aur Bahar*, 3(7). pp. 45-49
Paliwal, R. (2019). Sikshako mey badlav ki chunotiya and sambhavaye. *Voices of Teachers and Teacher Educators, II*(II), 59-65.
Anand, K. & Lal, M. (2022). *Delhi's education revolution: Teachers, agency and inclusion*. UCL. (Chapter 3: Teachers and the Delhi classroom: What has changed?, pp. 90-106)
Priestley, M., Biesta, G .J. J., & Robinson, S. (2015). Teacher agency: What is it and why does it matter? In R. Kneyber & J. Evers (eds.), *Flip the system: Changing education from the bottom up*. Routledge.
Batra, P. (2005). Voice and agency of teachers: Missing link in National Curriculum Framework 2005. *Economic and Political Weekly*, *40*(40), 4347–4356. http://www.jstor.org/stable/4417232
Nataša Pantić & Lani Florian (2015) Developing teachers as agents of inclusion and social justice. *Education Inquiry*, *6*(3). DOI: 10.3402/edui.v6.27311

Module 4: Teacher as an architect of the new India: Shaping the society of tomorrow (3 weeks)

This module will discuss teachers' work especially in relation to the social context of children and education. The aim is to reflect on the critical role of teachers in students' lives and in shaping the society keeping in view the goals of critical and democratic education. Some of the suggestive themes drawn from NCTE curriculum framework would provide entry points for these discussions:

- Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential.
- Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the 'state' and the 'market' and their impact on formal education; the conceptualization of teacher, teaching and teacher roles, 'globalization' and the reconstructed nationalism shaping the socio-political milieu and impact on the social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.

Class resources (only excerpts):

UNESCO. (2022). *Reimagining our futures together: A new social contract for educatio*n. UNESCO. (Chapter 5: The transformative work of teachers, pp. 81 -90).

Farooqi, F. (2013, July-August). Ek school manager ki diary ke kuchh panne-VII: Bachchon kaa chitran. *Shiksha Vimarsh*, 24-32.

Film: *Chanda ke Jootey* (2011)

Essential:

Global Education Magazine. (2018). *A critical interview with Henry Giroux*. https://globaleducationmagazine.com/critical-interview-henry-giroux/

Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach*. Routledge. (Sixth Letter: On the relationship between the educator and the learners, 14 pages)

Suggested list of readings:

Beane, J., & Apple, M. (1999). The case for democratic schools. In M. Apple, & J. Beane (Eds.), Democratic Schools: Lessons from the Chalk Face (pp. 1-29). Buckingham: Open University Press.

Friere, P. (1970). *Pedagogy of the oppressed*. Continuum. (Chapters 1 & 2, pp. 43-86).

hooks, bell (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge. Chapter 1 (Engaged pedagogy)

Pan, A. (2022). Word, books, and the world: Towards an anti-caste pedagogy. *Contemporary Voice of Dalit*, https://doi.org/10.1177/2455328X221094377 (10 pages)

Rege S. (2010). Education as 'trutiya ratna': Towards Phule-Ambedkarite feminist pedagogical practice. *Economic & Political Weekly*, *45*(44/45), 88–98.

Kumar, A. (2018). Shikshak aur Shiksha Darshan. *Pathshala: Bheetar aur bahar*, *1*(1). pp. 45-49

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1: Interview with a teacher/film review 50%

Assessment 2: End term 50%

8. Pedagogy:

a. Instructional strategies: This course will be taught as a series of interactions between students and different faculty members representing multiple perspectives on selected broad themes on understanding India. It will involve class discussions, film viewing, reading together, and a field-trip.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
c. Projector for screening of movies.
d. Expertise in AUD faculty or outside: Within AUD
e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) No

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

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

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Secondary Stage (with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**Information & Communication Technology (ICT) in Education**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Core/Ability Enhancement
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (Semester V)
Proposed date of launch	WS 2024
Course coordinator and team	Gunjan Sharma (C), Sunita Singh

1. How does the course link with the vision of AUD?
   The course is designed for pre-service student-teachers and aims to develop ICT skills that would be relevant for teaching in schools. It intends to enable educators to effectively use technology for teaching learning processes, especially in using ICT tools. It will focus on effective, ethical and equitable use of technology in classrooms.

2. How does the course link with the specific programme(s) where it is being offered?
   This is an ability-enhancement course scheduled for semester 5. It will familiarise students with use of technology before they transition into student teaching.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This is the only course offered at the UG level ICT course in the School and has been developed based on the NCTE curriculum. However, the course connects with other courses in the School which focus on use of technology in educational settings for practicing teachers.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify) Basic skills in ICT

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size (as proposed by NCTE)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long, 2 credits, taught course

7. Course Details:

a. Summary:
This course focuses on enabling student-teachers to interpret and adapt ICTs in education. The course will introduce the learners to the role, uses and limitations of ICT in education. The students will be familiarised with different forms of ICT in education, emerging technologies and their purposes in education, and ways in which ICT is used in teaching-learning and assessments. The course will also provide an exposure to the various approaches/models of instructional design and their usage at different stages. Through this course, the students will also develop ICT skills relevant for school teaching, while simultaneously engaging with the socio-economic and ethical issues/challenges involved in the use of technology in education in the Indian context, especially with children.

b. Objectives:
- To introduce the concept, nature, and scope of ICT in education
- To explore the relationship between the social-economic and ethical issues associated with the use of ICT
- To familiarise with various technological tools for teaching-learning- assessment processes.

c. Learning Outcomes
On completion of this course, student will be able to:
- Explain the concept, nature, and scope of ICT in education,
- Reflect on the relationship between the social-economic and ethical issues associated with the use of ICT
- Use various technological tools for improving teaching-learning- assessment processes.

d. Overall structure (course organization; rationale of organization; brief module outlines)**:**
The course is organised in four units/modules based on the course outline prescribed by the NCTE.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: (b) (i) Module-wise Format

Module 1: Introduction to (ICT) in Education (4 weeks)
This module will focus on the meaning, nature, importance of information technology, communication technology and information and communication technology (ICT) and instructional technology. It will discuss how ICT can provide the technological tools and resources to implement instructional technology to facilitate the process and learning and enhance learning experiences. The unit also discusses some ways by which interactive and collaborative learning experiences could be implemented in the classroom.
- Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,
- Educational Technology and ICT in Education (Difference, Scope of ICT-Teaching, learning, Research & Publication Educational Administration and Assessment),

- Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,
- Meaning and Uses of Systems Approach in instructional design,
- Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- Flanders' Interaction Analysis Category System (FIACS)
- Challenges relating to Educational Technology.

Essential readings:

Gustafson, K. L., & Branch, R. M. (2002). What is instructional design? In *Trends and issues in instructional design and technology* (pp. 16-25). https://ocw.metu.edu.tr/file.php/118/Week7/gustafson-branch2.pdf

Branch, R. M., & Kopcha, T. J. (2014). Instructional design models. In *Handbook of research on educational communications and technology* (pp. 77-87). Springer New York.

Oxfam. (2022). *India inequality report*: Digital divide. https://www.oxfamindia.org/knowledgehub/workingpaper/india-inequality-report-2022-digital-divide

Suggested readings/resources:

IGNOU Egyankosh. (2018). *Block 1: Understanding ICT*. Unit 1 (Meaning and nature of ICT, 23 pgs.)

Module 2: Emerging Technologies in Education (4 weeks)

The use of technology in the educational spaces are diverse and evolving and have shaped the landscape of education to provide personalised, interactive and adaptive learning experiences for students. This module will introduce learners to some of the resources available for transacting in classrooms and diverse ways of learning through ICT. This module will also focus on ethical issues and safety in ICT especially related to Cyber security literacy and data protection, Online identity and privacy.

- E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
- Open Education Resources (Creative Commons, Concept, and application).
- Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).
- Cloud Computing & Internet of Things - Meaning, importance and uses.
- Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber security literacy & data protection, Online identity and privacy).

Essential readings:

Open education: https://creativecommons.org/about/education-oer/

Baturay, M.H. (2015). An overview of the world of MOOCs. *Procedia - Social and Behavioral Sciences, 174*, 427-433.

Duncan, I., Miller, A. and Jiang, S. (2012). A taxonomy of virtual worlds usage in education. *British Journal of Educational Technology, 43*, 949-964. https://doi.org/10.1111/j.1467-8535.2011.01263.x

Unesco. (2022). *Recommendation on the ethics of artificial intelligence*. https://unesdoc.unesco.org/ark:/48223/pf0000381137

Suggested readings/other resources:

A glossary of terms: https://www.tatvasoft.com/outsourcing/2022/06/emerging-technologies-in-education.html

Southgate, E. (2021). Artificial intelligence and machine learning: A practical and ethical guide for teachers. In *Digital disruption in teaching and testing: assessments, big data, and the transformation of schooling* (pp. 60-71). Routledge.

Agnihotri, M.A., Pandit, A. (2021). Overview and future scope of SWAYAM in the qorld of MOOCS: A comparative study with reference to major international MOOCS. In Deyasi, A., Mukherjee, S., Mukherjee, A., Bhattacharjee, A.K., Mondal, A. (eds) *Computational intelligence in digital pedagogy*. Intelligent Systems Reference Library (Vol. 197). Springer, Singapore. https://doi.org/10.1007/978-981-15-8744-3_9

Butcher, N. (2015). *Basic guide to open educational resources* (OER). United Nations Educational, Scientific and Cultural Organization.

Module 3: ICT in Teaching-Learning & Assessment (4 weeks)

This module will focus on the integration of Technological Knowledge, Pedagogical Knowledge and Pedagogical Content Knowledge as Technological Pedagogical Content Knowledge (TPCK). This approach can enable one to leverage technology to enhance classroom transactions and support the learning process in content areas. It can also provide support mechanisms to design meaningful learning experiences that map with the curricular goals and learning outcomes with the use of ICT to encourage student engagement. The module will also introduce different ways of assessment with ICT.

- Concept and approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).
- Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism & Constructivism.
- Developing functional skills to use discipline specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping etc.).
- ICT and Assessment- Electronic assessment portfolio – Concept and types; e-portfolio tools.
- Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank.
- ICT applications for Continuous and Comprehensive Evaluation (CCE).

Essential readings:

Lim, C.P., Oakley, G. (2013). Information and Communication Technologies (ICT) in primary education. In Tay, L.Y., Lim, C.P. (Eds), *Creating holistic technology-enhanced learning experiences*. SensePublishers. https://doi.org/10.1007/978-94-6209-086-6_1

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Florida Centre for Instructional Technology (FCIT). *The technology integration matrix*. https://fcit.usf.edu/matrix/matrix/

Rosen, Y., & Tager, M. (2014). Making student thinking visible through a concept map in computer-based assessment of critical thinking. *Journal of Educational Computing Research*, *50*(2), 249-270. https://doi.org/10.2190/EC.50.2.f

Daunert, A. L., & Price, L. (2014). E-portfolio: A practical tool for self-directed, reflective, and collaborative professional learning. In C. Harteis, A. Ruasch, & J. Seifried (Eds.), *Discourses on professional learning: On the boundary between learning and working* (pp. 231–251). Springer. http://hdl.handle.net/10547/622624

Suggested readings/other resources:

IGNOU Egyankosh. (2018). *Block 1: Understanding ICT*. Unit 3 (Learning theories: Implications for ICT, 23 pgs.)

IGNOU Egyankosh. (2018). *Block 1: Understanding ICT*. Unit 5: https://egyankosh.ac.in/bitstream/123456789/71939/1/Unit-5.pdf

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1: ICT based task 50%

Assessment 2: End term quiz 50%

8. Pedagogy:

a. Instructional strategies:

This course will be taught as a blend of taught and practical classes where the students will develop understanding and skills of ICT in education.

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

Access to a computer lab with 50 seats.

c. Expertise in AUD faculty or outside:

Guest faculty or faculty from other Schools would be invited. SES does not have ICT specialisation currently. A well-resourced computer lab with individual desktops/laptops and relevant software will be necessary for the course.

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

No

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

Programme Structure **Integrated Teacher Education Programmes (BABEd Preparatory and Secondary)**

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

Table I: Credit Structure for BABEd

Structure	**Preparatory Stage**	**Secondary Stage**	**Components**	**Credit Disaggregation**
Total credits	160 credits	160 credits	VIII Semesters	20 credits per semester
Major in Education	80 credits	80 credits	Foundations of Education	30 credits
			Ability Enhancement Courses/Value Added Courses	28 credits
			School Experience	20 credits
			Community Engagement	2 credits
Major in Disciplinary/ Interdisciplinary Subjects	48 credits	Choice between 64 and 48 credits	Economics English Geography Hindi History, Political Science	Preparatory: 12 courses of 4 credits each Secondary: 16 courses of 4 credits each
Minor in Disciplinary Subjects as an option	16 credits	Choice between 0 and 16 credits	Economics English Geography Hindi History, Political Science	Preparatory: 4 courses of 4 credits each
Content-cum-pedagogy	16 credits	16 credits	Economics, English Geography Hindi History Political Science	4 courses of 4 credits each

Table II: Common Programme Structure

Course Categories	Semesters								Total Credits
	I	II	III	IV	V	VI	VII	VIII	
Foundations of Education (FE)	Evolution of Indian Education (4)		Child Development & Psychology (4)	Philosophical & Sociological Perspective I (4)		Assessment & Evaluation (2)	Perspectives on School Leadership and Management (2)	Philosophical & Sociological Perspective II (4)	30
						Inclusive Education (2)	Curriculum Planning & Development (2)	Education Policy Analysis (2)	
								Elective (4): Education for Mental Health; Adolescence;	

								Education for Sustainable Development; Gender and Education; Peace Education; Happiness Curriculum; Schools, Schooling & Education; Digital Storytelling	
Disciplinary-Interdisciplinary (Major + Minor) (DSC)	DSC 1 (4) DSC 2 (4)	DSC 3 (4) DSC 4 (4) DSC 5 (4)	DSC 6 (4) DSC 7 (4) DSC 8 (4)	DSC 9 (4) DSC 10 (4) DSC 11 (4)	DSC 12 (4) DSC 13 (4) DSC 14 (4)	DSC 15 (4) DSC 16 (4)			64 = 48 +16
Content cum Pedagogy (CcP)			CcP 1 (4)	CcP (4)	CcP (4)	CcP (4)			16
Ability Enhancement/ Value Added Courses (AEC/VAC)	Language I (Hindi) (4)	Language II (English) 4			ICT in Education (2)	Mathematical and Quantitative Reasoning (2)	Sports, Nutrition & Fitness (2)	Yoga and Understanding Self (2	28

Disciplinary/Interdisciplinary Courses (BA Programme)

The disciplinary/interdisciplinary component of the BABEd programme (Preparatory and Secondary) will be offered from the existing BA programmes at AUD, as approved in the Academic Council. These courses will be offered in the BABEd programme according to the credit framework of disciplinary/interdisciplinary courses in the programme structure. Details of approved BA Courses of AUD are provided below:

BA History (Approved in the 30th Meeting of the Academic Council)
Discipline Specific Core courses:
DSC 1: Understanding the Past: Myths, Epics, Chronicles and Histories
DSC 2: Ancient Societies
DSC 3: Early India: Economy, Polity and Society
DSC 4: Medieval India 1
DSC 5: Medieval World
DSC 6: Delhi in History
DSC 7: Medieval India 2
DSC 8: Early Modern World
DSC 9: India, 1700-1857
DSC 10: Modern India, 1857-1947
DSC 11: Modern and Post-Modern World, 1750-2010
DSC 12: Contemporary India, 1947-1992
DSC 13:Wars and Revolutions in Twentieth Century
Discipline Specific Elective courses:
DSE 1: Introduction to Society and Culture in East Asia
DSE 2: Introduction to Indian Art and Architecture
DSE 3: Caste and Indian Modernity
DSE 4: Decolonisation in History
DSE 5: Medieval India 3

BA Economics (Approved in the 30th Meeting of the Academic Council)
Discipline Specific Core courses:
1. Principles of Microeconomics
2. Principles of Macroeconomics
3. Mathematical Method of Economics I
4. Statistics
5. Microeconomics I
6. Macroeconomics I
7. Macroeconomics II
8. Macroeconomics II
9. Econometrics I
10. Public Economics Theory and Policy
11. Development Economics
12. Political Economy
13. Indian Economy
Discipline Specific Elective courses:
1. Money, Banking, & Finance
2. Indian Economic History
3. Game Theory
4. Issues in Social Policy

5. Monetary Economics

BA English (Approved in the 30th Meeting of the Academic Council)
Discipline Specific Core courses:
DSC 1: Literatures of the Indian Subcontinent
DSC 2: Literatures of the Renaissance
DSC 3: The Romantic Age
DSC 4: The Epic
DSC 5: American Literature
DSC 6: Drama Down the Ages
DSC 7: Postcolonial Literatures
DSC 8: Genres of Fiction
DSC 9: Understanding Poetry
DSC 10: Modernism
DSC 11: Folk, Oral, Indigenous, Popular Cultures
DSC 12: Literature and Cinema
DSC 13: Literary Theory
Discipline Specific Elective (DSE) Courses:
DSE 1: Introduction to Indian and World Literatures
DSE 2: Literary Translation in India: Process, Poetics and Politics
DSE 3: Written for Children and Young Adults
DSC 4: Modern Movements in Arts

BA Political Science (Approved in the 30th Meeting of the Academic Council)
Discipline Specific Core courses:
1. Political Theory
2. Indian Constitution
3. Politics in India
4. Western Political Thought
5. State Politics in India
6. Comparative Government and Politics
7. Indian Political Thought
8. Theories of International Relations
9. Public Administration
10. India's Foreign Policy
11. Public Policy
12. International Governance and Institutions
13. Research Methods
Discipline Specific Elective (DSE) Courses:
1. Colonialism and Nationalism in India
2. Party Politics in India
3. Constituent Assembly: Debates and the Ideas of India
4. Social and Political Movements in Contemporary India
5. State in South Asia

BA Hindi (Approved in the 28th Meeting of the Academic Council)
1. Hindi Kahani
2. Adhunik Bhartiya Kavita
3. Hindi Sahitya Ka Itihas Ritikal tak
4. Adhunik Hindi Kavita

5. Hindi Natak evam Ekanki
6. Hindi Upanyas
7. Kala aur Sahitya
8. Srijanatmak Lekhan ke Vibhinn Aayam
9. Hindi Sahitya ka Itihas Aadhunik Kal tak
10. Hindi Nibandh Evam Any Gadye Vishayon
11. Aadikalin Bhaktikalin Hindi Kaviya
12. Prayojanmulak Hindi
13. Pashchatya Darshanik Chintan Aur Hindi Sahitya
14. Sampadan Prakriya evam Sajsajja
15. Sajhi Sanskriti aur Hindustani Kavita
16. Bhartiya evam Vishv Sahitya
17. Sangeet aur Sahitya

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme/BABEd (Geography)
Course title	**Geomorphology**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2024
Course coordinator and team	Dr. Nidhi

1. How does the course link with the vision of AUD?
   The core course of Geomorphology is linked with the vision of AUD in introducing learners the origin of the geomorphic features of the Earth. Being an essential part of Geography and of Social Sciences in general, it will provide a prerequisite knowledge for many upper-level courses. It will deal with the physical processes that shape the landform features of the Earth by focusing on the cyclic nature of geographical cycles of the landforms. The course resonates with the university's vision of making it a premier and globally recognized institution by introducing a sub part of a liberal discipline of Geography and providing essential foundational knowledge of the processes that contribute to the formation of landform features of the Earth.

2. How does the course link with the specific programme(s) where it is being offered?
   This is a sub course of Geography discipline being introduced under the ITEP programme in the School of Education Studies. The course will deal with the physical processes that contribute in making landscape features of our Earth. It will allow the students to critically analyse the working of endogenetic and exogenetic forces in tandem to create and wane down the landscape features of Earth. The students will be able to relate it to other sub-disciplines of Geography being offered under ITEP programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   No

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Senior Secondary students with background in Sciences, Social Sciences or Geography.

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

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

7. Course Details:
   a. Summary:

The course of Geomorphology will introduce various geomorphic processes that have been shaping the landform features of Earth over the period of time. The effect of the endogenetic as well as the exogenetic forces on the geomorphic features of the Earth will be studied by focussing on the depositional and erosional features formed on the Earth's crust. The processes contributing to the making of various geomorphic features will be explained with focus on the theory of plate tectonics. The exogenetic forces such as weathering, erosion, mass wasting etc. are responsible to give particular shape to the landform features. These processes will be dealt in detail by taking examples from the physical environments of the world and India in particular. The course will provide a detailed study of the cyclic nature of the geographic landform features with the help of the concepts and model given by Davis and Penk respectively. The understanding of the geographic cycle of various landforms will help the students to know the processes and time behind the formation of these landforms.

The course will examine and include the natural as well as anthropogenic factors affecting the formation of landforms. Study of fluvial, Aeolian, wind and glacial features will prepare students for upper level courses such as climatology, oceanography and Environment Geography.

   b. Objectives:
      1. To introduce the exogenetic forces that shape various landform features of the Earth.
      2. Understanding and analyzing the endogenetic forces that are responsible for the formation of various landform features.
      3. Examining the plate tectonic theory in relation to the formation of geomorphic features on the landform.
      4. To build a prerequisite knowledge for other sub disciplines of Geography and upper level courses.
   c. Expected learning outcomes:
      1. Students develop an interest in knowing the landform features around them and to use the understanding and knowledge that they gained in making a positive difference to Earth's environment.
      2. Enable them to demonstrate a good understanding of denudation processes and formation of various landforms due to exogenetic forces.
      3. Students are able to critically analyze the natural and anthropogenic factors affecting the formation of landforms and to adopt a resultant sustainable approach.

   d. Overall structure (course organization; rationale of organization; brief module outlines):

Each module highlights physiographic elements of Earth that influence spatial characteristics of various regions. The course is organized in five modules, first module will introduce students to the basic concepts, definitions, scope and recent trends in the filed of Geomorphology. Module two will deal with theory of plate tectonic in detail to know the mechanism of the formation various landform features. Module three will cover the denudational processes such as erosion, weathering, mass wasting etc.. Module four will discuss the cyclic ways of the development of landform features. Various geomorphic features are developed by the actions or flow of air and water. These fluvial, aeolian, glacial

and coastal landform features will be dealt in detail in module five. They will be examined in relation to the environmental changes that are being experienced due to natural and anthropogenic factors. Case studies and examples from regional and global level will be used to have a better understanding of students about various landform features of the Earth.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: (b) (i) Module-wise Format

Module 1: Introduction to Geomorphology: (8 Hours)
The module will focus on understanding the field of Geomorphology with the help of fundamental definitions and concepts given by various scholars. The principles of Geomorphology will be understood in relation to the formation of various geomorphic landscapes on Earth. The historic evolution of Geomorphology as a field and recent trends in it will be examined under the nature and scope of this field. The foundational knowledge of various exogenetic and endogenetic processes related to the formation of geomorphic features will be examined, which will help them in applying those concepts in further modules of the course. Both natural and anthropogenic factors will be analysed in the process of understanding the formation of geomorphic landscapes on Earth.
*Objective***:** Introduce students to the basic definitions, principles and concepts related to Geomorphology.

Essential readings:
Thornbury, W.D. (1993). Backgrounds of Geomorphology. In Thornbury, W.D., *Principles of*
Geomorphology (pp. 1-15) Second Edition. Wiley Eastern Limited, New Delhi.
Bloom, A.L, (2003). The Scope of Geomorphology. In Bloom, A. L., *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms* (pp. 3-16). First Indian Reprint. Delhi: Pearson Education (Singapore) Pte. Ltd.
Singh, S. (1985). परिभाषा, विषयक्षेत्र, भूआकृति इतिहास तथा अध्ययन की विधियां (pp. 1-32), In Singh, S.,*भूआकृति विज्ञानं*. PrayagPuskak Bhawan, Allahabad.

Module 2: Plate Tectonics: (10 Hours). The module will focus on building an understanding of the mechanism of the plate tectonics and the resultant effects of the formation of various landform features. It will analyse the evolution of the concept of plate tectonics from the theory continental drift till the established theory of plate tectonics. Students will be able to understand the reasons behind the formation of various landscape features on Earth as a result of the endogenetic forces. The dynamic process of the making and breaking up continents on the Earth will be discussed by studying the past of the evolution of the Earth's landform. Students will be able to understand the reason behind the occurrence of natural phenomenon and disasters such as earthquakes and volcanoes. Examples and case studies from regional and global level will be included.
Objective: To understand the role of the movement of plate tectonics in the formation of geomorphic landscapes.

Essential readings:
Strahler, A. (2011). Earth Materials and Plate Tectonics. In Strahler, *Introducing Physical Geography* (pp. 372-401) fifth edition . John Wiley and Sons, Inc. New York.
Tarbuck, E.J, Lutgens, F.K and Tasa, D. (2012). Plate Tectonics: A Scientific Revolution

Unfolds, in Tarbuck et.al. *Earth Science* (pp. 192-227) Thirteenth Edition. Prentice Hall, Delhi.

Singh, S. (1985). प्लेट विवर्तनिकी, In Singh, S., *भूआकृति विज्ञानं* (198-224). Prayag Puskak Bhawan, Allahabad.

Module 3: Geomorphic Processes: (10 Hours) The module will focus on the exogenetic processes that affect and shape the Earth's landscapes. The waxing and waning of Earth's landscapes, mainly due to the processes of weathering, erosion and mass wasting will be studied in detail. Meaning and Classification of weathering and mass wasting in relation to the factors controlling the processes will be analysed. Denudation processes will be supported by example and case studies for better understanding of concepts.
*Objective***:** To understand meaning and concepts of denudation processes that affect the Earth's landscapes.

Essential readings:
Thornbury, W.D. (1993). Weathering, Soil Processes and Mass-Wasting. In Thornbury, W.D.,
Principles of Geomorphology (pp. 68-98) Second Edition. Wiley Eastern Limited, New Delhi.
Strahler, A.H. and Strahler, A.N. (1992). Landforms of Weathering and Mass Wasting, In Strahler, A. H. *Modern Physical Geography (*pp 281-298), Fourth Edition. John
Singh, S. (1985).
Singh, S. (1985). अपक्षय तथा सामूहिक स्थानांतरण. In Singh, S., *भूआकृति विज्ञानं* (pp. 338-356*)*.
Prayag Puskak Bhawan, Allahabad. Wiley & Sons, Canada.

Module 4: Geomorphic Cycles: (10 Hours) The module will examine the cyclic and non-cyclic processes of the formation of landform features. The processes will be analysed by applying the landform development concepts given in the 'Geographical cycle of erosion' by Davis and in Penk's 'Model of Cycle of Erosion'. The significance of 'process, structure and time' in the development of landform features will be examined by applying the concepts given by Davis and Penk on fluvial, arid and glacial landform features. Examples from the Indian subcontinents will be included. Further the process of the interruption in the cycle of erosion, rejuvenation and resultant multi cyclic reliefs will be included in the scope of the module.
*Objective***:** To understand the development of various landforms features on Earth according to their structure, processes and time.
Essential readings:
Chorley R. G. Beekinsal R. P. and Dunnage (1973). The Cycle of Erosion. In Chorley. G. *The History of the study of Landforms* (pp. 160-197) (vol. 2). Methuen and company limited, London.
Singh, S. (2004). Cycle of Erosion, Rejuvenation and Polycyclic Reliefs. In Singh. S. *Physical*
Geography (pp. 213-229). Prayag Puskak Bhawan, Allahabad

Module 5: Development of Landforms: (10 Hours) The relief feature of the Earth are denuded from the youth stage to old stage by various exogenetic forces (rivers, winds, glaciers, seawaves, groundwater). The module will focus on various landforms created by the

actions of these exogenetic forces, and therefore will focus on a detailed study of fluvial, Aeolian, coastal and glacial landforms.
Objective: To understand various landforms created by exogenetic forces.

Essential readings:
Summerfield, M.A, (1991*). Global Geomorphology: An Introduction to the Study of Landforms*. Longman, New York.

Thornbury, W.D. (1993). *Principles of Geomorphology*. Second Edition. Wiley Eastern Limited, New Delhi.
Suggested readings:
Grotzinger J., Jordan H.T. 2014. *Understanding Earth* Seventh Edition, U.S.A.
Singh, S. (1998). *Geomorphology*. Prayag Puskak Bhawan: Allahabad.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
30 % Reading Responses
30 % Presentations/ Field based Assignments
40 % End Term submissions

8. Pedagogy:

a. Instructional strategies:
Doing classroom activities, such as presentations by students, interpretation of Geomorphic landscapes with the help of topographic maps, pictures and models etc., will reinforce classroom lectures. There will be group-based assignments; seminars and workshops for students to better understand the ideas and concepts taught in the class.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Toposheets and ICT lab.
c. Expertise in AUD faculty or outside:
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

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

Dr B.R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme/BABEd (Geography)
Course title	**Population Geography**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2024
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?

The course provides an integrative framework within the disciplinary domain of geography through which the population and its related issues can be understood. The course enables the learners to analyse demographic data within a border framework of economic, political, and cultural environments around them. It aims to portray a comprehensive picture of the present global and interconnected world's population, development, and environmental relationships.

2. How does the course link with the specific programme(s) where it is being offered?

The course provides an opportunity to the learners to understand and examine the link between people and places through the theoretical lens of population geography. The course familiarises learners with conceptual tools and measures of demography. It enables undergraduate geography student to use the various tools and methods of data analysis for studying population size, structure and composition.

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

No

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Senior secondary students with background in Social Sciences/Sciences/Geography

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

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

7. Course Details:

a. Summary: The course equips learners with conceptual and analytical tools of population geography and provides them with opportunities to analyze the relationships between population, resource and development. Thus, the course gives a glimpse of basic

demographic understanding of global, national, and regional population change. It also engages learners to explore how demographic trends are linked with social inequality, urbanization, and development.

Objectives: The objectives of the course are:

1. To critically examine key geographic and historical processes of population changes.
2. To analyze spatial patterns of the three major demographic processes: mortality, fertility and migration.
3. To analyze population resource relationships keeping broader socio-spatial themes, i.e., social inequality, social justice, and development, in mind.
4. To equip learners with knowledge and understanding of demographic data tools and methods so that they can interrogate secondary data from various sources relating to demographic change.

b. Expected learning outcomes: After completing the course learners will be able to:

- Demonstrate basic understanding of key population geography concepts, patterns, and processes.
- Apply geographical concepts like mortality, fertility, migration, urbanization, demographic transition, overpopulation, population structure and gender to understand the socio-spatial inequality and development.
- Apply various methods and tools of population geography to analyze demographic data.
- Explain people, resource and development relationship by synthesizing various theoretical frameworks and constructs in order.
- Illustrate the links between population, social processes and development, using a range of international, national and local examples.

c. Overall structure (course organisation; rationale of organisation; brief module outlines): This course introduces population geography to undergraduate students. It is organized into four modules. Each module covers a particular theme. There are three features of each module. First, it introduces methods and tools of demographic measures related to a particular theme. Second, it analyses trends and patterns at global and national level. Third, it highlights how the interrelationship between population, resource and environment is shaping the future of our society.

d. Course contents detailed in module-wise format:

Module 1: Introduction to Population Geography

The module will begin by addressing the questions: What is population geography, and why study it? These questions will orient the learners to understand the relevance of the course and its interrelationship with other geography courses. It will also highlight the contribution of population geographers to the discipline. Further, it will elaborate on population data sources, methods, measures, and tools used in population geography. A particular emphasis will be given to the Indian census while discussing these themes.

Module Objectives

The learners will be able to-

- explain the relevance of demographic data.
- describe the sources of demographic data.
- identify the secondary demographic data sources.

Essential readings:

Hassan, M. I. (2020). *Population Geography: A Systematic Exposition*. Routledge. (Chapter-

1 and Chapter-2)

Suggested readings:

Holdsworth, C., Finney, N., Marshall, A. & Norman, P. (2013). *Population and Society*. Sage

Gould, W.T.S. (2009). *Population and Development.* Routledge

Newbold, K. B. (2010). *Population Geography: Tools and Issues.* Rowman & Littlefield Publishers, Inc.

Chandna, R.C. (2022). *Geography of Population*. Kalyani Publishers

Module 2: Population Growth and Distribution

The key themes covered in this module will be population distribution and growth. The module will provide conceptual backdrops of these themes and various demographic measures for estimating population distribution and growth. After equipping the learners with conceptual understanding, a brief history of world population growth will be elaborated. It will help learners to understand the temporal and spatial features of population growth. The module will also discuss the world distribution of the population and the factors affecting it. The distribution and density of the population in India will also be covered so that learners will understand population regimes in India. At the end of the module, theories of population growth (Malthusian theory and Demographic Transition Theory) will be elaborated.

Module Objectives

The learners will be able to-

- explain the pattern of distribution of world population
- describe the historical trends of population growth
- elaborate the factors affecting the population distribution
- describe the population theories.

Essential readings:

Hassan, M. I. (2020). *Population Geography: A Systematic Exposition*. Routledge. (Chapter-3 and Chapter-13)

Newbold, K. B. (2010). *Population Geography: Tools and Issues.* Rowman & Littlefield Publishers, Inc. (Chapter-1 and Chapter-3)

Suggested readings:

Holdsworth, C., Finney, N., Marshall, A. & Norman, P. (2013). *Population and Society*. Sage

Gould, W.T.S. (2009). *Population and Development.* Routledge

Chandna, R.C. (2022). *Geography of Population*. Kalyani Publishers

Indian National Science Academy, Chinese Academy of Sciences and U.S. National Academy of Sciences (2001). *Growing Populations, Changing Landscapes: Studies form India, China and the United States.* National Academy Press, Washington, D.C.

Module 3: Population Dynamics and Population Composition

The themes of population dynamics and population composition will be covered in this module. Three components of population dynamics- fertility, mortality and migration will be discussed. With the help of demographic data, the trends of fertility, mortality, and migration at the world level and India level will be analyzed. The theme of population composition will comprise an elaborated description of demographic data with reference to age, sex, and place of residence. Besides, the analytical categories of occupation and education also will be discussed.

Module Objectives
The learners will be able to-

- identify the components of population dynamics
- describe the procedural nuances of fertility and mortality
- apply the measures of various population composition to analyse demographic data.

Essential readings:

Hassan, M. I. (2020). *Population Geography: A Systematic Exposition*. Routledge. (Chapter-10, Chapter 11 and Chapter-12)
Chandna, R.C. (2022). *Geography of Population*. Kalyani Publishers

Suggested readings:

Holdsworth, C., Finney, N., Marshall, A. & Norman, P. (2013). *Population and Society*. Sage
Gould, W.T.S. (2009). *Population and Development.* Routledge
Indian National Science Academy, Chinese Academy of Sciences and U.S. National Academy of Sciences (2001). *Growing Populations, Changing Landscapes: Studies form India, China and the United States.* National Academy Press, Washington, D.C.

Module 4: Perspectives of Population, Development, and Environment

The module will focus on population, development, and environment interrelationship. It will elaborate on the linkages between population growth, resource scarcity, economic development and environmental degradation, keeping the broader socioeconomic and socio-political issues. The case studies and examples from India will be presented. Further, Government of India's population policies will be elaborated. Contemporary issues related to population growth, such as food supply, aging of the population, demographic dividends and the global refugee crisis, will also be discussed.

Module Objectives The learners will be able to-

- analyse population and development interrelationship.
- critically analyse the emerging population issues.

Essential readings:

Gould, W.T.S. (2009). *Population and Development.* Routledge (Chapter-1 and Chapter-10)

Suggested readings:

Holdsworth, C., Finney, N., Marshall, A. & Norman, P. (2013). *Population and Society*. Sage
Newbold, K. B. (2007). *Sixth billion plus: World population in the twenty first century.* Rowman & Littlefield Publishers, Inc.
Chandna, R.C. (2022). *Geography of Population*. Kalyani Publishers
Indian National Science Academy, Chinese Academy of Sciences and U.S. National Academy of Sciences (2001). *Growing Populations, Changing Landscapes: Studies form India, China and the United States.* National Academy Press, Washington, D.C.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1 (Reading responses): 30%
Assessment 2 (Presentations/ Field based assignment): 30%

Assessment 3 (End-term submission): 40%

8. **Pedagogy:**

a. Instructional strategies: Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group based assignment, classroom seminar and workshops will be organised.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
c. Classroom equipped with good ICT facilities.
d. Expertise in AUD faculty or outside; AUD faculty
e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) no

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

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme/BABEd (Geography)
Course title	**Fundamentals of Cartography**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2024
Course coordinator and team	Dr. Nidhi

1. How does the course link with the vision of AUD?
   The core course of the Fundamentals of Cartography is linked with the vision of AUD in introducing a field that could help in spatially visualising data and utilising it for planning purpose. Cartography is a significant part of Geography that has practical component in it. It will provide a foundational knowledge to students who want to pursue upper-level courses related to it such as Geoinformatics. It will focus on providing deeper understanding of the concepts related to map making such as the types of scale, maps, projections etc. The course resonates with the university's vision of making it a premier and globally recognized institution by introducing a sub part of a liberal discipline of Geography, which includes the digital cartographic components in it.

2. How does the course link with the specific programme(s) where it is being offered?
   Cartography is a branch of Geography discipline being introduced under the ITEP programme in the School of Education Studies. The course focuses on providing basic knowledge and concepts related to cartography. The art of making map by learning the usage of scales and projections will be examined. The students will be able to spatially visualise the data and utilise it in other sub-disciplines of Geography being offered under ITEP programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   No

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Senior Secondary students with background in Sciences, Social Sciences or Geography.

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

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

7. Course Details:

a. Summary:

The course of the Fundamental of Cartography will examine the process of making a map from compiling raw data to making a geographically coordinated manual or GIS software-based maps. The construction of a map requires an understanding of certain attributes of maps such as scale, projections and coordinate systems. The course therefore will include foundational knowledge of these attributes. The method of interpreting topographical maps with the help of conventional symbols and cross and longitudinal profiles will be focused. Both systemic and non-systemic perspective will be used in examining the process of constructing a map. The digital or GIS software-based maps and its components will specifically be examined.

The course will specifically be focussing on the history of cartography and the recent changes that has happened in the field. The interpretation of toposheets and GIS lab based practical will be an important part of the course.

b. Objectives:

1. To introduce the process of constructing maps from gathering data to executing it.
2. Understanding various concepts of maps such as scales, coordinates and projections and utilise them in constructing maps.
3. To analyse and interpret topographical maps.
4. To be able to construct digital maps on the basis of the understanding of concepts related to them.

c. Expected learning outcomes:

1. To understand the art and technique of constructing map and implement them in constructing a digital map.
2. Students are able to interpret toposheets and implement the knowledge for planning.
3. Students will be able to understand the significance of map projections according to the geographical area. They will be able to also critically analyse the usage of these projections.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course on Cartography will include the concepts and techniques for the construction of a map. Module one will introduce the definition and scope of Cartography. It will examine the classification of maps and a historical journey of Cartography. The basic concepts of raster and vector data will be included. Module two will focus on the types and usage of scales used in the construction of a map. Plain, comparative and diagonal scales will be discussed in detail. Module three will examine the types of projections, properties, usage and their limitations. It will help students in understanding and choosing right projection for constructing maps in their practical exercises. Interpretation of topographic maps by constructing cross and longitudinal profiles will be covered in module four. The effect of physical as well socio-cultural factors will be reflected in the patterns of toposheets. It will further examine the basic concepts related to digital cartography.

The practical exercises related to the interpretation of toposheets, constructing manual and digital maps by students will be an important component of the course. Each module will include lab work related to the topics covered in the theory class.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:
(b) (i) Module-wise Format

Module 1: Introduction to Cartography: (8 Hours)
The module will examine the definitions, scope and nature of Cartography. The history of cartography will be studied by focusing on the changes that came in the art and science of constructing maps. Recent trends in the field of cartography with special focus on GIS techniques will be discussed. The foundational concepts of digital cartography, such as raster and vector data will further analysed. The module will provide the basic understanding of a map.
Lab Exercise/ Practical Work:

- Interpreting old maps and comparing it to recent maps to understand the evolution of the field of Cartography.
- Representation of raster and vector data through available GIS software.

*Objective***:** To introduce definitions, concepts, history and recent trends in the field of Cartography.

Essential readings:

Mishra. R.P. and Ramesh.A. (1969). Introduction, Nature and Scope, History of Cartoraphy. In Misra. R. P. & Ramesh. A. *Fundamentals of Cartography* (pp. 3-29). Prasaranga. University of Mysore.

Dent B. D. Torguson. J. S. and Holder T. W. (2008). Introduction to Thematic Mapping. In Dent et.al. *Cartography: Thematic Map Design* (pp. 3-22) sixth edition. Magraw-Hill Higher Education.

Sharma. J. P. (2010). Prayogic Bhugol (Hindi). Rastogi Publishers. Meerut.

Module 2: Scales of Maps: (10 Hours). Various scales of maps with respect to map distance to Earth distance will be examined. The method of determining the scale when it is not already given will be studied with focus on the method of reduction and enlargement of scale.
Lab Exercise/ Practical Work:
- Calculation of Reference scale
-Constructing graphic, plane and diagonal scale.
-Method of determining unknown scale.

Objective: To learn the types, use and methods of calculating scales of maps.

Essential readings:

Dent B. D. Torguson. J. S. and Holder T. W. (2008). Basic Geodesy, Coordinate Systems and Scale. In Dent et.al. *Cartography: Thematic Map Design* (pp. 23-37) sixth edition. Magraw-Hill Higher Education.

Cuff. J. D. and Mattson. M. T. (1982). Use of Space, Layout and Compilation. *Thematic Maps: Their Design and Production* (pp. 91-94). Methuen Young Books.

Mishra. R.P. and Ramesh. A. (1969). Scales and their Functions, History of Cartography. In Misra. R. P. & Ramesh. A. *Fundamentals of Cartography* (pp. 49-61). Prasaranga. University of Mysore.

Singh. R.L. and Dutta. P. K. (2012). *Prayogatmak Bhugol* (Hindi). Central Book Depot.

Allahabad.

Module 3: Map Projections: (10 Hours) The module will introduce the basic concepts of a map projection. It will examine the classification, properties, uses and limitations of map projections. One projection from each latitudinal zones will be examined. The focus will specifically be on Polar Zenithal Stereographic, Conical projection with two standard parallel and Mercator projection.
Lab Exercise/ Practical Work:
-Construction of map projections according to the latitudinal area.
-Learning about projections used in GIS software available.
*Objective***:** To understand the process of constructing and selecting a map projection.

Essential readings:
Cuff. J. D. and Mattson. M. T. (1982). Use of Space, Layout and Compilation. *Thematic Maps:*
Their Design and Production (pp. 78-85). Methuen Young Books.
Mishra. R.P. and Ramesh. A. (1969). Map Projections and their Functions. In Misra. R. P. & Ramesh. A. *Fundamentals of Cartography* (80-128). Prasaranga. University of Mysore.
Sharma. J. P. (2010). Prayogic Bhugol (Hindi). Rastogi Publishers. Meerut.

Module 4: Topographic maps and Digital Cartography: (10 Hours): The module will introduce the methods of interpreting a topographic map by using cross and longitudinal profiles. It examines symbols given for various relief features on these maps. The relationship between the physical and cultural factors represented on maps will be further analysed. Module will further highlight the map elements in digital cartography.
Lab Exercise/ Practical Work:
-To interpret topographic sheets using latitudinal and cross profiles.
-Introducing the GIS software available and learning about Raster and Vector data in it.
*Objective***:** To know about the methods of interpreting topographic sheets and elements used in digital Cartography.

Essential readings:
Kraak, M.J. (2010). Data Acquisition. In Kraak. M.J. *Cartography: Visualization of Geospatial*
Data (pp. 23-39) Third Edition. Pearson Education Ltd. London. UK.

Mishra. R.P. (2014). *Fundamentals of Cartography* (Second Revised and Enlarged Edition). Concept Publishing. New Delhi. India.

Suggested readings:
Slocum. A. T. Mc Master. B. R. Kessler. C. F. and Howard. H. H. (2023*). Thematic Cartography and Geovisualization* (Fourth Edition). CRC Press: Taylor & Francis Group. Oxon.
Monkhouse, F. J., Wilikinson, H. R. (1977). *Maps and Diagrams: Their Compilation and Construction*. Methuen and Co. Ltd. London.
Sarkar, Ashish (2013). *Practical Geography: A Systematic Approach*. Orient Blackswan Pvt Ltd.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

30 % Reading Responses
30 % Presentations/ Field based Assignments
40 % End Term submissions

8. Pedagogy:

a. Instructional strategies:
Doing classroom activities, such as presentations by students, observing and interpretation of topographic maps, pictures and models etc., will reinforce classroom lectures. There will be group-based assignments; seminars and workshops for students to better understand the ideas and concepts taught in the class.

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

c. Expertise in AUD faculty or outside:

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

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

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme/BABEd (Geography)
Course title	**Climatology**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2024
Course coordinator and team	Dr. Nidhi

1. How does the course link with the vision of AUD?
   The core course of Climatology will contribute to the vision of university by introducing a novel course that is significant in understanding the climatic phenomenon that we experience in our day to day life. Climatology as a subfield of Geography and of Social Sciences in general will give a foundational knowledge to students who want to pursue upper level courses related to it. It will focus on providing deeper understanding of the concepts and processes related to climate and weather phenomenon in various parts of the world. The course resonates with the university's vision of making it a premier and globally recognized institution by introducing a sub part of a liberal discipline of Geography, which is essential in understanding the daily weather and climatic processes occurring around us.

2. How does the course link with the specific programme(s) where it is being offered?
   Climatology is a branch of Geography discipline being introduced under the ITEP programme in the School of Education Studies. The course focuses on various dimensions of climate and its effects on the distribution of various types of biomes. The atmospheric conditions that affect the temperature and precipitation and resultant weather patterns on Earth will be focussed. The students will be able to relate it to other sub-disciplines of Geography being offered under ITEP programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? No

4. Specific requirements on the part of students who can be admitted to this course (Pre-requisites; prior knowledge level; any others – please specify) Senior Secondary students with background in Sciences, Social Sciences or Geography.

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

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

7. Course Details:

a. Summary:

The course of Climatology will focus on the atmospheric and weather patterns of Earth and how they have changed over the period of time. Different aspects of weather such as temperature, precipitation, pressure cells etc. will be analysed to have a foundational knowledge of the weather processes. Atmospheric precipitation and disturbances such as cyclones will be examined in detail to understand their effect on the weather of various regions of the world. The mechanism of monsoon that affect the climate of Indian subcontinent the most, will be examined in detail. To understand various climatic regions of the world in systemic manner, the climatic classification provided by Koppen will be analysed.

The course will especially focus on the natural as well as anthropogenic factors affecting climatic conditions of the Earth. The comparative study of climatic data will enable students to understand the changes that have happened in the climate of the Earth and what are the alarming issues on which they need to focus.

b. Objectives:

1. To introduce various climatic phenomena related to Earth.
2. To build a prerequisite knowledge for other sub disciplines of Geography and upper level courses.

c. Expected learning outcomes:

1. Enable the student to understand basic concepts related to climate and implement them in knowing the weather phenomena happening around them.
2. They are able to demonstrate a good understanding of the mechanism of monsoon that influence the climatic conditions of various regions of the world and Indian subcontinent in particular.
3. Students will critically analyze the overall global climatic change affected by anthropogenic factor and suggest the required mitigating measures.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course includes the concepts and methods that are affecting the working mechanism of the climate of Earth. The course is organized in five modules. Module one will introduce the students to the basic concepts, definitions, scope and recent trends in the field of Climatology. Module two will examine the presence of atmospheric moisture and related phenomena, such as formation of clouds and Precipitation. Module three will study the process of the occurrence of atmospheric disturbances, i.e. Temperate and Tropical Cyclones. Module four covers the detailed mechanism of the Monsoon and global and local atmospheric effects related to it. Module five will cover the methods of climate classification by following the climatic zones and classification given by Koppen. Case studies and examples from regional and global level will be used to have a better understanding about climatic change that has happened over the period of time on Earth due to the anthropogenic factors.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Introduction to Climatology: (8 Hours)

The module will examine the definitions, scope and nature of Climatology as a filed. The definitions of Climatology given by various scholars will be analysed with recent trends in

the field of Climatology. The evolution of the field of climatology along with its various sub fields will be focused briefly. The nature of the field will be understood by including examples from various sub themes of Climatology.
*Objective***:** To introduce students to the basic definitions, principles, concepts and recent trends in the field of Climatology.
Essential readings:
Critchfield H. J. (1987).Climate and the Atmosphere. In Critchfield, H.J. *General Climatology* (pp. 3-6). Prentice-Hall of India. New Delhi.
Bryson. RA. (1997). The paradigm of climatology: an essay. *Bulletin of the American Meteorological Society*, volume 78, pp. 449–455.
Lal, D. S. (2006). *Jalvayu Vigyan*. Prayag Pustak Bhavan, Allahabad.

Module 2: Atmospheric Moisture: (10 Hours). Atmospheric moisture in the form of humidity and precipitation will be studied in detail in the module. Various types of humidity will be examined in relation to its distribution according to the latitudes and seasons. The process of condensation and associated forms, i.e., clouds and fog with their classification will be examined in detail. The understanding of precipitation and its categorisation will be developed. The processes of atmospheric stability and instability and its effect on the various processes related to atmospheric moisture will be studied in detail.
Objective: To understand the processes related to atmospheric moisture in the atmosphere.
Essential readings:
Trewartha G. T. and Horne L. H. (1980). Atmospheric Moisture and Precipitation. In Trewartha, G.T. and Horne. L.H. *An Introduction to Climate* (pp. 111-143). McGraw-Hill.
Critchfield H. J. (1987). Atmospheric Moisture. In Critchfield, H.J. *General Climatology* (pp.33-64). Prentice-Hall of India. New Delhi.
Singh, S. (2009). Vaayumandaliya Adrata aivam Sanghnan. In Singh. S. *Jalvayu Vigyan* (pp. 166-190). Prayag Pustak Bhawan, Allahabad.

Module 3: Atmospheric Disturbances: (10 Hours) On the basis of the air masses present in the atmosphere, the categorisation and distribution of cyclones will be explained and analysed in this module. The mechanism of the genesis of Fronts under various conditions will be examined. Students will be able to understand difference between the Temperate and Tropical cyclones on the basis of the mechanism of their origin and characteristics. Weather conditions associated with both the cyclones will also be examined. Recent examples and case studies of temperate and tropical cyclones will be included, with particular focus on the examples from India.
*Objective***:** To understand the origin and working mechanism of atmospheric disturbances.
Essential readings:
Barry R. G. and Carleton A. M. (2001). Synoptic Systems. In Barry. G. & Carleton. M. *Synoptic and Dynamic Climatology* (pp. 441-465), Routledge, UK.
Trewartha G. T. and Horne L. H. (1980). Atmospheric Disturbances and its Associated Weather Types. In Trewartha, G.T. and Horne. L.H. *An Introduction to Climate* (pp. 178-200). McGraw-Hill.
Singh, S. (2009). Vaatagrajanan, Chakravaat avam Pratichakravaat. In Singh. S. *Jalvayu Vigyan* (pp. 235-255). Prayag Pustak Bhawan, Allahabad.

Module 4: Mechanism of Monsoon: (10 Hours): The origin of Monsoon and its related concepts and theories will be focussed in this module. Role of factors such as ENSO, Jet streams and Indian Ocean Dipole effect with respect to monsoon will be examined in detail.

The socio-economic role of monsoon will be briefly highlighted with special focus on the periods of weak monsoon due to the El Nino event.
*Objective***:** To examine the working mechanism of monsoon, with special focus on Indian subcontinent.
Essential readings:
Barry R. G. and Carleton A. M. (2001). Global Climate and General Circulation. In Barry. G. & Carleton. M. *Synoptic and Dynamic Climatology* (pp. 190-208), Routledge, UK.
Lal. D. S. (2010). The Monsoon. In Lal. D.S. *Climatology* (pp.130-155). Sharda Pustak Bhawan. Allahbad.

Module 5: Classification of Climate: (10 Hours) The concept and various methods to classify climatic regions of the world will be focused in the module. The classification of various climatic regions on the basis of precipitation and temperature given by Koppen's will be examined in particular. Students will be able to understand various biomes of the world on the basis of climatic region.
Objective: To understand climatic characteristics of various parts of the world.

Essential readings:
Trewartha G. T. and Horne L. H. (1980). Climatic Types and their Distribution. In Trewartha, G.T. and Horne. L.H. *An Introduction to Climate* (pp. 223-237). McGraw-Hill.
Critchfield H. J. (1987). Atmospheric Moisture. In Critchfield, H.J. *General Climatology* (pp.33-64). Prentice-Hall of India. New Delhi.
Singh, S. (2009). Jalvaayu ka vargikaran. In Singh. S. *Jalvayu Vigyan* (pp. 293-298). Prayag Pustak Bhawan, Allahabad.

Suggested readings:
Frederick K. Lutgens, Edward J. Tarbuck, Dennis G. Tasa (2015). *The Atmosphere: An Introduction to Meteorology*. Pearson Education.
Ahren. C. D. & Henson. R. (2018). *Meteorology Today: An Introduction to Weather, Climate, and the Environment* (edition 12). Thomson Brooks/Cole.
Das, P.K. (2018). *The Monsoon*. National Book Trust. New Delhi.
Lal, D.S. (2014). *Physical Geography*. Sharda Pustak Bhawan. Allahbad.
Khullar, D. R. (2019). *Physical Geography*. Kalyani Publisher.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
30 % Reading Responses
30 % Presentations/ Field based Assignments
40 % End Term submissions

8. Pedagogy:

a. Instructional strategies:
Doing classroom activities, such as presentations by students, observing climatic events with the help of topographic maps, data, pictures and models etc., will reinforce classroom lectures. There will be group-based assignments; seminars and workshops for students to better understand the ideas and concepts taught in the class.

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

c. Expertise in AUD faculty or outside:

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

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

Dr B.R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme/BABEd (Geography)
Course title	**Urban Geography**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2024
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?

The course explores the relationships between urbanization and broader social, economic, political and environmental transformations. The course aims to enable students to appreciate and understand the changing economic, political, social and cultural character of urban spaces in the 21st Century.

2. How does the course link with the specific programme(s) where it is being offered?

The course explores geography's distinctive contribution to understanding cities and urban life. It outlines urban spaces' economic, social, and cultural origins and explores the relationship between economic development and the environment. It elaborates on how contemporary cities can be interpreted as economic, social, and political spaces. It also explores the different perspectives that urban geographers have framed to explain urban environments.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? No

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Senior secondary students with background in Social Sciences/Sciences/Geography

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

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

7. Course Details:

a. Summary:

The course will address key themes in urban geography. It will start by providing a theoretical understanding of urbanization. It will explore the urbanization process in the global north and south. While discussing the above, the following themes will be discussed: Urban infrastructure and inequalities, Public space and spatial exclusions, urban

economies, urban communities and diversity, urban politics and policy, and sustainable urban development.

Objectives: The objectives of the course are:

1. To familiarize learners with fundamental concepts of Urban Geography.
2. To provide an overview of key theories related to urban morphology
3. To examine the selected case studies of urban places from different contexts from the Global South and Global North.
4. To analyse the challenges and potentialities of urban life.

b. Expected learning outcomes: After completing the course learners will be able to:

- Explain the basic concepts and theories about the geography of urban landscape.
- Identify the spatial patterns of urban society.
- Apply the concepts and theories they learn from the course to interpret real world urban issues from the perspective of geography.
- Examine the cultural, social, economic, and political dynamics that shape urban life.

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course aims to explain how and where cities form and how cities are constructed and experienced. It is organized into four modules. The modules are concerned with studying the multifaceted dimensions of urban systems and life from a perspective of geographical thinking. They focuse on geographical theories related to urban centers' distribution, growth, function, structure, and regional setting. They emphasize spatial aspects of contemporary urban problems. The course will also cover critical aspects of urban life in contemporary cities from the socio-spatial justice perspective.

d. Course contents detailed in module-wise format:

Module 1: Introduction to Urban Geography

At the outset, the module will introduce the nature and scope of urban geography as a branch of Human Geography. It will present theories of urban development. While doing so, it will introduce concepts of urban morphology and hierarchy. Further, the module will elaborate on various theories of urban morphology. At the end of the module, the learners will study the selected case studies of the morphology of some Indian Cities.

Module Objectives

The learners will be able to-

- Identify different conceptual approaches to understanding urban spaces
- Explain the relationship between social processes and urban forms.

Essential readings:

Pacione, M. (2009). *Urban Geography: A Global Perspective*. Taylor and Francis , UK (Chapter 1 and Chapter 2).
Short, J.R. (1984) An introduction to Urban Geography. Routledge (Chapter 3)

Suggested readings:

Hall, T. (1998). *Urban Geography*. Routledge.
Harvey, D. (1973) *Social Justice and the City*. Johns Hopkins University Press.
Harvey, D. (1989) *The Urban Experience*. Johns Hopkins University Press.

Module 2: Urbanization Processes

The module will begin with introducing the processes of urbanization and urban change. It will highlight the factors contributing to urbanization and the significant outcomes of the same. It will presents case studies related to the origins and growth of selected cities from the earliest times to the present day.

Module Objectives: The learners will be able to:

- Elaborate the factors affecting the urbanization.
- Explain the features of city places with suitable examples from the developed and developing regions.

Essential readings:

Pacione, M. (2009). Urban Geography: A Global Perspective. Taylor and Francis , UK (Chapter 5, Chapter 17 and Chapter 18).

Suggested readings:

Jonas, A.E.G., McCann, E. and Thomas, M. (2015) Urban Geography: A Critical Introduction. John Wiley & Sons, Ltd

Harvey, D. (1973) *Social Justice and the City*. Johns Hopkins University Press.

Harvey, D. (1989) *The Urban Experience*. Johns Hopkins University Press.

Module 3: Mega Cities in Global North and South

The module will focus on urban structure, processes, and underlying patterns of urban change both in the developed world and developing world. Both the regions exhibits highest rates of urbanization and urban growth in the world, as well as the most significant incidences of social, economic, and environmental problems in urban areas. Keeping this in mind, the internal structure of the cities will be discussed. The pattern and trends of urbanization, along with experiences of life in this region, will be elaborated. Thus the module will examine urban economy, housing issues, environment, health, transport, poverty, power and politics in this region.

Module Objectives: The learners will be able to:

- Elaborate the features of urbanizations in the developed regions of the world.
- Analyse the challenges of urbanization associated with the developed regions of the world.

Essential readings:

Pacione, M. (2009). *Urban Geography: A Global Perspective*. Taylor and Francis , UK (Chapter 21 and Chapter 22).

Suggested readings:

Jonas, A.E.G., McCann, E. and Thomas, M. (2015) *Urban Geography: A Critical Introduction*. John Wiley & Sons, Ltd

Harvey, D. (1973) *Social Justice and the City*. Johns Hopkins University Press.

Harvey, D. (1989) *The Urban Experience*. Johns Hopkins University Press.

Module 4: Sustainable Urban Development

The module will elaborate on the future of cities with particular reference to sustainable

urban development. It will critically examine the nature of cities in the twenty-first century. It deals with the concept of new urbanism. It discusses the concepts of futuristic cities: sustainable cities, smart cities, compact cities, virtual cities, network cities, world-class cities, global cities, and inclusive cities. The concept of urban governance will be also elaborated. While discussing these concepts, a blend of theory and empirical examples will be presented, with particular emphasis will be given to Indian examples.

Module Objectives

The learners will be able to:

- Explain the concept of sustainable urban development.
- Analyse the concept of futuristic cities.

Essential readings:

Sharma, S. (2020). *A Textbook of Urban Planning and Geography*. PHI Learning Private Limited. (Chapter 5 and Chapter 6)

Hall, T. & Barrett, H. (2012). *Urban Geography***.** Routledge. (Chapter 13)

Ramachandran, R. (1992). *Urbanization and Urban Systems in India*. Oxford University Press

Suggested readings:

Singh, R.B., (Ed.) (2015). *Urban Development, Challenges, Risks and Resilience in Asian megacities*, Springer

United Nations Human Settlements Programme (UN-Habitat) (2022). *Envisaging the Future of Citiese*. United Nations Human Settlements Programme

Harvey, D. (1973) *Social Justice and the City*. Johns Hopkins University Press.

Harvey, D. (1989) *The Urban Experience*. Johns Hopkins University Press.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1 (Reading responses): 30%
Assessment 2 (Presentations/ Field based assignment): 30%
Assessment 3 (End-term submission): 40%

8. **Pedagogy:**

a. Instructional strategies:

Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group based assignment, classroom seminar and workshops will be organised.

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

c. Expertise in AUD faculty or outside

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

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

Dr B.R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme/BABEd (Geography)
Course title	**Statistical Methods in Geography**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?
   As per the mission and vision of the AUD, the undergraduate courses are oriented toward research. Making sense of quantitative data is one of the significant competencies of the researcher. Keeping this in mind, the course aims to provide an opportunity to the learners to learn about statistical techniques and their applications. The competency will help undergraduate students to carry out independent projects as part of their degree program.

2. How does the course link with the specific programme(s) where it is being offered?
   The focal area of the course is quantitative data analysis within physical and human geography. It equips students with the fundamental skills and techniques required for acquiring, analyzing and presenting data in Geography. It focuses on the practicalities of choosing statistical techniques for different situations when researching a topic in Geography.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   No

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Senior secondary students with background in Social Sciences/Sciences/Geography

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

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

7. Course Details:
   a. Summary:

The course aims to provide the student with a background in fundamental statistical methods focusing on geographical data. The course deals with statistical distributions, populations, statistical analysis, and sampling methods.

b. Objectives: The course has following objectives:

- To introduce a range of numerical methods used by Geographers.
- To enable the learners to apply knowledge and understanding of statistical methods in a practical context.
- To explain the significance of statistical methods in the generation of new knowledge.

c. Expected learning outcomes: The learners will demonstrate:

- A minimum level of competence in statistical analysis.
- Undertake a well-defined micro-independent research investigation involving quantitative analysis.
- Interpret the results of statistical analyses presented in journal papers and other published material.
- To present data through graphical and diagrammatic formats.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course will familiarize students with various statistical methods and their applications to geographical problems. It includes descriptive data analysis, distribution measurement, correlation, sampling and. It will also provide them with practical knowledge of computer software for data analysis. The learners will learn the context and application of these concepts and techniques. They will use this as an analytical tool in analyzing and interpreting quantitative data.

e. Course contents detailed in module-wise format:

Module 1: Majors of Central Tendency

The module will describe the characteristics of numerical data and scales of measurement. It will explain descriptive statistics and provide hands-on experience in calculating central tendencies and variability measures. Thus, it will cover the following statistical calculations: Mean, Median, Mode; Measures of Partitions - Quartile, Percentile; Measures of Dispersion- Standard Deviation and Coefficient of Variation; Spatial Centrographic Techniques- Mean Centre, Median Centre. The learners will be also familiarized with the application of SPSS software through workshop.

Module Objectives:

The learners will be able to-

- calculate measures of central tendencies with a given data set.
- explain when to apply what descriptive statistics with reference to geographical data.

Suggested Readings:

Pal, S. K. (1998). *Statistics for Geoscientists: Techniques and Applications*. Concept Publishing Company.

Mahmood, A (1998). *Statistical Methods in Geographical Studies*. Rajesh Publications

Walford N. (2011). *Practical Statistics for Geographers and Earth Scientists.* Wiley-Blackwell. (Chapter 3 and Chapter 4)

Module 2: Sampling Technique

The module will focus on applying sampling methods to extract field data. It will cover probability sampling (simple random, systematic, and stratified sampling) and non-probability sampling.

Module Objectives:

The learners will be able to-

- explain the various sampling methods.
- appreciate the methods of sampling in the research-based reading and assignment.

Suggested Readings:

Rogerson P.A. (2014). *Statistical Methods for Geography: A Student's Guide.* Sage. (Chapter 2)

Pal, S.K. (1998).*Statistics for Geoscientists: Techniques and Applications*. Concept Publishing Company.

Mahmood, A(1998). *Statistical Methods in Geographical Studies*. Rajesh Publications

Module 3: Distribution and Representation

The module will introduce the concept and characteristics of theoretical distribution. It will also elaborate on the features of the normal distribution curve and its implications for analysis. The module will introduce various graphical ways of representing geographical data: bar graph, line graph, histogram, frequency polygon and pie chart.

Module Objectives:

The learners will be able to-

- explain the features of normal probability curve
- appreciate the characteristics of theoretical distribution.
- represent the geographical data with the help of appropriate graphical tools.

Suggested Readings:

Pal, S.K. (1998). *Statistics for Geoscientists: Techniques and Applications*. Concept Publishing Company.

Mahmood, A (1998). *Statistical Methods in Geographical Studies*. Rajesh Publications

Walford N. (2011). *Practical Statistics for Geographers and Earth Scientists.* Wiley-Blackwell. (Chapter 5)

Alvi, Z. (2002). *Statistical Geography: Methods and Applications*, Rawat Publication

Module 4: Correlation and Regression

It will cover relationship analysis and explain the concept of correlation. It will focus on Spearman's and Karl Pearson's coefficient of correlation. It will also introduce simple regression analysis.

Module Objectives:

The learners will be able to-

- interpret the correlation-based data set.
- explain the role of regression analysis in meaning making of geographical data.

Suggested Readings:

Walford N. (2011). *Practical Statistics for Geographers and Earth Scientists.* Wiley-Blackwell. (Chapter 8 and Chapter 9)

Pal, S.K. (1998). *Statistics for Geoscientists: Techniques and Applications*. Concept Publishing Company.

Mahmood, A (1998). *Statistical Methods in Geographical Studies*. Rajesh Publications

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1 (Reading responses): 30%
Assessment 2 (Presentations/ Field based assignment): 30%
Assessment 3 (End-term submission): 40%

8. **Pedagogy:**

a. Instructional strategies: Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group-based assignment, classroom seminar and workshops will be organised.

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

c. Expertise in AUD faculty or outside: AUD faculty

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

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

Programme Structure: Geography

Course Category	Total Credits	BABEd Semester	Course Title	Credit
DSC	8	I	Elements of Physical Geography	4
		I	Fundamentals of Human Geography	4
	12	II	Geomorphology	4
DSC		II	Population Geography	4
		II	Fundamentals of Cartography	4
	12	III	Climatology	4
		III	Urban Geography	4
		III	Statistical Methods in Geography	4
	12	IV	Social Geography	4
		IV	Environmental Geography	4
		IV	Remote Sensing and GIS	4
	12	V	Geography of India	4
		V	Economic Geography	4
		V	Field Study, Field Trip and Report Writing	4
	8	VI	Political Geography	4
		VI	Evolution of Geographical Thoughts	4

DR. B. R. AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES (SES)

Minutes of Meeting held on 17.01.2024.
A Consultative Meet was organized for the core course of Geography under the ITEP programme on 17.01.2024 at 10 am. Following members attended the meeting:

Faculty Members of SES
Dr. Sunita Singh
Dean SES

Dr. Rishabh Kumar Mishra
Assistant Professor, SES

Dr. Nidhi
Assistant Professor, SES

Expert Faculty Members
Professor Krishnendra Meena
Centre for Studies of Regional Development
Jawaharlal Nehru University (JNU)

Dr. Suresh Chand Rai
Professor, Delhi School of Economics
University of Delhi (DU)

Agenda of the Consultative Meet:
1. To discuss, consult and take feedback from the invited faculties on the proposed courses for six subdisciplines of Geography for semester II and III:
    1.1 Geomorphology
    1.2 Climatology
    1.3 Fundamentals of Cartography
    1.4 Urban Geography
    1.5 Population Geography
    1.6 Statistical Methods in Geography

To discuss, examine and take feedback on the overall course structure proposed for the core course of Geography.

The meeting began with a welcome to the external experts. SES faculty gave a brief overview of the agenda and objective of the ITEP programme and introducing six more subdiscipline of the core course of Geography in SES, AUD.

1.1 Geomorphology (4 Credits)
The course of Geomorphology will introduce various geomorphic processes that have been shaping the landform features of Earth over the period of time. The effect of the endogenetic as well as the exogenetic forces on the geomorphic features of the Earth will be studied by focussing on the depositional and erosional features formed on the Earth's crust. The processes contributing to the making of various geomorphic features will be explained with focus on the theory of plate tectonics. The exogenetic forces such as weathering, erosion,

mass wasting etc. are responsible to give particular shape to the landform features. These processes will be dealt in detail by taking examples from the physical environments of the world and India in particular. The course will provide a detailed study of the cyclic nature of the geographic landform features with the help of the concepts and model given by Davis and Penk respectively. The understanding of the geographic cycle of various landforms will help the students to know the processes and time behind the formation of these landforms. The course will examine and include the natural as well as anthropogenic factors affecting the formation of landforms. Study of fluvial, Aeolian, wind and glacial features will prepare students for upper-level courses such as climatology, oceanography and Environment Geography.

Feedback on the course:

1. The requirement for the students to be admitted to this course could be clearly mentioned as 'students with background of social science/ Science/ Geography' up to the secondary level.
2. The objectives of the course could be minimized to point one and four, i.e., 'to understand the surrounding landforms' and 'to build a prerequisite knowledge for other sub disciplines of Geography and upper-level courses'.
3. The expected learning outcomes could be reframed by taking reference from the University of Delhi's masters' level syllabus for Geomorphology.
4. Books by Indian authors should be focused more as they have examples from the Indian subcontinents. Foreign authors can be considered for suggested readings. Multiple authors' books should be avoided in reference list.
5. Some of the referred Indian authors books were: Geomorphology by Inayat Ahmed, Physical geography by D.S. Lal, Physical Geography by Savinder Singh, Physical geography by D. R. Khullar, Introduction to Geomorphology by B.S. Kahle.
6. Books by foreign authors that could be referred are: Global Geomorphology by Summerfield.
7. According to the content of module three, the title of the module could be changed to 'Geomorphic Processes'. Similarly, the title of module four and five could be changed to 'Geomorphic Cycles' and 'Development of Landforms' respectively.
8. The content of the course could include examples of the significance of Indo-Gangetic Plains for the economy, presence of Aravalli range, significance of various rivers, introduction to Green revolution etc., to make it more human-environment interaction oriented.

1.2 Climatology (Credits)

The course of Climatology will focus on the atmospheric and weather patterns of Earth and how they have changed over the period of time. Different aspects of weather such as temperature, precipitation, pressure cells etc. will be analysed to have a foundational knowledge of the weather processes. Atmospheric precipitation and disturbances such as cyclones will be examined in detail to understand their effect on the weather of various regions of the world. The mechanism of monsoon that affect the climate of Indian subcontinent the most, will be examined in detail. To understand various climatic regions of the world in systemic manner, the climatic classification provided by Koppen will be analysed. The course will especially focus on the natural as well as anthropogenic factors affecting climatic conditions of the Earth. The comparative study of climatic data will enable students to understand the changes that have happened in the climate of the Earth and what are the alarming issues on which they need to focus.

Feedback on the course:

The requirement for the students to be admitted to this course could be clearly mentioned as 'students with background of social science/ Science/ Geography' up to the secondary level.

1. The objectives of the course could be reframed and only point one and four could be included, i.e., 'to introduce various climate phenomena related to Earth' and 'to build a prerequisite knowledge for other sub disciplines of Geography and upper-level courses'.
2. The expected learning outcomes could be reframed by taking reference from the University of Delhi's masters' level syllabus for Climatology.
3. The title of the course was suggested to be limited to 'Climatology' instead of 'Climatology and Oceanography'.
4. Books by Indian authors should be focused more as they have examples from the Indian subcontinents. Foreign authors can be considered for suggested readings. Multiple authors' books should be avoided in reference list.
5. Some of the referred Indian authors books were: Geomorphology by Physical Geography by Savinder Singh, Physical geography by D.R. Khullar, NBT book for the topic of Monsoon.
6. Poems and other work of Ghagh could be referred to relate the human environment aspect in the course.
7. According to the content of module two, the title of the module could be changed to 'Atmospheric Moisture'. The topic of temperature should be highlighted in the chapter.
8. In module 5, the climate classification given by Thorthwaite should be included along with the climatic classification given by Koppen.

1.3 Fundamentals of Cartography (4 Credits)

The course of the Fundamental of Cartography will examine the process of making a map from compiling raw data to making a geographically coordinated manual or GIS software-based maps. The construction of a map requires an understanding of certain attributes of maps such as scale, projections and coordinate systems. The course therefore will include foundational knowledge of these attributes. The method of interpreting topographical maps with the help of conventional symbols and cross and longitudinal profiles will be focused. Both systemic and non-systemic perspective will be used in examining the process of constructing a map. The digital or GIS software-based maps and its components will specifically be examined. The course will specifically be focussing on the history of cartography and the recent changes that has happened in the field. The interpretation of toposheets and GIS lab based practical will be an important part of the course.

Feedback on the course:

1. The requirement for the students to be admitted to this course could be clearly mentioned as 'students with background of social science/ Science/ Geography' up to the secondary level.
2. The objectives of the course could be reframed and point four could be excluded.
3. The expected learning outcomes could be reframed by taking reference from the University of Delhi's masters' level syllabus for Cartography.
4. The title of the course was suggested to be 'Fundamentals of Cartography' instead of 'Cartographic Techniques'.
5. Some of the referred Indian authors referred were Element of Practical Geography by R.L. Sharma, Practical Geography by Ashish Sarkar and Maps and Diagrams by Monkhouse.

1.4 Urban Geography (4 Credits)

The course will address key themes in urban geography. It will start by providing a theoretical understanding of urbanization. It will explore the urbanization process in the global north and south. While discussing the above, the following themes will be discussed: Urban infrastructure and inequalities, public space and spatial exclusions, urban economies, Urban communities and diversity, Urban politics and policy, and Sustainable urban development.

Feedback on the course:

1. The requirement for the students to be admitted to this course could be clearly mentioned as 'students with background of social science/ Science/ Geography' up to the secondary level.
2. The objectives of the course could be reframed and expected learning outcomes could be reframed by taking reference from the University of Delhi's masters' level syllabus for Urban Geography.
3. Titles for the modules were decided according to the contents. The titles given to the modules are as follows: Module 1- Introduction to Urban Geography, Module 2- Process of Urbanisation, Module 3- , Module 4- Urban Governance.
4. Books referred to be added in the essential readings are: Urban Geography by Ramachandran, Social and Economic Geography Made Simple by R Knowles.
5. Readings by David Harvey and Oxford series on Urban Geography can be added in suggested readings.

1.5 Statistical Methods in Geography (4 Credits):

The course will familiarize students with various statistical methods and their application to geographic research, including descriptive data analysis, correlation, sampling and distribution measurement. It will also provide them with practical knowledge of computer software for data analysis. The learners will learn the context and application of these concepts and techniques. They will use this as an analytical tool in analyzing and interpreting quantitative data.

Feedback on the Course:

1. The requirement for the students to be admitted to this course could be clearly mentioned as 'students with background of social science/ Science/ Geography' up to the secondary level.
2. The objectives of the course could be reframed and expected learning outcomes could be reframed by taking reference from the University of Delhi's masters' level syllabus for Statistical Geography.
3. The course was suggested to be titled 'Statistical Methods in Geography' instead of 'Statistical Methods'.
4. Titles for the modules were decided according to the contents. The titles given to the modules are as follows: Module 1- Measures of Central Tendency, Module 2- Sampling Techniques, Module 3- Theoretical Distribution and Representation, Module 4- Correlation.
5. Books to be included in essential readings were: Statistical Methods in Geographical studies by Aslam Mahmood, Statistics for geoscientists: Techniques and Applications by Saroj K Pal.

1.6 Population Geography (Credit 4)

The course equips learners with conceptual and analytical tools of population geography and provides them with opportunities to analyze the relationships between population, resource and development. Thus, the course provides basic demographic understanding of global, national, and regional population change. It also engages learners to explore how demographic trends are linked with social inequality, urbanization, and development.

Feedback on the Course:

1. The requirement for the students to be admitted to this course could be clearly mentioned as 'students with background of social science/ Science/ Geography' up to the secondary level.
2. The objectives of the course could be reframed and expected learning outcomes could be reframed by taking reference from the University of Delhi's masters' level syllabus for Population Geography.
3. Books to be included in essential readings were: Geography of Population by R C Chandana
4. Population policies of the government of India to be added in module 4.

The meeting ended with a vote of thanks to the SES faculty members and Expert faculty members.

Appendix-3

Minutes of the Board of Studies Meeting conducted on 14th February 2024
Minutes of the Board of Studies Meeting,

School of Law, Governance, and Citizenship

Dr. B.R. Ambedkar University Delhi

Date: February 14, 2024

Offline Participants: Prof. Lawrence Liang, Prof. Nakkeeran Nanjappan, Prof. Salil Mishra, Dr. Latika Vashisht, Dr. Salvin Paul, Dr. Pooja Satyogi, Dr. Ngoru Nixon, Dr. Javed Wani, Dr. Anushka Singh, Mr. S.R. Prabakaran , Mr Arjun and Mr Kirt Agarwal

Online Participants : Mr Vivek Divan, Prof. Mathew John,

Comments and Approval by email: Prof. Rukmini Sen, Dr. Venugopal Madipatti

Absences: Prof. G.S. Bajpai, Prof. Anuj Vaksh, Prof. Sitansu Jena

I. Opening Statements

- Introduction of New Faculty Members: Prof. Liang initiated the session with cordial greetings, followed by the introduction of new faculty members Dr. Vashisht, Mr. Arjun, Dr. Salvin Paul, and Mr. Kirt, who bring a diverse range of academic expertise and perspectives to the team.

II. Principal Discussion Topics

- *Adoption of CUET*: The board critically assessed the transition to the Common University Entrance Test (CUET) for BA and MA programs, noting the challenges related to exam question formulation and the impact on academic quality and student engagement. A decrease in MA program enrollment and changes in undergraduate engagement were recognized as indicators of a need for curriculum adaptation.
- *Program Rationalisation*: Discussions moved to address the university's push for program rationalisation amidst fluctuating enrolment figures, underscoring

the necessity for strategic curriculum adjustments to uphold academic standards.

- *MA Program Enhancement*: The potential for an LLM program to address gaps in undergraduate preparation was debated, considering its ability to enrich the legal education landscape by deepening and broadening the academic and professional competencies of law graduates.
- *Feasibility of an LLM Program:* The rationale for proposing an LLM program was thoroughly examined, with an emphasis on its capacity to augment the legal education framework, especially in terms of skill development among graduates.
- *Student Retention and Admission Strategy*: The effectiveness of current eligibility criteria and student retention challenges were deliberated, highlighting the imperative for a more calculated admissions strategy.

III. Detailed Agenda Discussions

1. *Agenda Item 1: Indian Knowledge Systems*

In light of the UGC's instruction and guidelines to universities for the incorporation of courses related to "Indian knowledge systems" ("IKS"). The school has identified the following four courses that are already being offered which align with the aims and objectives of promoting IKS. Permission was sought from the board of studies to modify the descriptions of the courses to reflect the aims and objectives of IKS

a. Law and Politics of Indigeneity.

b. Anti-Colonialism and Post-Colonialism Futures.

c. Jurisprudence of Mahabharata.

d. Indian Political Thought

e. Politics of indigeneity

2. *Agenda Item 2: Introduction of New Courses*

New course proposals by Dr. Salvin Paul, Mr SR Prabakaran and Mr. Arjun were discussed, emphasising assessment criteria and alignment with the National Education Policy (NEP) directives. The discussions advocated for a curriculum that is reflective of contemporary legal and technological challenges.

1. **Course on International Relations: Theories, Concepts, and Issues** by Dr. Salvin Paul

- Overview: Dr. Salvin paul delivered a presentation on his forthcoming course, which delves into the intricate dynamics of international relations.
- Feedback:
    - Dr. Salil Mishra expressed his opinion regarding the clarity and alignment of the assessment criteria with the course's objectives, recommending enhancements for greater precision.

2. **Course on Legal Foundations of Economic Governance** by Mr Arjun

- Overview : Mr Arjun unveiled his proposed course, designed to investigate the legal frameworks underpinning economic governance.
- Feedback and Recommendations:
    - Dr. Mathew advocated for the inclusion of content on the institutional aspects of the global political economy.
    - Dr. Salil Mishra suggested the integration of historical context and foundational readings to provide essential background knowledge.
    - Prof. Lawrence recommended an expansive inclusion of readings related to the development of capitalism post-World War II, including materials on the Bretton Woods agreements.
    - Dr. Anushka raised concerns about the presumed prior knowledge of basic concepts among students, advising a postponement of the course's launch until the recommendations are integrated.
    - Prof. Nakeeran suggested that a week wise structure of the course can be incorporated.

3. **Course on Law and Environment** by Mr Prabakaran

- Overview: Mr Prabakaran introduced his course, which focuses on the nexus between legal studies and environmental issues.
- Feedback and Recommendations:

- Prof. Salil's concern about the course seeming restricted suggests a need for broadening the course content to include interdisciplinary perspectives.
- Dr. Mathew suggests that the material feels heavy and suggested introducing the concept of the Anthropocene and its legal implications could provide a contemporary context that makes the course more relatable. Moreover, organising field trips, possibly to places showcasing environmental issues or to institutions like the National Green Tribunal (NGT), could offer practical insights and a break from traditional classroom settings.

- Prof Lawrence emphasises the importance of contextualising environmental law within broader historical and contemporary issues. Including landmark environmental public interest litigations (PILs) like the Oleum gas leak incident and Sri Ram Fertilisers cases could illustrate the evolution of environmental jurisprudence in India. Documentary films like "All That Breathes" can be used.
- The suggestions for readings, including works by Lavanya Rajamanni, Ram Guha, and Mahesh Rangarajan.
- Pooja's suggestion to explore the genealogy of environmental concepts and how regions like Antarctica have been conceptualized offers a unique angle to understand the global dimensions of environmental law. This could involve examining the historical and philosophical underpinnings of how humanity interacts with and perceives the environment.
- Dr. Mathew also highlights the importance of discussing the regulatory framework and the role of institutions like the Supreme Court in shaping environmental governance. This could be expanded to include global regulatory challenges like climate change, offering students insights into the interplay between local and global environmental governance mechanisms.

4. **Courses on Politics of International Law and Theory and Practice of Peace and Conflict Studies** by Dr. Salvin Paul

- Overview: Dr. Salvin Paul outlined these courses, targeting MA students and those studying criminology, with a focus on the political dimensions of international law and the studies of peace and conflict.

- General Feedback:

- Prof. Mishra underscored the necessity of ensuring the content's compatibility with existing courses and avoiding significant divergences.
- Prof. Lawrence proposed initiating the course with discussions on current conflicts, such as those in Ukraine and Palestine, recommending Philippe Sands' "East West Street" to underscore the significance of international law.
- Dr. Mathew suggested incorporating climate change as a pivotal subject within international law discussions and recommended the book "Globalists" to analyse globalisation's effects on local economies and legal frameworks.

- Approval of Proposed Courses: The board unanimously approved all proposed courses, agreeing to integrate suggested modifications. The importance of a responsive and interdisciplinary curriculum was emphasised.
- Establishment of a Curriculum Rationalization Committee: A committee will be formed to review the MA curriculum, tasked with ensuring its relevance to current academic and professional contexts. This committee will present its findings and recommendations to the Board of Studies for further deliberation.

IV. Conclusive Remarks

The meeting concluded with Prof. Liang expressing gratitude for all attendees' constructive dialogues and collaborative effort. The board looks forward to the implementation of the proposed curriculum enhancements, aiming to elevate the educational standards and student experience at the School of Law, Governance, and Citizenship.

1. International Relations: Theories, Concepts and Issues

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 Law, Governance and Citizenship
Programme(s)	BA (LPS)
Course title	International Relations: Theories, Concepts and Issues
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Salvin Paul

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course is offered as part of Discipline specific Core Course? (dean to decide)
   International relations (IR) as a discipline in globalised society of comity nations have become integral process and practice in everyday life of people. This course will enable students to dwell into the origin and evolution of IR as discipline to examine various actors involved in the process and practice of politics, economy, security at the global, regional, national and local levels. The changing nature and practice of state, inter-governmental organisations, international non-governmental organisations, regional organisations, civil and non-state actors will constitute the prime chunk of the debates and discussions.
   It prepares the students for other law courses in the programme.
2. **Specific requirements on the part of students who can be admitted to this course:**
   (Pre requisites; prior knowledge level; any others – please specify)
   No requirement
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   As per 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:**

Dean to decide

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 B.A First year students in Semester _____? as a Discipline Specific core, The course converses with AUD's vision in engaging with the concept of law, The course is designed to provide students with an understanding of the international relations, structures, institutions and process with special on India.

7. **Course Details:**

a. Summary

the course covers the traditional and non-traditional IR theories, critical studies and post-colonial debates along with post structural and feminists' discourses will constitute the discussions. Institutional structures, process and practice of IR under United Nations and specialised agencies will provide understanding on how anarchy is governed through international peace and security. Regionalism and regionalisation still an unfinished project in international relations to understand its impact. The changing nature of actors in international relations in a globalised era will urge the cohort to discuss and debate on governing challenges of underdevelopment and sustainable development, global warming, migration, refugee's crisis etc.

b. objectives

1. To enable Students to understand the nature and process of international relations.
2. To enable the Students to understand various theories of international relations.
3. To enable at equipping students to engage institutional structures of international relations with special reference to India.

c. Learning Outcomes:

On the successful completion of the course, the students would be able to

a) Gain familiarity with concepts and theories of international relations;
b) Acquire the skill set requisite for engaging with institutional structures of international relations.
c) Students will acquire various cognitive skills on issues of international relations.
d) Students will acquire Knowledge on how India participates in the process and practice of International Relations.

d. Over all structure

This course introduces students about concepts, theories, issues and institutional structures of international relations. The process and practices of international relations will be examined in the context of South Asia to explore India's engagement in international relations.

The course is designed to be of interest to those who are aspiring to take the fields such as Politics, Public administration, global affairs etc.

Brief description of modules/ Main modules:

The course is divided into four modules.

- The first module focuses on the nomenclature and disciplinary status of international relations to understand its process and practice at international, regional, national and local levels. In this backdrop, what, why and how International Relations (IR) used as generic term to cover various debates at the international levels, South Asia and India in particular will be discussed.
- The second module focuses on traditional and non-traditional debates of International Relations including the critical studies and post-colonial debates.

- The third module focuses on what constitute structure of international relations with special reference to UN, Regional Organisations, regimes and non-state actors, trading communities etc.
- The fourth module focuses some of the issues that are discussed and debated in international relations such as changing nature of state, nationalism, governance issues, geopolitics, Energy, science and technology etc.

This is substantially a research-oriented lecture-based course, which incorporates debates, perspectives and class activities for hands-on experience.

Module 1: Disciplinary Status of International Relations **Weeks 1-3**	This module will discuss the nomenclature and disciplinary status of international relations to understand its process and practice at international, regional, national and local levels in the first week. In this backdrop, the second week focuses on what, why and how International Relations (IR) used as generic term to cover various debates at the international levels, South Asia and India in particular will be discussed. In the third week, IR as a discipline at global and America levels discusses the strategies and failures in practice and process. **Topics** International relations: a global discipline An American social science? Strategies and failures The agent-structure problem Disciplinary History in South Asia. Re-imagining IR in India.
Week 1 **IR as a discipline**	**Essential Readings** Maliniak, D., Peterson, S., Powers, R., & Tierney, M. J. (2018). Is international relations a global discipline? Hegemony, insularity, and diversity in the field. *Security Studies*, *27*(3), 448-484. Bajpai, K. P., & Mallavarapu, S. (2005). *International relations in India: Bringing theory back home* (Vol. 1). Orient Blackswan. Turton, H. L. (2015). The importance of re-affirming IR's disciplinary status. *International Relations*, *29*(2), 244-250. **Additional Readings:** Alejandro, A. (2018). *Western dominance in international relations? The internationalisation of IR in Brazil and India*. Routledge. Shahi, D., & Ascione, G. (2016). Rethinking the absence of post-Western International Relations theory in India:'Advaitic monism'as an alternative epistemological resource. *European Journal of International Relations*, *22*(2), 313-334. Baron, I. Z. (2014). The continuing failure of international relations and the challenges of disciplinary boundaries. *Millennium*, *43*(1), 224-244. Corry, O. (2022). What's the point of being a discipline? Four disciplinary strategies and the future of International Relations. *Cooperation and Conflict*, *57*(3), 290-310. Smith, S. (2000). The discipline of international relations: still an American social science?. *The British Journal of Politics & International Relations*, *2*(3), 374-402.

Week 2: **Agent Structure Problem**	**Essential Readings** Wendt, A. E. (1987). The agent-structure problem in international relations theory. *International organization*, *41*(3), 335-370. **Additional Readings:** Gould, H. D. (2015). What is at stake in the agent-structure debate?. In *International relations in a constructed world* (pp. 79-98). Routledge. Doty, R. L. (1997). Aporia: A critical exploration of the agent-structure problematique in international relations theory. *European Journal of International Relations*, *3*(3), 365-392. **Class Activity:** identify research gap from select readings
Week 3: **History of IR in South Asia and in India**	**Essential Readings** Zaman, R. U., & Yasmin, L. (2022). Disciplinary History of International Relations (IR) in South Asia. In *Oxford Research Encyclopedia of International Studies*. Davis, A. (2018). *India and the Anglosphere: Race, identity and hierarchy in international relations*. Routledge. **Additional Readings:** Paul, T. V. (2009). Integrating international relations studies in India to global scholarship. *International Studies*, *46*(1-2), 129-145. Mallavarapu, S. (2009). Development of international relations theory in India. *International Studies*, *46*(1-2), 165-183. Behera, N. C. (2009). Re-imagining IR in India. In *Non-Western international relations theory* (pp. 102-126). Routledge.
Module 2: **Theories of International Relations** **Weeks 4-6**	The second module focuses on traditional and non-traditional debates of International Relations including the critical studies and post-colonial debates. In the 4th week, traditional theories of Realism, liberalism and constructivism and non-traditional theories, critical studies and post-colonial debates in international relations. In the 5th week, non-western theories of international relations are being explored. 6th week explores feminist perspectives of international relations. **Topics** • Traditional and non-traditional theories • Post colonial Debates • Non-Western IR theories • Feminist Perspectives
Week 4: **Traditional theories, Non-Traditional theories and post-colonial debates**	**Essential Readings** Slaughter, A. M., & Hale, T. (2011). International relations, principal theories. *Max Planck encyclopedia of public international Law*, *129*. Voskressenski, A. D. (2016). *Non-Western theories of international relations: Conceptualizing world regional studies*. Springer. Caballero-Anthony, M. (2015). An introduction to non-traditional security studies: a transnational approach. *An Introduction to Non-Traditional Security Studies*, 1-296. Ari, T. (2022). Critical Theories in International Relations. Chowdhry, G., & Nair, S. (2013). Introduction: Power in a postcolonial world: Race, gender, and class in international relations. In *Power, postcolonialism and international relations* (pp. 1-32). Routledge. Epstein, C. (2014). The postcolonial perspective: an introduction. *International Theory*, *6*(2), 294-311.
Week 5:	**Essential Readings**

Non-Western IR theories	Sarkar, B. K. (1919). Hindu theory of international relations. *American Political Science Review*, *13*(3), 400-414. Mohan, C. R. (2022). India and South Asia: The Elusive Sphere of Influence. *ISAS Insights*, *6*. Narlikar, A. (2011). Is India a responsible great power?. *Third World Quarterly*, *32*(9), 1607-1621. **Additional Readings:** Voskressenski, A. D. (2016). *Non-Western theories of international relations: Conceptualizing world regional studies*. Springer. Acharya, A., & Buzan, B. (2017). Why is there no non-western international relations theory? Ten years on. *International Relations of the Asia-Pacific*, *17*(3), 341-370.
Week 6: Feminist perspectives	**Essential Readings** Wibben, A. T. (2004). Feminist international relations: Old debates and new directions. *The Brown journal of world affairs*, *10*(2), 97-114. Keohane, R. O. (1989). International relations theory: Contributions of a feminist standpoint. *Millennium*, *18*(2), 245-253. Youngs, G. (2008). From practice to theory: Feminist international relations and 'gender mainstreaming'. *International Politics*, *45*, 688-702. **Class activity:**
Module 3 Institutional structures and Processes **Weeks 7-9**	In week 7, The third module focuses on what constitute structure of international relations with special reference to UN, Regional Organisations, regimes and non-state actors, trading communities etc. **Topics** • Actor, structure, process • The United Nations and globalization • Regional Organizations • Regimes, non-state actors • Trading communities and the networked structures
Week 7: Actor, structure, process	**Essential Readings** Franke, U., & Roos, U. (2010). Actor, structure, process: transcending the state personhood debate by means of a pragmatist ontological model for International Relations theory. *Review of International Studies*, *36*(4), 1057-1077. Laffan, B. (2017). International actors and agencies. *Austerity and recovery in Ireland: Europe's poster child and the great recession*, 177-93. **Additional Readings:** Carlsnaes, W. (2008). Actors, structures, and foreign policy analysis. *Foreign policy: theories, actors, cases*, 85-100. Braun, B., Schindler, S., & Wille, T. (2019). Rethinking agency in International Relations: performativity, performances and actor-networks. *Journal of International Relations and Development*, *22*(4), 787-807.
Week 8: The United Nations and regional Organizations	Gordenker, L. (2017). *The United Nations in International Politics* (Vol. 4930). Princeton University Press.

	Doidge, M. (2008). Regional Organizations as Actors in International Relations. *Asian-European Relations: Building blocks for global governance*, 32-54.
Week 9: Trading communities and the networked structures	**Essential Readings** Arts, B. (2000). Regimes, non-state actors and the state system: AStructurational'regime model. *European Journal of International Relations*, *6*(4), 513-542. Lupu, Y., & Traag, V. A. (2013). Trading communities, the networked structure of international relations, and the Kantian peace. *Journal of conflict resolution*, *57*(6), 1011-1042.
Module 4 Issues in International Relations Weeks 10-12	The fourth module focuses some of the issues that are discussed and debated in international relations such as changing nature of state, nationalism, governance issues, geopolitics, Energy, science and technology etc. Topics • Domestic politics and Constitutional politics • The changing nature of state sovereignty • The governance problem • The security dilemma • Geopolitics • Science and technology
Week 10: Domestic politics and Constitutional politics The changing nature of state sovereignty	**Essential Readings** De Mesquita, B. B. (2002). Domestic politics and international relations. *International Studies Quarterly*, *46*(1), 1-9. Ikenberry, G. J. (1998). Constitutional politics in international relations. *European Journal of International Relations*, *4*(2), 147-177. Schrijver, N. (1999). The changing nature of state sovereignty. *British Year Book of International Law*, *70*(1), 65-98.
Week 11: The governance problem, The security dilemma	**Essential Readings** Gourevitch, P. A. (1999). The governance problem in international relations. *Strategic choice and international relations*, *137*, 144-45. Herz, J. H. (2003). The security dilemma in international relations: Background and present problems. *International Relations*, *17*(4), 411-416. **Additional Readings**
Week 12: Geopolitics, Science and technology	Dannreuther, R. (2013). Geopolitics and international relations of resources. In *Global resources: Conflict and cooperation* (pp. 79-97). London: Palgrave Macmillan UK. Weiss, C. (2005). Science, technology and international relations. *Technology in Society*, *27*(3), 295-313. Drezner, D. W. (2019). Technological change and international relations. *International Relations*, *33*(2), 286-303. **Open hour** **Revision** **Feedback and evaluation**

8. **Pedagogy:**

   a. Instructional design
   The course will be a combination of lectures, thematic discussions, class activities 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 core faculty has academic training in the field of International Relations.
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
   None

9. **Assessment Details with weights:**

   - Aims to improve the understanding in international relations
   - Mid-semester and End- semester exam 50%
     Students will be asked to write essay type answers based on the lectures presented in the class.
   - Identifying research gaps 10%
     Review of literature: 20%
   - Term paper presentation: 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 .....9th.....meeting held on.....14th feb 2024.....and has been approved in the present form.

Signature of the Dean of the School

Dean,
School of Law, Governance and Citizenship
Dr. B.R. Ambedkar University Delhi.
Karampura Campus
New Delhi-110015

2. Legal Foundations of Economic Governance

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 Law, Governance and Citizenship
Programme(s)	BA Law and Politics
Course title	Legal Foundations of Economic Governance
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Arjun

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

   This complements the BA in Law and Politics program by integrating aspects of inequality into the study of legal and political systems. It builds on foundational concepts introduced in courses on political theory and constitutional law, while offering new perspectives through its focus on the impact of neoliberalism, labour laws, and technological advancements on societal inequalities.
2. **Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.):**
   Prior Knowledge not required
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   As Per AUD rules
4. **If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):**
   Semester Long Course.
5. **Proposed date of launch:**
6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course aligns with AUD's vision by fostering interdisciplinary study at the intersection of law, politics, and society. It embodies the ethos of the university and the BA in Law and Politics program by encouraging critical analysis of how legal frameworks and political processes shape and are shaped by technological advancements and economic policies. This course equips students with an understanding of the complexities of inequality, which is central to informed political debate and legal scholarship, core tenets of AUD's mission.

7. **Course Description:**

a. Summary

The course embodies the NEP's focus on interdisciplinarity and critical thinking and course offers a look at the intersection of legal norms, economic mechanisms, and technological progress and their collective impact on societal structures. It critically examines the role of policies in shaping economic and social hierarchies, thereby contributing to the formation of an equitable society.

b. Objectives of this Course

1. To integrate legal, political and economic, perspectives.
2. To examine the effectiveness of legal and political structures in mitigating inequalities.
3. To critically understand the historical evolution of the discipline.

c. Learning Outcomes:

On the successful completion of the course, the students would be able to

I. Analyse how legal systems can both perpetuate and alleviate inequalities.
II. Explore the relationship between economic policies and social disparities.
III. Students will develop cognitive skills necessary for academic development.

d. Overall structure

8. **Brief description of modules.**

Module 1: Foundations of Law in Market.

In this module, an exploration into the entanglement of neoliberalism with the democratic state and global economic frameworks is embarked upon. The ideological roots and the expansive reach of neoliberal policies across the globe, particularly their embodiment in corporate strategies and state apparatuses, are critically examined. Special attention is given to the Indian context, where the interplay between democracy and economic transformation provides a unique case study on the implications of neoliberalism. The role of law as both a constructor and conduit of neoliberal ideals is deliberated upon, seeking to understand the legal underpinnings that have shaped contemporary neoliberal practices. This is further expanded to consider the creation of a political economy framework that moves beyond traditional paradigms, aiming to address the complexities of the 21st century.

Module 2: Legal Foundations of Work and Economy

This module focuses on the critical examination of labour laws within the burgeoning gig economy, where the digitalisation of labour processes is observed to reshape traditional employment paradigms. Challenges brought forth by the intersection of advanced information technologies and labour legislation are scrutinised against the backdrop of a new working class that emerges in the shadow of globalisation and its associated market inequalities. The particular context of India, with its unique engagement with gig work and informality, is dissected to reveal the unfulfilled promises and potential of this labour structure. Attention is directed towards the legal battles concerning the misclassification of workers, a pivotal issue that has significant ramifications on the rights and protections afforded to gig workers. Through a blend of international and Indian literature, this module analyses how legal instruments both

shape and are shaped by labour market dynamics, the forces of industrialisation, and the narratives of economic development, aiming to critically assess the alignment between labour laws and economic policy objectives.

Module 3: Legal Foundations and Digital Economy

This module examines the evolving landscape of digital platform governance, where the intersections of law, technology, and societal values are navigated. The governance of digital platforms and their impact on public values within a connected society are analysed comprehensively. The intricate dynamics between legal structures, truth, and power in the context of digital realities are also explored, offering a critical lens on how the law adapts and responds to the challenges of an information-centric economy. The antitrust implications and the separation of platform-based commerce from traditional market structures are scrutinised to understand the reshaping of market competition. Furthermore, the concept of markets being governed by the proliferation of data is discussed, prompting a re-evaluation of market regulation principles in the era of big data. This module is designed to reveal the transformative implications for legal frameworks in response to the digitisation of social and economic interactions, encapsulating the critical questions that surface as markets and governance are increasingly informed by digital innovation.

Module 4: Law and Global Political Economy

In this module, a critical examination of the historical and contemporary structures of international law and global governance is undertaken, as these structures are scrutinized through the lens of imperialism and sovereignty. The evolution of international institutions is explored, particularly how they may contribute to a global state with imperial characteristics. Issues of sovereignty and the influence of empire on the emergence of global economic governance are dissected to reveal the complexities of modern geopolitical dynamics. Further, the current threats to multilateralism, especially from the perspective of the Global South, are given due consideration, providing a contemporary context to the discourse.

Module 1 Foundations of Law in Market.	
Topics to be covered. - The Theoretical Foundations of Neoliberalism, Understanding Neoliberalism and its Global Impact, The Role of the Democratic State in a Neoliberal Context, - Law's Role in the Neoliberal Agenda, How Law Shapes and Is Shaped by Neoliberal Ideologies, Legal Frameworks Supporting Neoliberal Economic Structures, Critical Legal Theories Addressing Neoliberalism	Essential Readings: a. Bhaduri, A. (2009), On Neoliberalism, the Democratic State and Corporate-led Globalisation, The Face You Were Afraid To See, Penguin, New Delhi. b. Harvey, D. (2005), Freedom's Just Another Word, A Brief History of Neoliberalism, Oxford University Press, New York. c. Chatterjee, Partha. "Democracy and economic transformation in India 1." In Understanding India's New Political Economy, pp. 17-34. Routledge, 2011. d. Jedediah S. Purdy, Amy Kapczynski & David S. Grewal, How Law Made

	Neoliberalism, Boston Rev., February 22, 2021 (2021). e. Britton-Purdy, Jedediah, David Singh Grewal, Amy Kapczynski, and K. Sabeel Rahman. "Building a law and political economy framework: Beyond the twentieth-century synthesis." Yale LJ 129 (2019): 1784. Secondary Readings: a. Drèze, Jean, and Amartya Sen, Integrating Growth and Development, An uncertain glory: India and its contradictions. Princeton University Press, 2013. b. Ha-Joon ed. (2006), Rethinking Development Economics, Anthem Press, London. c. Blalock, Corinne. "Neoliberalism and the crisis of legal theory." Law & Contemp. Probs. 77 (2014): 71.
Module 2: Legal Foundations of Work and Economy	
Topics to be covered. - Introduction to the gig economy and labour law, defining the gig economy: scope, nature, and growth, overview of labour law as it deals with gig workers, - The impact of digitalization on labour processes, advanced information technologies and their influence on work, - Labour in the gig economy, characteristics of labour in the gig economy, globalization and labour market inequalities.	Essential Reading a. Carby-Hall, Jo, and Lourdes Mella Méndez, eds. Labour law and the gig economy: challenges posed by the digitalisation of labour processes. Routledge, 2020. b. Rani, Uma, and Nora Gobel. "Labour in the gig economy." The Routledge Handbook of the Gig Economy (2022): 2. c. Brishen Rogers, Data and Democracy at Work: Advanced Information Technologies, Labor Law, and the New Working Class. d. Adrian Wood, Globalisation and the Rise in Labour Market Inequalities, The Economic Journal, Volume 108, Issue 450, 1 September 1998, Pages 1463–1482. e. Duvisac, Sara. "The unfulfilled promise of gig work: Unpacking informality and gig work in India." In The Routledge Handbook of the

	gig economy, pp. 361-373. Routledge, 2022. f. Veena Dubal, Winning the Battle, Losing the War?: Assessing the Impact of Misclassification Litigation on Workers in the Gig Economy, Wisconsin Law Review 739 (2017). g. Deepika, M. G., and M. Madhusoodhan. "Labour Laws for Gig Workers in the Context of Labour Law Reforms." Economic & Political Weekly 57, no. 30 (2022): 23.
Module 3: Legal Foundations and Digital Economy	
Topics to be covered. - Informational capitalism and the law, theoretical foundations of informational capitalism. - The role of intellectual property law in the age of information - Rule by data, implications for market functioning, data privacy, protection, and regulatory challenges, intersections of law and digital technologies.	Essential Readings: a. Van Dijck, José, Thomas Poell, and Martijn De Waal, Governing a Responsible Platform Society, The platform society: Public values in a connective world. Oxford University Press, 2018. b. Cohen, Julie E. Between truth and power. Oxford University Press, 2019 c. Kapczynski, Amy. "The law of informational capitalism." Yale LJ 129 (2019): 1460. d. Khan, Lina M. "The separation of platforms and commerce." Columbia Law Review 119, no. 4 (2019): 973-1098. e. Pistor, Katharina. "Rule by data: The end of markets?." Law & Contemp. Probs. 83 (2020): 101. Secondary Readings: a. Pasquale, Frank. The black box society: The secret algorithms that control money

	and information. Harvard University Press, 2015. b. Narayan, Sunetra Sen, and Shalini Narayanan, eds. India connected: Mapping the impact of new media. SAGE Publishing India, 2016. c. Zuboff, Shoshana. "Surveillance capitalism and the challenge of collective action." In New labor forum, vol. 28, no. 1, pp. 10-29. Sage Publications, 2019.
Module 4 Law and Global Political Economy	
- The historical context of imperialism in shaping international law, sovereignty and its evolution in the face of imperial ambitions. - The role of international institutions in global state formation, neo-imperialism and the global political economy, sovereignty and global economic governance.	Primary Readings: a. Anghie, Antony, Introduction, Imperialism, sovereignty and the making of international law. Vol. 37. Cambridge University Press, 2007. b. Chimni, Bhupinder S. "International institutions today: an imperial global state in the making." European Journal of International Law 15, no. 1 (2004): 1-37. c. Martin, Jamie, 'Introduction' The Meddlers: Sovereignty, Empire, and the Birth of Global Economic Governance. Harvard University Press, 2022. d. Abdessaman Jaldi, The Crisis of Multilateralism Viewed from the Global South, Policy Center for the New South (April 2023) only pp 1-18. Secondary Readings: a. Anghie, Antony. "Legal aspects of the new international economic order." Humanity: An International Journal of

	Human Rights, Humanitarianism, and Development 6, no. 1 (2015): 145-158. b. Pahuja, Sundhya. Decolonising international law: development, economic growth and the politics of universality. Vol. 86. Cambridge University Press, 2011.

8. Pedagogy:

a. Instructional design
The course will be a combination of lectures, thematic 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 core faculty has academic training in the field of Environmental Law.

9. Assessment Methodology:

A combination of final term examination, Mid-term exam, Assignments and individual presentation.

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 ....9th.... meeting held on ....14th Feb 2024.... and has been approved in the present form.

Signature of the Dean of the School

Dean,
School of Law, Governance and Citizenship
Dr. B.R. Ambedkar University Delhi.
Karampura Campus
New Delhi-110015

4. Law and Environment

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 Law, Governance and Citizenship
Programme(s)	BA Law and Politics
Course title	Law and Environment
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Generic Elective
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?**

The course will be offered to B.A Third year students in Semester Five as a Generic Elective, The course converses with AUD's vision in engaging with the National Education Policy, Environmental law is itself multidisciplinary by nature, for the reason that environmental regulations and research also requires a diverse scientific perspectives like those of natural and social sciences, Global environmental problems and climate change have contributed to the expansion of environmental Legal Regulations. but, it did not receive sufficient attention as a dedicated subject in the social science discipline. This course aims to offer an enthusiastic course to the students by giving an outline of the principles and the legal instruments of the discipline. The students will gain knowledge about the basic features of national and international developments within the field.

2. **Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.):** Prior Knowledge not required

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

4. **If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.):**

Semester Long Course for 5th Semester Students.

5. **Proposed date of launch:** July 2024

6. **Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):**

Currently, the rapid amount of industrial growth is leading towards irreversible environmental degradation such as water pollution, air pollution, climate change and global warming. Moreover tremendous growth in population and urbanization have created the problems such as deforestation, huge generation of solid wastes, loss of biodiversity and degradation of land etc. In such circumstances, the role of society, the role of individuals and government has become more important to curb the situation of environmental degradation. With this background it is indeed necessary for students to understand the legislative measures for prevention of pollution and protection of environment.

7. **Course Description:**

a. Summary

In sync with the vision of the NEP to create multidisciplinary curriculum, the course combines the disciplines of natural and social sciences, The challenges related to Environment must be dealt with a multidisciplinary approach. Environmental law aims to protect and enhance the environment, reduce the risk to human health from pollution, and achieve sustainable way of protecting natural resources. At present, the primary sources of this balancing act are Union, state, and local Laws. However, these statutes and regulations overlay a common, judge-made, law like tort law that provides remedies for intentional and unintentional harms. In addition, there is a growing body of international environmental law with similarities to Indian environmental law.

b. Objectives of this Course

1. To survey today's major environmental laws,
2. To Explore the evolution of international environmental law and its impact on domestic environmental regulation
3. To Understand and appreciate the critical role played by the judiciary in India in developing a rights based framework for environmental regulation in India

c. Learning Outcomes:

On the successful completion of the course, the students would be able to

I. Gain familiarity with legal concepts and Acquire various skills like Public Speaking analysing the legal Cases etc.

II. Students will acquire various cognitive skills which are significant abilities required for Problem solving.
III. Students will acquire Knowledge in multiple Discipline of Law and Environment which will enable them in improving their cognitive and technical skills. **d. Prologue**

Originally, the Environmental laws first tried to Tackle the pollution harm which happened During 1960's and 1970's. By the 21st century, environmental law was concentrating on climate change Issues, global warming, and biological Conservation. During these Periods Multiple Laws at the
International level, Regional level, and the National level had been Formulated by the Law Makers. Also, in this period the Role of Judiciary was very Significant in Safeguarding the Environment. Along with Environmental Laws and Judicial Standards, the Non-Governmental Organisation and the Private Sector participation in Combating the Environmental issues was enormous. So, with this course, the Students will learn on both the Evolution and the Contemporary landscape of Environmental Law. **e. Over all structure**

This Course introduces students to a range of key legal concepts and debates on Environmental Law, The course is designed to be of interest to those who are aspiring to take the fields such as Politics, media, Public administration etc.

Brief description of modules

Module 1: states about Constitutional Mandate. In fulfilment of the United Nations Conference on Human Environment convened at Stockholm in 1972, the nations of the world decided to take appropriate steps to protect and improve human environment. This Conference has changed the environmental jurisprudence of India. In India 42nd Amendment to the Indian Constitution inserted Part IV and Part IV-A of the Constitution which enumerates certain DPSP and fundamental duties under Articles 48-A and 51-A (g). These Articles are more important and works as the constitutional mandates for environmental protection. Judiciary has also contributed by its activism and provided the right to pollution free and healthy environment as a part of right to life under Article 21. Judiciary has also accepted the international norms and interpreted it in administration of justice. Judiciary has evolved the principles such as polluter pay principle, precautionary principle, sustainable development and public trust doctrine.

Under Module 2: it is Pollution Laws Many of the most well known environmental laws focus on regulating pollution in general and pollution within a specific media (e.g., air or water) In this section we will learn the basics of the laws dealing with the regulation of air and water pollution,

The Third Module deals about Wild Life and Forest. Although these have been clubbed together in the course manual - because of the various interconnections between these subject areas - they would be discussed individually.

The fourth module: introduces the International Environmental Law.

Here we will provide an overview of the international environmental regime in terms of the

Stockholm and Rio conferences and discuss critical institutions of environmental policymaking at the international level. In this context we will focus on the development and application of substantive principles of environmental law. This includes the State Responsibility for Transboundary Harm, Common but Differentiated Responsibility (CBDR)etc.

Module-1 : Constitutional Mandates and Environment (Week 1 2 and3)	
Topics to be covered. Constitution, Acts, Rules, Regulations, PIL-liberalization of the rule of locus standi, Judicial activism. Constitution and 42nd Amendment Act of 1976, Directive Principles of State Policy, Fundamental Duties and Right to Pollution Free Environment.	**Readings:** 1. H. M. Sumanth, Constitutional Mandate for Environment Protection in India, 4 INT'l J.L. MGMT. & HUMAN. 2103 (2021). 2. Procedural Environmental Rights in Indian Law (2008), Indian Environmental law key Concepts and principles by Shibani Ghosh, orient Black Swan, 2019. pp. 55-103.

	3. Geetanjoy Sahu (2008), PUBLIC INTEREST ENVIRONMENTAL LITIGATIONS IN INDIA: Contributions and Complications The Indian Journal of Political Science, Vol. 69, No. 4 (OCT. - DEC., pp. 745- 4. Lovleen Bhullar(2019), the Judiciary and the Right to Environment in India Past, Present and Future Indian Environmental law key Concepts and principles by Shibani Ghosh, orient Black Swan. pp.21-54. 5. Dhvani Mehta (2019) The Judicial Implementation of Environmental Law in India, Indian Environmental law key Concepts and principles by Shibani Ghosh, orient Black Swan. pp.271-322. **Relevant Cases:** 1. Rural Litigation and Entitlement Kendra, Dehradun vs. State of Uttar Pradesh (AIR 1988 SC 2187). 2. Subhash Kumar vs. State of Bihar (AIR 1991 SC 420). 3. Virender Gaur vs. State of Haryana(1995 (2) SCC577). 4. Banvasi Seva Ashram vs. State of Uttar Pradesh (AIR 1987 SC 374). 5. M.C. Mehta vs. Kamal Nath (AIR 2000 SC 1997). 6. M.C. Mehta vs. Union of India (1987 (1) SCC 395).
Module-2: Pollution laws. (Week 4 5 and 6)	

Topics to be covered.	Readings:
The Water (Prevention and Control of Pollution) Act of 1974 a) The Framework of the Act b) Regulatory Mechanism: Its Powers and Functions The Air (Prevention and Control of Pollution) Act of 1981 a) The framework of the Act b) Regulatory Mechanism: Its Powers and Functions c) Offences and Penalties under Air (Prevention and Control of Pollution) Act, 1981 d) Role of Courts in Prevention of Air Pollution The Environment Protection Act (EPA)of 1986 a) Main Aims and Objectives of the Act	1. Sati, E. (2019). Evolution of Environment Laws in India. Supremo Amicus, 11, pp.158-167. 2. Ghosh, S., Lele, S., & Heble, N. (2018). Appellate authorities under pollution control laws in india: powers, problems and potential. Law, Environment and Development Journal (LEAD Journal), 14(1), pp.49-62. 3. Verma, N. (2016). Water pollution in india: an overview. Indian Journal of Law and Justice, 7(1), pp.22-28. 4. Armin Rosencranz and Videh Upadhyay (2011) Some Suggestions And Recommendations Towards A Model State Pollution Control Board

b) Importance of Section 3 and 5 of EPA c) Violation and Penalties under the Act	(SPCB) In India, Environmental Law & Practice Review, pp. 106-114. 5. C. M. Abraham and Sushila Abraham 1991), The Bhopal Case and the Development of Environmental Law in India The International and Comparative Law Quarterly, Vol. 40, No. 2 (Apr., 1991), pp. 334-365. 6. Gagrani, V. (2022). Applicability of the Environment Protection Act to Water and Air Pollution. International Journal of Law Management & Humanities, 5, 2037-[cxci]. **Relevant Cases:** 1. A.P. Pollution Control Board vs. Prof. M.V. Nayudu (2001 (2) SCC62). 2. Indian Council for Enviro- Legal Action vs. Union of India (1996 (3) SCC212). 3. S.Jagannath vs. Union of India (Shrimp Culture Case) (AIR 1997 SC 811). 4. Goa Foundation vs. Konkan Railway Corporation (AIR 1992 Bom.171). 5. Vellore Citizens Welfare Forum vs. Union of India (AIR 1996 SC2715). 6. M.C. Mehta vs. Union of India, (Shriram Food and Fertilizer Case) (1986) 2 SCC176). 7. Union Carbide Corporation vs Union Of India Etc on 4 May, 1989 SCC (2) 540.
Module-3 Wildlife and Forest (Week 7 8 and 9)	

Topics to be covered.	Readings:
Evolution and Jurisprudence of Forest and Wildlife laws, statutory framework on Forests, Wildlife and Biodiversity: IFA, 1927; WLPA, 1972; FCA, 1980; Biological Diversity Act, 2002; Forest Rights Act,2006.	1. Arun Bandopadhyay (2010), Social Scientist , Jan. - Feb., 2010, Vol. 38, No. 1/2 pp. 53-76. 2. Mr. Videh Upadhyay (2007), Lecture Notes on Legal and Policy Frameworks related to Forest Conservation. 3. S. SHYAM SUNDER (1995), Wildlife conservation and forestry: concerns and policy developments in India The Commonwealth Forestry Review , Vol. 74, No. 1, SPECIAL ISSUE FORESTARY AND NATURE CONSERVATION (1995), pp. 35-40. 4. Vikas Kumar Soni (2020), Analysis and Evaluation of Wildlife Conservation

	Laws and Policies in India IJRAR October 2020, Volume 7, Issue 4 www.ijrar.org (E-ISSN 2348-1269). **5.** Tony Gross (2010), Fight for the Forest, Chico Mendes, Ken Conca et al., eds., Green Planet Blues: Environmental Politics from Stockholm to Johannesburg (Boulder: Westview, 2010 Fourth edition).pp.94-98. **Relevant Cases:** 1. Tarun Bharat Sangh v Union of India, AIR 1992 SC 514 2. T N Godavarman Thirumulkpad v Union of India, AIR 1998 SC 769, AIR 2005 SC 4256 3. Indian Handicrafts Emporium v Union of India, AIR 2003 SC 3240 4. Bombay Burmah Trading Corporation v Field Director Project Tiger and Conservator of Forests, AIR 2000 Mad. 63 5. Animal and Environment Legal Fund v Union of India, AIR 1997 SC

	1071
Module-4 International Environmental Law (Week 10 11 and 12)	
Topics to be covered. Principles of International Environmental Law, Climate change issues.	**Readings:** 1. Ken Conca and Geoffrey D. Dabelko (2019), Introduction: From Stockholm to Sustainability Green planet blues: critical perspectives on global environmental politics / edited by Ken Conca & Geoffrey D. Dabelko, Sixth Edition. | New York: Routledge. pp.116. 2. de Araujo Castro, (2019), chap. 2 "Environment & Development: The Case of Developing Countries" Green planet blues: critical perspectives on global environmental politics / edited by Ken Conca & Geoffrey D. Dabelko, Sixth Edition. | New York: Routledge. pp.32-40. 3. Meenakshi Raman (2019), The Climate Change Battle in Paris, Green planet blues: critical

	perspectives on global environmental politics / edited by Ken Conca & Geoffrey D. Dabelko, Sixth Edition. | New York: Routledge.pp.175187.

	4. Saptarishi Bandopadhyay (2019), Sustainable Development and Indian Environmental Jurisprudence, Indian Environmental law key Concepts and principles by Shibani Ghosh, orient Black Swan.pp.107-151. 5. Lovleen Bhullar(2019), The Polluter Pays Principle Scope and Limits of Judicial Decisions Indian Environmental Jurisprudence, Indian Environmental law key Concepts and principles by Shibani Ghosh, orient Black Swan.pp.152-191. 6. Lavanya Rajamani (2019), The Precautionary Principle Indian Environmental Jurisprudence, Indian Environmental law key Concepts and principles by Shibani Ghosh, orient Black Swan.pp.192-229. **Relevant Cases:** 1. Trail smelter case (United States, Canada) 1938 2. Gabcikovo-Nagymaros Project (Hungary v Slovakia) [1997] ICJ Rep . 7. 3. Legality of the Threat or Use of Nuclear Weapons (Advisory Opinion of ICJ on 8 July 1996) 4. Southern Bluefin Tuna Cases (New Zealand v. Japan; Australia v. Japan),ITLOS 1999 5. Pulp Mills on the River Uruguay (Argentina v. Uruguay) Judgment of ICJ on 20 April 2010

Background Books

The following books and Bare Acts provide useful overviews of the field, and the course draws upon portions of some of these books as part of the syllabus.

Bare Acts, Universal Law Publishing Co. Pvt. Ltd.; for the following Laws

i. Environment (Protection) Act, 1986
ii. Indian Forest Act, 1927
iii. Forest Conservation Act, 1980

iv. Wildlife (Protection) Act, 1972
v. National Green Tribunal Act, 2010

Books

1. Indian Environmental law key Concepts and principles by Shibani Ghosh, orient Black Swan, 2019.
2. Upadhyay S. and Upadhyay V., Hand Book on Environmental Law-Forest Laws, Wildlife Laws and the Environment, Vol I, Lexis Nexis- Butterworths, India, 2002.
3. Philippe Sands, Principles of International Environmental Law, (2nd Edn.), Cambridge University Press, New York, 2007.
4. Ken Conca et al., eds., Green Planet Blues: Environmental Politics from Stockholm to Johannesburg (Boulder: Westview, 2010 Fourth edition).
5. Green planet blues: critical perspectives on global environmental politics / edited by Ken Conca & Geoffrey D. Dabelko, Sixth Edition. | New York: Routledge. 2019 New York: Routledge.

8. Pedagogy:

a. Instructional design
The course will be a combination of lectures, thematic 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 core faculty has academic training in the field of Environmental Law.

9. Assessment Methodology:

A combination of final term examination, Mid-term exam, Assignments and individual presentation.

Rough break up:

individual presentation (20%) Final exam (40%) Mid-Term Exam (40%).



Signature of Course

Coordinator(s) Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 9th meeting held on 14th Feb 2024 and has been approved in the present form.

Dean, SLGC

Dean,
School of Law, Governance and Citizenship
Dr. B.R. Ambedkar University Delhi
Karampura Campus
New Delhi-110015

4. Politics of International Law

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 Law, Governance and Citizenship
Programme(s)	MA Law and Politics
Course title	Politics of International Law
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Salvin Paul

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
The course is offered as part of Discipline specific advanced survey course that aims students to engage on various debates on development of international law, international peace and security, rights and duties of states, international organizations, peoples (groups), individuals, and non-governmental organizations to explore the politics of international law from different perspectives.
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):**
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:**
Summer 2024
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 M.A students in Semester _____, The course converses with AUD's vision in engaging with the concept of politics of international law. The course is designed to provide students with an understanding of the Politics of International legal system from different perspectives.
7. **Course Details:**
a. Summary

In a globalised society, Politics of international law helps to understand how global rules shape and transform international politics that makes meaning to all realms of life including the food we eat, the products we buy, the rights we hold, and the wars that are fought. This course enables students to explain where international law comes from, how actors decide whether to

follow international law, and how international law is upheld using legal and political tools. Thus, the students comprehend to draw connections between theoretical concepts and real-world situations.

b. objectives

1. To enable Students to Understand the origin and development of International legal system.
2. To enable the Students to structures and process of international Peace and Security.
3. To enable at equipping students to engage in various debates of Politics of international law from divergent perspectives.

c. Learning Outcomes:

On the successful completion of the course, the students would be able to

e) Gain familiarity with origin and development of international legal systems;
f) Comprehend skills to understand the structure and process of international peace and security.
g) Students will acquire skills understand various debates mutually constituting dynamcis of Politics and international law.

d. Over all structure

This course introduces students about the process and making of international law and its politics. The course will span across various debates and grounds on making, breaking and upholding international law by various actors in international politics. This course provides a nuanced understanding on such process by providing a comprehensive framework of origin, evolution and contemporary challenges that are evolving in International Law.

Brief description of modules/ Main modules:

The course is divided into four modules.

- **The first module** unravels the development of international law by examining the various debates on origin and development of law.
- **The second module** focuses on the modern era perspectives of international peace and security during first, second world wars, during cold war and post cold to understand the plethora of debates into the ambit of politics and international law by diverse group of actors and the emergence of abstract values such as consensus, fairness and justice that override state consent to the creation of international legal obligations.
- **The third module** draws attention on the rights and duties of states, international non-governmental organizations, peoples (groups), and individuals.
- **The final module** discusses the mutually influencing role of politics and international law from the critical, contractual, and sociological perspectives to understand the politics of International Law.

This is substantially a research-oriented lecture-based course, which incorporates debates, perspectives and class activities for hands-on experience.

Module 1: Development of International Law **Weeks 1-3**	**The first module** of the course will unravel the development of international law by examining the classical debates on why and how international law was upheld in the first week. In the second, the normative force arguments vs instrumental political tool perspectives largely rooted in western political thought will highlight other traditions in such development. The third week critically examines the African and Asian societies exclusion in positivist era that mostly focused on

	nationalism over universalism to understand the impact of international trade and travel on setting the emergence of international private law. **Topics** • Origin and the epochs of international law • Politics and values of International Law • Colonial and postcolonial realities of International Law • Intercivilizational Perspective of international Law
Week 1 Origin and the Development of international law	**Essential Readings** Ruddy, F. S. (1968). The Origin and Development of the Concept of International Law. *Colum. J. Transnat'l L.*, *7*, 235. Davis, G. B. (1898). *Outlines of international law: with an account of its origin and sources and of its historical development*. Harper & Bros.. Anghie, A. (2007). *Imperialism, sovereignty and the making of international law* (Vol. 37). Cambridge University Press. Slaughter, A. M. (1995). International law in a world of liberal states. *European journal of international law*, *6*(3), 503-538. Patel, B. N. (Ed.). (2008). *India and International Law: Introduction* (Vol. 2). Martinus Nijhoff Publishers. **Additional Readings:** Grewe, W. G. (2013). *The epochs of international law*. Walter de Gruyter. Lauterpacht, H. (1982). *The development of international law by the International Court*. Cambridge University Press. **Class Activity:** Framing a review of literature in international law
Week 2: Politics and values of International Law: colonial and postcolonial realities	**Essential Readings** Koskenniemi, M. (2017). The politics of international law. In *The nature of international law* (pp. 355-384). Routledge. Yasuaki, O. (2003). International law in and with international politics: The functions of international law in international society. *European Journal of International Law*, *14*(1), 105-139. Anghie, A. (2006). The evolution of international law: colonial and postcolonial realities. *Third World Quarterly*, *27*(5), 739-753. Chimni, B. S. (2018). Customary international law: A third world perspective. *American Journal of International Law*, *112*(1), 1-46. **Additional Readings** Henkin, L. (1995). International law: politics and values. *Developments in International Law*, *18*. Sands, P. (2017). East West Street: Personal Stories about Life and Law. *Wash. U. Global Stud. L. Rev.*, *16*, 439. Chimni, B. S. (2010). International law scholarship in post-colonial India: coping with dualism. *Leiden Journal of International Law*, *23*(1), 23-51. Weisburd, A. M. (2001). Customary International Law and Torture: The Case of India. *Chi. J. Int'l L.*, *2*, 81.

	Class Activity: Identifying research gaps in select literature of international Law
Week 3: Inter-civilizational Perspective of international Law	**Essential Readings** Anand, R. P. (2007). Universality of International Law: An Asian Perspective. *Essays in International Law*, (23), 21-40. Chesterman, S. (2016). Asia's ambivalence about international law and institutions: past, present and futures. *European Journal of International Law*, *27*(4), 945-978. Anghie, A. (2023). Rethinking International Law: A TWAIL Retrospective. *European Journal of International Law*, *34*(1), 7-112. **Additional Readings** Western European Influence on the Foundation of International Law. *David Davies Memorial Institute of International Studies. Annual memorial lecture*, *1*(4), 137-146. Yasuaki, O. (2000). When Was the Law of International Society Born-An Inquiry of the History of International Law from an Intercivilizational Perspective. *J. Hist. Int'l L.*, *2*, 1. Hegde, V. G. (2010). Indian courts and international law. *Leiden Journal of International Law*, *23*(1), 53-77.
Module 2: International Peace and Security **Weeks 4-6**	**In the second module, fourth week,** focuses on the modern era perspectives of international peace and security during first and second world wars to understand the establishment of Permanent Court of International Justice under league of nations to the creation of United Nations and International Court of Justice. 5th week explores decolonisation process that classifies the states into first, second and third worlds to emerge new phenomenon called cold war to understand role of each category in it. 6th week tries to understand the end of cold war ushered the globalisation process bringing plethora of debates into the ambit of politics and international law in an international community context where multiple actors such as individual, states, international organisations and other diverse group of actors play a critical role in general collective interests over the parochial individual interests. The emergence of abstract values such as consensus, fairness and justice in the ambit of communitarian law override state consent to the creation of international legal obligations. **Topics** • International Peace and Security • The League of Nations • The United Nations • Globalization • From State Consent to State Responsibility
Week 4: Maintenance of International Peace	**Essential Readings** Goodrich, L. M. (1965). The maintenance of international peace and security. *International Organization*, *19*(3), 429-443.

security through The League of Nations and The United Nations	Wertheim, S. (2012). The League of Nations: a retreat from international law?. *Journal of Global History*, *7*(2), 210-232. Akande, D. (1997). The International Court of Justice and the Security Council: Is there room for judicial control of decisions of the political organs of the United Nations?. *International & Comparative Law Quarterly*, *46*(2), 309-343. **Additional Readings** Kerr, R. (2001). International Peace and Security and International Criminal Justice. In *The United Nations and Human Security* (pp. 121-136). London: Palgrave Macmillan UK. Coplin, W. D., & Rochester, J. M. (1972). The Permanent Court of International Justice, the International Court of Justice, the League of Nations, and the United Nations: A Comparative Empirical Survey. *American Political Science Review*, *66*(2), 529-550.
Week 5: Challenges of globalization to international law	**Essential Readings** Yudi, P., & Berlian, B. (2023). The Development of International Law in the Age of Globalization: Challenges and Opportunities. *International Journal of Social Service and Research*, *3*(8), 2004-2008. Berman, P. S. (2004). From international law to law and globalization. *Colum. J. Transnat'l L.*, *43*, 485. Hobe, S. (2001). The Era of Globalisation as a Challenge to International Law. *Duq. L. Rev.*, *40*, 655.
Week 6: From State Consent to State responsibility	**Essential Readings** Perkins, J. A. (1997). The Changing Foundations of International Law: From State Consent to State Responsibility. *BU Int'l LJ*, *15*, 433. Abass, A. (2004). Consent precluding state responsibility: a critical analysis. *International & Comparative Law Quarterly*, *53*(1), 211-225. Crawford, J., & Olleson, S. (2003). The nature and forms of international responsibility. *International law*, *445*. **Additional Readings:** Brilmayer, L. (1995). International justice and international law. *W. Va. L. Rev.*, *98*, 611.
Module 3 Rights and duties of actors of international law **Weeks 7-9**	**The third module** focuses on the rights and duties of states, international non-governmental organizations, peoples (groups), and individuals. In week 7, Recognition and Law for states In week 8, International organizations and Nongovernmental organizations as law-makers In Week 9, Self-determination and Indigenous peoples and the position of the individual **Topics** • Recognition and Law for states • International organizations and Nongovernmental organizations as law-makers • Self-determination and Indigenous peoples • The position of the individual
Week 7: Recognition and Law for states	**Essential Readings** Lauterpacht, H. (1943). Recognition of states in international law. *Yale LJ*, *53*, 385.

	Sandholtz, W., & Sweet, A. S. (2004). 10 Law, politics, and international governance. *The politics of international law*, *96*, 238. Goldsmith, J., & Levinson, D. (2009). Law for states: international law, constitutional law, public law. *Harvard Law Review*, 1791-1868. Slaughter, A. M. (1995). International law in a world of liberal states. *European journal of international law*, *6*(3), 503-538.
Week 8: International organizations and Nongovernmental organizations as law-makers	Daugirdas, K. (2016). How and why international law binds international organizations. *Harv. Int'l LJ*, *57*, 325. Charnovitz, S. (2006). Nongovernmental organizations and international law. *American Journal of International Law*, *100*(2), 348-372. Alvarez, J. E. (2006). International organizations as law-makers.
Week 9: **Self-determination of indigenous people and position of Individual**	**Essential Readings** Orakhelashvili, A. (2000). The position of the individual in international law. *Cal. W. Int'l LJ*, *31*, 241. Brownlie, I. (1985). The rights of peoples in modern international law. *Bull. Austl. Soc. Leg. Phil.*, *9*, 104. Cirkovic, E. (2006). Self-determination and Indigenous peoples in international law. *American Indian Law Review*, *31*(2), 375-399. **Additional Readings** Reus-Smit, C. (2003). Politics and international legal obligation. *European Journal of International Relations*, *9*(4), 591-625. Holder, C. (2008). Culture as an activity and human right: An important advance for indigenous peoples and international law. *Alternatives*, *33*(1), 7-28. **Class activity: how to exploring Scheduled Tribes in India?**
Module 4 **Weeks 10-12**	**The fourth and final module** discusses the mutually constituting influencing factors of politics and international law from the critical, contractual, and sociological perspectives to understand the politics of International Law. 10th week explores whether international law has an independent causal impact on politics, critical scholars argue that ambiguous nature of international law create space for manipulation on the basis of economic and political power. 11th weeks tries to understand Contractual Perspective to explore mutual cooperation among states to understand various challenges such as coordination, collaboration, commitment and screening. 12th weeks looks at Why state change its preferences over time, sociological explanation of persuasion to new ideas and socialization of public opinion on foreign policy explain how international law influence International Politics. Topics The fate of public international law International law as ideology Critical legal studies sociological approach An integrated theory and a pluralist approach
Week 10: The fate of public international law and it as ideology	**Essential Readings** Koskenniemi, M. (2007). The fate of public international law: between technique and politics. *The Modern Law Review*, *70*(1), 1-30.

	Scott, S. V. (1994). International law as ideology: Theorizing the relationship between international law and international politics. *Eur. J. Int'l L.*, *5*, 313. **Class activity: Write a term paper on politics of international law to present it in the class**
Week 11: Critical legal studies and sociological approach	**Essential Readings** Purvis, N. (1991). Critical legal studies in public international law. *Harv. Int'l. LJ*, *32*, 81. Delbrück, J. (2007). Max Huber's sociological approach to international law revisited. *European Journal of International Law*, *18*(1), 97-113. Reus-Smit, C. (2003). Politics and international legal obligation. *European Journal of International Relations*, *9*(4), 591-625. **Additional Readings:** Singh, N. K. (2000). The Indian Constitution and Customary International Law: Problems and Perspectives. *Student Advoc.*, *12*, 81. Sehrawat, V. (2019). Implementation of International Law in Indian Legal System. *Fla. J. Int'l L.*, *31*, 97. Ganguli, A. K. (2008). Interface between International Law and Municipal Law: Role of the Indian Juriciary. In *India and International Law, Volume 2* (pp. 11-48). Brill Nijhoff. Benvenisti, E., & Downs, G. W. (2009). National courts, domestic democracy, and the evolution of international law. *European Journal of International Law*, *20*(1), 59-72.
Week 12: An integrated theory and a pluralist approach	Hathaway, O. A. (2005). Between power and principle: An integrated theory of international law. *The University of Chicago Law Review*, 469-536. Berman, P. S. (2007). A pluralist approach to international law. *Yale J. Int'l L.*, *32*, 301. Aggarwal, M., & Kanchuboyina, B. (2023). Indian domestic courts ascertaining of customary international law. , *No. 1 Int'l JL Mgmt. & Human.*, *6*, 1068. Ranjan, P. (2022). The Supreme Court of India and International Law: A topsy-turvy Journey from Dualism to Monism. *Liverpool Law Review*, *43*(3), 571-595. **Additional Readings:** Nawaz, M. K. (1963). International Law in the Contemporary Practice of India: Some Perspectives. In *Proceedings of the American Society of International Law at its annual meeting (1921-1969)* (Vol. 57, pp. 275-290). Cambridge University Press. Choudhuri, S. R. (2022). Harmonizing Municipal and International Law: An Analysis from the Lens of the Decision Rendered in Jeeja Ghosh v. UOI. *Issue 1 Indian JL & Legal Rsch.*, *4*, 1. Chandra, A. (2017). India and international law: Formal Dualism, functional monism. *Indian Journal of International Law*, *57*(1-2), 25-45. Choukroune, L. (2018). From without to within: Indian international law as modernizer. *Exploring Indian Modernities: Ideas and Practices*, 37-57. Diwan, P. (1953). Recent Indian Decisions on Public International Law. *International & Comparative Law Quarterly*, *2*(3), 459-466.

	Open hour **Revision** **Feedback and evaluation** **Class activity:** Quiz

10. Pedagogy:

a. Instructional design
The course will be a combination of lectures, thematic discussions, class activities 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 core faculty has academic training in the field of Politics and International Law.

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

11. Assessment Details with weights:

- Aim's to develop comprehensive understanding on Politics of International Law though discussions, debates, writing and presentations skills.
- Mid-semester and End- semester exam 50%
  Students will be asked to write essay type answers based on the lectures presented in the class.
- Identify research gaps from select literature 10%
- Review of literature: 20%
  Students will be judged with regards to their interaction in the classroom which will improve their cognitive skills.
- Term Paper presentation: 20%

Signature of Course Coordinator(s)

Note:

4. 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.

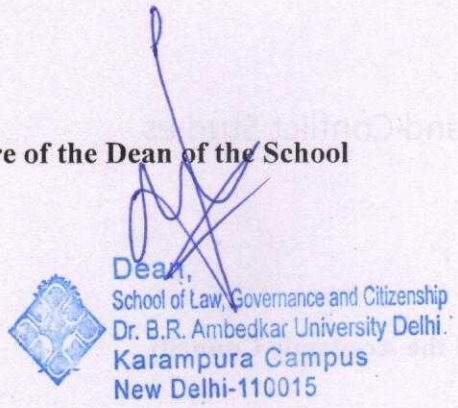
5. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

6. 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 .....9th.....meeting held on..19th...Feb...2024...and has been approved in the present form.

Signature of the Dean of the School



Encl.-V

5. Theory and Practice of Peace and Conflict Studies

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 Law, Governance and Citizenship
Programme(s)	MA LPS
Course title	Theory and Practice of Peace and Conflict Studies
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	
Course coordinator and team	Dr. Salvin Paul

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course is offered as survey course as part of _____, it acts as a foundational course on Peace and Conflict Studies and aims at equipping students to engage productively and critically in conflict analysis. It may be offered to the students of Criminology programme to understand the structure and process of conflict and various measures and mechanism to deal with conflict.
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):**

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:**
   Dean to decide
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 M.A students in Semester _____, The course converses with AUD's vision in engaging with the concept of Conflict, Analysis and

strategies to deal with Conflict. The course is designed to provide students with an understanding of the structure and process of conflict analysis, measures and mechanism to deal with it.

7. **Course Details:**

a. Summary

The course examines the interdisciplinary nature of peace and conflict studies and dwells into various approaches of Peace and Conflict. It traces the trajectories and typologies of conflict to develop strategies such as conflict management, resolution and transformation within the framework of Peacekeeping, Peacemaking and peacebuilding primarily from UN and other perspectives emerged and evolving in the discipline.

b. objectives

1. To enable Students to understand the interdisciplinary nature of peace and conflict studies.
2. To enable the Students to identify various approaches to Peace and Conflict.
3. To enable at equipping students to engage various conflict analysis measures and mechanism.

c. Learning Outcomes:

On the successful completion of the course, the students would be able to

h) Gain familiarity with the interdisciplinary nature of conflict;
i) Acquire the skill set requisite for engaging with conflict analysis
j) Students will acquire Knowledge in various measures and mechanism to deal with conflicts.

d. Over all structure

This course introduces students about interdisciplinary nature of Peace and conflict studies. It explores various approaches to Peace and Conflict. Then it examines conflict analysis and mechanism to understand the development of conflict management, conflict resolution and conflict transformation within the framework of peacekeeping, peacemaking and peacebuilding.

The course is designed to be of interest to those who are aspiring to take the fields such as Criminology, Politics, Public administration etc.

Brief description of modules/ Main modules:

The course is divided into four modules.

- The first module focuses on the interdisciplinary nature of peace and conflict studies by examining the origin and evolution of the discipline.
- The second module focus on various approaches to Peace and Conflict including Johan Galtung, Gandhian perspectives but not limited to.
- The third module focuses on the conflict analysis from management, resolution and transformation perspectives.
- The fourth module focuses on the various measures and mechanism of peacekeeping, peacemaking and peacebuilding.

This is substantially a research-oriented lecture-based course, which incorporates debates, perspectives and class activities for hands-on experience.

Module 1: Interdisciplinary	The first module of the course span across the origin and evolution of peace and conflict studies, its interdisciplinary nature, its genealogy of peace and conflict theory and finally the discourses and debates within

nature of Peace and Conflict Studies **Weeks 1-3**	discipline. The first module will examine the four phases of development in peace and conflict studies starting with evolutionary phase, post evolutionary phase, institutional developments and contemporary era. Week 2 explores the interdisciplinary nature of peace and conflict studies. Week 3 analyses the peace and conflict theory. **Topics** • **Origin and evolution** • **Interdisciplinary nature** • **A genealogy of peace and conflict theory** • **A divided discipline?**
Week 1 **Origin and evolution of Peace and Conflict Studies**	**Essential Readings** Dar, S. S. (2015). PEACE AND CONFLICT STUDIES: NEED AND EVOLUTION. *Journal of Central Asian Studies*, *22*. Lawler, P. (2008). Peace studies. *Security studies: An introduction*, 73-88. Mishra, M. K., Upadhyaya, P., & Davis, T. P. (2023). Tracing the legacy of peace leadership from an Asian perspective: Mahatma Gandhi, Dalai Lama, and Thich Nhat Hanh. *Journal of Peace Education*, 1-23. Das, S. K. (2003). Changing Perspectives on Peace Studies in South Asia. *PEACEWORKS*, 14. Upadhyaya, P. (2008). Peace and conflict: Reflections on Indian thinking. *Strategic Analysis*, *33*(1), 71-83. **Additional Readings** Majumdar, A. J., & Chatterjee, S. (Eds.). (2020). *Peace and Conflict Studies: Perspectives from South Asia*. Taylor & Francis. Tripathi, S., & Roepstorff, K. (2020). Decentering peace and conflict studies: Conceptualisations of peace in India. *Zeitschrift für Friedens-und Konfliktforschung*, *9*, 79-99. Upadhyaya, P., & Kumar, S. S. (2014). *Peace and conflict: the South Asian experience* (No. 13049). Cambridge University Press. **Class Activity:** Identify research gaps in select research.
Week 2: Interdisciplinary nature of Peace and Conflict Studies	**Essential Readings** Dimitrijoska, S., & Ilievski, V. INTERDISCIPLINARY APPROACH IN PEACE STUDIES. Jacoby, T. (2007). *Understanding conflict and violence: Theoretical and interdisciplinary approaches*. Routledge. Bornstein, R. (1974). An interdisciplinary approach to war-peace studies. *The English Journal*, *63*(2), 64-66. Bartolucci, V., & Gallo, G. (2011). Beyond interdisciplinarity in peace studies: The role of system thinking. *Available at SSRN 1801044*. Nardi, M. A., Krause, T., Eklund, L., Ericson, M., Fuentes, A., Mahmoud, Y., ... & Zelli, F. (2019). Nature of Peace: An Interdisciplinary Enquiry into Research at the Intersection of Nature, Peace and Post-Conflict. In *First International Conference on Environmental Peacebuilding, Irvine, United States, 2019-10-23-2019-10-25*. **Additional Readings**

	Mac Ginty, R. (2019). Complementarity and interdisciplinarity in peace and conflict studies. *Journal of Global Security Studies*, *4*(2), 267-272. Carey, F., & Constantinou, C. (2012). Rethinking Peace and Conflict Studies.
Week 3: Peace and conflict theory	**Essential Readings** Bartos, O. J., & Wehr, P. (2002). *Using conflict theory*. Cambridge University Press. McKeown, S., Haji, R., & Ferguson, N. (2016). Understanding peace and conflict through social identity theory. *Contemporary Global Perspectives. Switzerland: Springer*. Richmond, O. P. (2010). A genealogy of peace and conflict theory. In *Palgrave advances in peacebuilding: Critical developments and approaches* (pp. 14-38). London: Palgrave Macmillan UK. **Additional Readings:** Danesh, H. B. (2011). Human needs theory, conflict, and peace. *The encyclopedia of peace psychology*, *4*, 63-67. Weber, A. (2006). Feminist peace and conflict theory. *Encyclopaedia on Peace and Conflict Theory*, 2-13.
Module 2: Approaches to Peace and Conflict **Weeks 4-6**	The second module examines various approaches to Peace and Conflict. In the 4th week, peace is examined from various perspectives including Johan Galtung, Gandhian etc. In the 5th week, conceptual analysis and various perspectives on conflict and violence will be examined. In the 6th week, how the justice discourses are influencing on both peace and conflict are examined. **Topics** • Peace: Positive and Negative • Conflict and Violence • Justice
Week 4: **Peace**	**Essential Readings** Wenden, A. L. (2005). Defining peace: Perspectives from peace research. In *Language & Peace* (pp. 27-40). Routledge. Galtung, J. (1996). Peace by peaceful means: Peace and conflict, development and civilization. *Peace by Peaceful Means*, 1-292. Bose, A. (1981). A Gandhian perspective on peace. *Journal of Peace Research*, *18*(2), 159-164. **Additional Readings:** Webel, C. (2007). Introduction: toward a philosophy and metapsychology of peace. In *Handbook of peace and conflict studies* (pp. 3-13). Routledge. Jarstad, A., Eklund, N., Johansson, P., Olivius, E., Saati, A., Sahovic, D., ... & Åkebo, M. (2019). Three Approaches to Peace: A framework for describing and exploring varieties of peace. Barash, D. P. (2013). Approaches to peace: A reader in peace studies.
Week 5: Conflict and violence	**Essential Readings** Rapoport, A. (Ed.). (2020). *The origins of violence: Approaches to the study of conflict*. Routledge. Jacoby, T. (2007). *Understanding conflict and violence: Theoretical and interdisciplinary approaches*. Routledge.

	Spell, C. S., Bezrukova, K., Haar, J., & Spell, C. (2011). Faultlines, fairness, and fighting: A justice perspective on conflict in diverse groups. *Small Group Research*, *42*(3), 309-340. **Additional Reading:** Bradley, B. H., Anderson, H. J., Baur, J. E., & Klotz, A. C. (2015). When conflict helps: Integrating evidence for beneficial conflict in groups and teams under three perspectives. *Group Dynamics: Theory, Research, and Practice*, *19*(4), 243.
Week 6: **Justice**	**Essential Readings** Albin, C. (2009). Peace vs. Justice-and Beyond. *The Sage handbook of conflict resolution*, 580-594. Müller, H. (2013). Justice and peace: Good things do not always go together. *Justice and peace. Interdisciplinary perspectives on a contested relationship*, 43-68. Deutsch, M. (2011). Justice and conflict. *Conflict, interdependence, and justice: The intellectual legacy of Morton Deutsch*, 95-118. **Additional Readings:** Kerr, R., & Mobekk, E. (2007). *Peace and justice*. Polity. Roberts, N. (2004). Fanon, Sartre, violence, and freedom. *Sartre Studies International*, *10*(2), 139-160. **Class activity:** Review of Literature
Module 3 Conflict analysis **Weeks 7-9**	This module spans across conflict analysis, conflict mapping, war and human rights, management, resolution and transformation of conflict. In the 7th week, the discussion will extrapolate around the meaning, perspectives and divergence of conflict analysis, conflict mapping. 8th week focuses on human rights from war and conflicts. 9th week focuses on various mechanisms such as Conflict Management, Conflict Resolution and Transformation. **Topics** Conflict analysis and Conflict Mapping War, conflict and human rights Conflict Management, Conflict Resolution and Transformation
Week 7: Conflict analysis and Conflict Mapping	**Essential Readings** Druckman, D. (2005). *Doing research: Methods of inquiry for conflict analysis*. sage publications. Betts, W. S., & Gisvold, G. (2003). Conflict Mapping: Innovation in International Responses in Post-Conflict Societies. *Human Rights Brief*, *10*(3), 6. Bright, L. S. (2001). The conflict mapping chart. *Retrieved September*, *1*, 2020. **Additional Readings:** Kelman, H. C., & Fisher, R. J. (2003). Conflict analysis and resolution. Sandole, D. J., Byrne, S., Sandole-Staroste, I., & Senehi, J. (2008). *Handbook of conflict analysis and resolution*. Routledge. Sandole, D. J. (1998). A comprehensive mapping of conflict and conflict resolution: A three pillar approach. *Peace and Conflict Studies*, *5*(2), 4. Wilkinson, S. (2006). *Votes and violence: Electoral competition and ethnic riots in India*. Cambridge University Press.
Week 8:	**Essential Readings**

War, conflict and human rights	Sriram, C. L., Martin-Ortega, O., & Herman, J. (2017). *War, conflict and human rights: theory and practice*. Routledge. Mertus, J., & Helsing, J. W. (Eds.). (2006). *Human rights and conflict: Exploring the links between rights, law, and peacebuilding*. US Institute of Peace Press. Lutz, E. L., Babbitt, E. F., & Hannum, H. (2003). Human Rights and Conflict Resolution from the Practitioner's Perspectives. *Fletcher F. World Aff.*, *27*, 173. **Additional Readings:** Varshney, A. (2001). Ethnic conflict and civil society: India and beyond. *World politics*, *53*(3), 362-398. Jaffrelot, C. (2021). *Modi's India: Hindu nationalism and the rise of ethnic democracy*. Princeton University Press. Embree, A. T. (2018). *Utopias in conflict: Religion and nationalism in modern India* (Vol. 3). University of California Press.
Week 9: Conflict Management, Conflict Resolution and Transformation	**Essential Readings** O'Toole, J., Bagshaw, D., Burton, B., Grünbaum, A., Lepp, M., Morrison, M., ... & Pillai, J. (2019). Conflict Management, Resolution and Transformation. *Researching Conflict, Drama and Learning: The International DRACON Project*, 13-42. Van de Vliert, E. (2013). Conflict and conflict management. In *A handbook of work and organizational psychology* (pp. 351-376). Psychology Press. Väyrynen, R. (2019). From conflict resolution to conflict transformation: A critical review. *The new agenda for peace research*, 135-160. Botes, J. (2003). Conflict transformation: a debate over semantics or a crucial shift in the theory and practice of peace and conflict studies?. *International Journal of Peace Studies*, 1-27. Kriesberg, L. (1991). Conflict resolution applications to peace studies. *Peace & Change*, *16*(4), 400-417.
Module 4 **Constructing Peace** **Weeks 10-12**	The final module of the course is intended to create an awareness of peacekeeping, peacemaking and peacebuilding. In the 10-week, conceptual analysis of Peacemaking, peacekeeping, and peacebuilding to make clarity on these three processes. 11th week explores various perspectives and developments of Peacemaking, peacekeeping, and peacebuilding under the aegis of UN. In the 12-week, legal discourses and environmental peacebuilding will be discussed. **Topics** • Peacemaking, peacekeeping, and peacebuilding • The United Nations and various Perspectives • Legal discourses

	• Environmental Peacebuilding
Week 10: Peacemaking, peacekeeping, and peacebuilding	**Essential Readings** Autesserre, S. (2011). Constructing peace: Collective understandings of peace, peacemaking, peacekeeping, and peacebuilding. Reychler, L., & Langer, A. (2020). Peacemaking, peacekeeping, and peacebuilding. *Luc Reychler: A Pioneer in Sustainable Peacebuilding Architecture*, 271-299. Sens, A. G. (2004). From peace-keeping to peace-building: The United Nations and the challenge of intrastate war. In *The United Nations and Global Security* (pp. 141-160). New York: Palgrave Macmillan US. **Class activity: Term paper presentation**
Week 11: Perspectives: UN Vs Civil Society	**Essential Readings** Sarjoon, A., & Yusoff, M. A. (2019). The United Nations peacekeeping operations and challenges. *Academic Journal of Interdisciplinary Studies*, *8*(3), 202. Verkoren, W., & Van Leeuwen, M. (2013). Civil society in peacebuilding: Global discourse, local reality. *International Peacekeeping*, *20*(2), 159-172. Sempiga, O. (2017). Peacekeeping, peacemaking, and peacebuilding: Towards positive peace in a society that endured conflict. *World Environment and Island Studies*, *7*(4), 185-200. Das, S. K. (2014). Peacemaking and the 'Unofficial'Peace Process in India's East and the Northeast. *Jadavpur Journal of International Relations*, *18*(2), 137-153.
Week 12: Legal and environmental	Sarigiannidis, M. (2007). Legal discourses on peacemaking/peacekeeping/peacebuilding: International law as a new topos for human security. *International Journal*, *62*(3), 519-538. Mische, P., & Harris, I. (2008). Environmental peacemaking, peacekeeping, and peacebuilding. *Encyclopedia of peace education*, 1-9. **Open hour** **Revision** **Feedback and evaluation**

12. Pedagogy:

a. Instructional design
The course will be a combination of lectures, thematic discussions, class activities 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 core faculty has academic training in the field of Peace and Conflict Studies

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

13. Assessment Details with weights:

- Aim's to improve the Skills of conflict analysis and construct peace at various levels.
- Mid-semester and End- semester exam 50%
  Students will be asked to write essay type answers based on the lectures presented in the class.
- Identify research gaps from select literature 10%
- Review of literature: 20%
  Students will be judged with regards to their interaction in the classroom which will improve their cognitive skills.
- Term Paper presentation: 20%

Signature of Course Coordinator(s)

Note:

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

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

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its .....9th.....meeting held on....14th Feb...2024...and has been approved in the present form.

Signature of the Dean of the School

Dean,
School of Law, Governance and Citizenship
Dr. B.R. Ambedkar University Delhi.
Karampura Campus
New Delhi-110015

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)	M.A. Criminology
Course title	Cyber Criminology
Course code	
Total Credits	5
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	M.A. Criminology
Proposed date of launch	2023
Course coordinator and team	Garima Puri

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

Drawing from diverse disciplines such as sociology, psychology and law, the domain of criminology attempts to provide a critical perspective on issues of crime, justice, law, and society. Therefore, this course is strongly connected to various interdisciplinary courses offered in AUD. But at the same time, it is unique course with strong and depth theoretical knowledge on various forms, correlates, and theories of crime.

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

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

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?**

As a university that strives to innovate on curricula incorporating the latest developments, so concepts of crime, criminal behaviour, its prevention, victimology, and penology has dynamic evolution and progression in a society which advances the vision of the University accordingly.

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

Criminology is a globally established discipline. However, it's study in North India so far has been confined to few institutions only. One of the most exciting aspects of studying Criminology is the ongoing development in this area. Crime exists all over the world, and as technologies and modern societies evolve, so do the tools and methods used by criminals. The criminology curriculum of AUD will focus more on the critical perspectives involving the recent trends of crime and new investigative and preventive mechanisms help in dealing with the crimes. The curriculum will also be a balance of field exposure and theoretical input which will make it a more interactive programme.

7. Course Details:

a. Summary:

Cyber Criminology

This course on Cyber Criminology holds significant importance in today's digital age, offering students a comprehensive understanding of the complexities surrounding cybercrime and its implications for individuals, organizations, and society. By delving into the intricacies of cybercrime, students are equipped with essential knowledge and skills to navigate the evolving landscape of digital offenses and contribute effectively to efforts aimed at combating cyber threats.

One of the key offerings of this course is its exploration of the multifaceted nature of cybercrime. Through an in-depth examination of various types of cybercrime, ranging from cyber theft and cyber vandalism to cyber warfare and cyber terrorism, students gain insights into the diverse tactics employed by cybercriminals to exploit vulnerabilities in digital systems. By understanding the motivations driving cybercriminal behaviour and the techniques used to perpetrate cyber offenses, students are better prepared to identify and address emerging cyber threats in real-world contexts.

Each module offers a comprehensive exploration of key themes within the field of cyber criminology, providing students with a nuanced understanding of the complexities and challenges inherent in combating cybercrime in contemporary society. Through a combination of theoretical frameworks, empirical research, and practical applications, students will develop the analytical skills and critical thinking abilities necessary to navigate the evolving landscape of cyber threats and contribute to the development of effective strategies for prevention and intervention.

b. Objectives:

- Develop a thorough understanding of cybercrime's complexity, evolution, and categorization.
- Analyze cybercriminal motivations through criminological theories.
- Investigate societal and economic impacts of cybercrime, focusing on cybertheft, cyberdeviance, cybervandalism, and cyberwarfare.
- Explore regulatory challenges, emerging trends, and ethical considerations in combating cybercrime.

c. Expected learning outcomes:

On successful completion of the course, students would demonstrate.

- Students will grasp cybercrime's nuances, enabling critical analysis and evaluation.
- They will apply criminological theories to understand cybercriminal behavior.
- Students will assess cybercrime's societal repercussions, informing effective strategies.
- They will navigate regulatory and ethical complexities, fostering responsible engagement in cyber criminology.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1: Introduction to Cyber Crime

This module initiates an in-depth examination of cybercrime, aiming to establish a clear understanding of its parameters within the broader spectrum of criminal activities and its categorization within the crime typology. It delves into the intricate nature of cybercrime, encompassing a wide array of illicit activities facilitated through digital technologies. Additionally, the module scrutinizes criminological theories that shed light on the underlying motivations driving cybercriminal behavior, ranging from individual psychological factors to sociological and environmental influences. Furthermore, students will trace the evolutionary trajectory of cybercrime over time, analyzing its development in parallel with advancements in technology and the evolving landscape of the internet.

Module 2: Cybertheft

This module focuses on the exploitation of computer networks for unlawful financial gain, with particular attention to the phenomenon of cybertheft. It delves into various manifestations of cybertheft, including illegal copyright infringement, identity theft, and internet securities fraud. Through the examination of case studies and theoretical frameworks, students will gain insight into the mechanisms employed in cybertheft activities and the societal and economic implications of such crimes. Moreover, the module aims to explore regulatory challenges and emerging trends in cybertheft, providing a comprehensive perspective on this prevalent form of cybercrime.

Module 3: Cyberdeviance

This module delves into the realm of cyberdeviance, which encompasses the dissemination of morally objectionable material and products via online platforms. Through the analysis of case studies and theoretical frameworks, students will examine various manifestations of cyberdeviance, including the sale of illegal drugs, distribution of child exploitation material, and dissemination of hate speech. Moreover, the module explores the regulatory landscape governing cyberdeviance, highlighting the complexities of regulating online behavior in an increasingly interconnected digital environment.

Module 4: Cybervandalism

Cybervandalism, characterized by malicious attacks aimed at disrupting, defacing, and destroying technology, is the central focus of this module. Through theoretical discussions and real-world examples, students explore the motivations behind cybervandalism, which may range from political activism to personal vendettas. Additionally, the module examines the techniques employed in

cybervandalism activities, such as website defacement and distributed denial-of-service (DDoS) attacks, as well as their impact on individuals, organizations, and society at large.

Module 5: Cyberwar & Cyberterrorism

This module investigates the utilization of cyberspace for acts of war and terrorism, including espionage, sabotage, and attacks against critical infrastructure. Through a comparative analysis of cyberwarfare and cyberterrorism incidents, students gain insight into the motivations, tactics, and consequences associated with these activities. Additionally, the module explores the legal and ethical implications of cyberwarfare and cyberterrorism, as well as the challenges of attributing responsibility and enforcing accountability in the digital domain.

Module 6: Victims of Cybercrime

In this module, students examine the patterns of cyber victimization, profile victims of cybercrime, and discuss assistance programs for individuals and organizations affected by cybercrime. Through empirical research and case studies, students explore the demographics, motivations, and impact of cybercrime on different categories of victims. Additionally, the module analyzes the support services and legal remedies available to cybercrime victims, as well as the challenges of addressing the psychological and socio-economic consequences of victimization in the digital age.

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1-2	**Introduction to Cyber Crime**	Enable students to understand cybercrime and its position in crime typology. Introduce criminological theories explaining cybercrime and trace the historical development of cybercrime.	Clough, Jonathan. (2010). Principles of Cybercrime. Cambridge University Press. Yar, Majid. (2006). Cybercrime and Society. Sage Publications Ltd. Wall, David S. (2001). Crime and the Internet: Cybercrimes and Cyberfears. Routledge. Shinder, Debra Littlejohn, et. al. (2002). Scene of the Cybercrime: Computer Forensics Handbook. Syngress Publishing Inc	Diamond, B., & Bachmann, M. (2015). Out of the Beta Phase: Obstacles, Challenges, and Promising Paths in the Study of Cyber Criminology 1. International Journal of Cyber Criminology, 9(1), 24.	
3-4	**Cybertheft**	Introduce cybertheft and its implications.	Jewkes, Yvonne, et. al. (2002). Criminology: A Reader. Sage Publications.	Hutchings, A. & Holt, T. J. (2015). A crime script analysis of the	

		Explore illegal activities like copyright infringement, identity theft, and securities fraud.	Schell, Bernadette H. and Martin, Clemens. (2004). Cybercrime: A Reference Handbook. ABC CLIO Inc Pratt, T. C., Holtfreter, K., & Reisig, M. D. (2010). Routine online activity and internet fraud targeting: Extending the generality of routine activity theory. Journal of Research in Crime and Delinquency, 47(3), 267-296.	online stolen data market. British Journal of Criminology, 55(3), 596-614. Koletar, Joseph W. (2003). Fraud Exposed - What You Don't Know Could Cost Your Company Millions. John Wiley and Sons Inc	
5-6	**Cyberdeviance**	Introduce cyberdeviance and its scope. Examine the sale and distribution of illicit material online.	Camp, L. Jean. (2007). Economics of Identity Theft: Avoidance, Causes and Possible Cures. Springer Wall, David S. (2001). Crime and the Internet: Cybercrimes and Cyberfears. Routledge. Power, Richard. (2000). Tangled Web: Tales of Digital Crime From the Shadows of Cyberspace. Que Corporation. Ferraro, et. al. (2005). Investigating Child Exploitation and Pornography: The Internet, The Law and The Forensic Science. Elsevier Academic Press.	Peterson, J., & Densley, J. (2017). Cyber violence: What do we know and where do we go from here?. Aggression and violent behavior, 34, 193-200. Henry, N., & Powell, A. (2018). Technology-facilitated sexual violence: A literature review of empirical research. Trauma, violence, & abuse, 19(2), 195-208.	
7-8	**Cybervandalism**	Define cybervandalism and its forms. Discuss motivations and techniques used in cybervandalism. Examine the impact of cybervandalism on technology and society.	Sumner, Colin. (2004). The Blackwell Companion to Criminology. Blackwell. Anderson, R., Barton, C., Böhme, R., Clayton, R., Gañán, C., Grasso, T., Levi, M., Moore, T., & Vasek, M. (2019). Measuring the changing cost of cybercrime. Workshop on Economics and Information Security (WEIS19), Boston, 3-4 June. Tcherni, M., Davies, A., Lopes, G., & Lizotte, A. (2016). The dark figure of online property crime: Is	Mahmoud, K. W. (2013). Cyber Attacks: The Electronic Battlefield. Arab Center for Research & Policy Studies. http://www.jstor.org/stable/resrep12651 Wall, David S. (2001). Crime and the Internet: Cybercrimes and	

			cyberspace hiding a crime wave? Justice Quarterly, 33(5), 890-911.	Cyberfears. Routledge.	
9-10	**Cyberwar & Cyberterrorism**	Enable students to understand cyberwar and cyberterrorism. Discuss examples and implications of cyberwarfare. Explore cyberterrorism tactics and countermeasures.	Streissguth, Tom. (2003). Hate Crimes. Facts on File Inc. Kressel, Neil J. (2002). Mass hate: The global rise of genocide and terror. Westview Press. Ronczkowski, Michael R. (2007). Terrorism and organized hate crime: intelligence gathering, analysis, and investigations. CRC Press. International Institute for Counter-Terrorism (ICT). (2018). Cyber-Crime and Cyber-Terrorism. In Cyber Report 24 September-November 2017 (pp. 23–27). International Institute for Counter-Terrorism (ICT). http://www.jstor.org/stable/resrep17687.7	Clarke, R. A. (2016). The Risk of Cyber War And Cyber Terrorism. Journal of International Affairs, 70(1), 179–181. https://www.jstor.org/stable/90012602 Jacobs, James B. and Potter, Kimberly. (1998). Hate Crimes: Criminal Law and Identity Politics. Oxford University Press.	
11-12	**Victims of Cybercrime**	Identify patterns of cyber victimization. Profile different types of cybercrime victims. Discuss support services and legal remedies for cybercrime victims.	Grabosky, P. N. (2001). Virtual criminality: Old wine in new bottles? Social & Legal Studies, 10(2), 243-249. De Kimpe, L., Ponnet, K., Walrave, M, Snaphaan, T., Pauwels, L., & Hardyns, W. (2020). Help, I need somebody: Examining the antecedents of social support seeking among cybercrime victims. Computers in Human Behavior, 108(2020), 106310. Reep-van den Bergh, C. M., & Junger, M. (2018). Victims of cybercrime in Europe: a review of victim surveys. Crime science, 7(1), 5.	Cohen, L. E. & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. American Sociological Review, 44(4), 588-608. Halder, D., & Jaishankar, K. (2011.) Cyber crime and the Victimization of Women: Laws, Rights, and Regulations. Hershey, PA, USA: IGI Global	

8. **Pedagogy:**

a. Instructional strategies:

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

c. Expertise in AUD faculty or outside: SLGC faculty members are equipped to transact this course

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): field interaction with practicing lawyers, legal aid projects, civil liberties organizations

Assessment Structure:

A combination of mid term examination, books reviews, response essays, presentations, final exam

Rough break up:

1. Short Response Papers/Quizzes in Class: 10% x 2 =20%
2. Mid Term Exam: 30 %
3. End Term Exam: 40 %
4. Participation & Presentations: 10 %

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated, and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Passed by the BoS; All suggestions have been incorporated by the course coordinator.

Signature of the Dean of the School

Dean,
School of Law, Governance and Citizenship
Dr. B.R. Ambedkar University Delhi.
Karampura Campus
New Delhi-110015

Appendix-4
Encl.-A

School of Global Affairs

10th Meeting of Board of Studies

(14th December 2023)

Draft Minutes of the Meeting

Agenda Items

1. To approve the minutes of 9th meeting of BOS & BOS by email Circulation of 17th Sep 2023

2. To consider and approve the following courses for the existing UG programmes

i. Introduction to Comparative Politics – 4th Sem (BASS, DSC8)
ii. Social stratification - 4th Sem (MDC for BASS & BASU & GE for BAGS)
iii. ICTs, Economy and Society (GE for all BAs)
iv. Novels as Ethnography – 5th Sem (MDC for BASS & BASU & GE for BAGS)
v. The Dynamic Earth (GE for all BAs)
vi. Cyber Security (SE for all BAs)
vii. Artificial Intelligence for Social Sciences (GE for all BAs)

3. To consider and approve the following courses for the existing PG programmes

i. Global Health (Elective)
ii. War, Peace and Love in International Relations (Elective)

4. Adoption of approved courses for 4th Semester BA Programmes

5. MAGS Proposal for revision of credits for Seminar Courses (SGA2GS502) and inclusion of a new Seminar course

6. Creation of School Attendance and Evaluation Committee

The meeting began with the Chair, Professor N Nakkeeran welcoming the members.

Agenda 1: To approve the minutes of the 9th meeting of the BoS and & BOS by email circulation of 17th Sep 2023

The Chair Professor N Nakkeeran shared the minutes of the 9th meeting of the Board of Studies (19th May 2023), & BOS by email circulation (17th Sep 2023), which were approved by members through email was presented and members approved the same.

Agenda 2: To consider and approve the following courses for the existing UG programmes

i. Introduction to Comparative Politics – 4th Sem (BASS, DSC8)
ii. Social stratification - 4th Sem (MDC for BASS & BASU & GE for BAGS)
iii. ICTs, Economy and Society (GE for all BAs)
iv. Novels as Ethnography – 5th Sem (MDC for BASS & BASU & GE for BAGS)
v. The Dynamic Earth (GE for all BAs)
vi. Cyber Security for Social Sciences (SE/GE for all BAs)
vii. Artificial Intelligence for Social Sciences (SE/GE for all BAs)

i. Introduction to Comparative Politics – 4th Sem (BASS, DSC8)

This course is a Discipline Specific Core (DSC) for BA in Social Sciences (4th semester) students. It introduces students to the field of comparative politics by familiarizing them with comparative methods and the interplay between formal and informal governance mechanisms. The course sheds light on the variability that characterizes the modern state in different settings, particularly the postcolonial setting and new citizenship claims. The diverse nature of political regimes and transitions will be focused upon. Contemporary forms of political mobilization such as populism will be discussed to enable students to make sense of the contemporary.

The following suggestions / comments were made by the Board members:

1. To add readings around citizenship-new citizenship claims in module 2.

2. To emphasize both political structure as well as political culture in the course

3. To add one of the objectives of the course as understanding the “contemporary” aspects better.

4. Suggested to add the following reading
    a. Chowdhury, Sujit (2013). ‘How to Do Comparative Constitutional Law in India’ in Khilnani, Sunil, Vikram Raghavan, and Arun K. Thiruvengadam (eds), Comparative Constitutionalism in South Asia, Oxford Academic in module 2.
    b. Add readings on comparative populisms, particularly Urbinati, Nadia (2019). “Political Theory of Populism”, Annual Review of Political Science in module 4.
    c. Add readings on Media and Populism in the last module.

Based on the suggestions, the following modifications are made in the course outline:

1. The following readings on citizenship-new citizenship claims have been incorporated in module 2.
    a. Vink, Maarten (2017). 'Comparing Citizenship Regimes' in Shachar, Ayelet, and others (eds), *The Oxford Handbook of Citizenship*, Oxford Academic.
    b. Chung, Erin Aeran (2017). 'Citizenship in Non-Western contexts' in Shachar, Ayelet, and others (eds), *The Oxford Handbook of Citizenship*, Oxford Academic.
    c. Sadiq, Kamal (2017). 'Postcolonial Citizenship' in Shachar, Ayelet, and others (eds), *The Oxford Handbook of Citizenship*, Oxford Academic.

2. The following readings on political culture and political structure have been incorporated.
    a. Pateman, Carole (1971). "Political Culture, Political Structure, and Political Change", *British Journal of Political Science*, Vol.1, No.3.
    b. Easton, D., Tawney, R.H., Weiner, M., Lipsitz, L. (1970). 'Political Culture and Political Systems'. in *Understanding Society*. Palgrave, London. https://doi.org/10.1007/978-1-349-15392-3_27

3. As suggested, an objective on 'analysing contemporary political issues within the broader comparative field' has been added.

4. All the suggested readings (Chowdhury, S. 2013; Urbinati, N. 2019) have been added in module 4.

5. The following readings on media and populism too have been incorporated as suggested.
    a. Moffitt, Benjamin (2016). "The Stage I: Populism and the Media", in *The Global Rise of Populism: Performance, Political Style, and Representation,* Stanford University Press.
    b. Casullo, M. E., & Colalongo, R. E. (2022). "The populist body in the age of social media: A comparative study of populist and non-populist representation". *Thesis Eleven*, 173(1), 62-81.

The Board took note of the revised course outline, and approved it in its present form as well as the revised title of the course now as "Introduction to Comparative Politics" to be placed as DSC course in the 4th Semester of BASS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 1)***

ii. Social stratification - 4th Sem (MDC for BASS & BASU & GE for BAGS)

The course aims to discuss the diverse forms of social stratifications in modern societies, looking at them as both descriptive as well as analytical categories. Social stratification is one of the primary aspects of study in sociology. This course will introduce students to the major forms of social stratifications as well diverse theoretical perspectives with which this domain has been approached in social sciences. Wherever possible relevant empirical research studies exemplifying different dimensions of stratification and inequalities will be introduced. The course will look in particular at stratification along class, caste, gender, ethnicity, race, disabilities, and sexual orientation. Apart from focusing on these dimensions individually, the course will also discuss theoretical concepts such as intersectionality and bivalent collectivity which have been used to grasp intersection of multiple axes of stratification. While the principal focus will be on India, relevant research including empirical studies from outside the country will also be discussed.

The following suggestions / comments were made by the Board members:

1. Add readings that problematise the idea of structural changes within the caste system.

2. Bring in the idea of martial race. How the idea of martial caste was created by the colonial rule; and adds readings related to the same.

3. Writing of Vijay Prasad on Sanitation in Delhi, G. Aloysius on Caste in above history, and Anthony Giddens on structuration theory would be useful; may be added.

4. A suitable work of Dr B.R.Ambedkar may be included in the module on caste.

5. Include a descriptive paragraph for the module 4 on Gender and Stratification.

6. End term summative assessment should be for a minimum weightage of 40%. This may be corrected.

Based on the suggestions, the following modifications are made in the course outline:

1. Agreeing to this suggestion Andre Beteiile's readings on caste, class and power is added in the essential readings of module 3 (Beteille, Andre, 1965, Caste, Class and Power, Bombay, Oxford University Press)

2. While the importance of studying martial caste is conceded and readings have been included, the suggestion that the concept of martial caste was a product of colonial rule is refuted. The module on caste will discuss how the identity of martial caste communities has been co-opted by British rule to facilitate their army. This will be discussed though the work of Roy. K. 2013, Race and Recruitment in Indian Army 1880-1918 Cambridge University Press, included as a suggested reading.

3. The suggested following readings have been included as essential / suggested reading in the revised course outline.
    a. Aloysius.G. 1999, Caste in and above history, Volume 48, issue 1-2, March-September, Sociological Bulletin Sage publication

    b. Bryant, C.G.A., & Jary, D. (1991). Coming to terms with Anthony Giddens. In C.G.A. Bryant & D. Jary (Eds.), *Giddens' theory of structuration: A critical appreciation* (pp. 1-32). New York, NY: Routledge.

    c. Prasad. V. 2001, Technology and Sanitation, Journal of Modern Asia Studies, Vol.35, No.1, February, Cambridge University Press.

4. B .R. Ambedkar's "Untouchables or the Children of India's Ghetto", In Vasant Moon (ed.), *Babasaheb Ambedkar Writings and Speeches Vol. 5*, Mumbai: Government of Maharashtra, was already included as a suggested reading. Based on the suggestion received, this reading has been brought into essential reading of module-1.

5. A descriptive paragraph has been including for the module 4 on Gender and Stratification.

6. Weightage for end term has been modified as suggested.

The Board took note of the revised course outline, and approved it in its present form to be placed as an MDC course for BASS and BASU and as a GE course for BASS, BASU and BAGS programmes *in the 4th Semester. The course may be placed before the Academic Council for its final approval.* ***(Annexure 2)***

iii. ICTs (Information & Communication Technology), Economy and Society (GE for all BAs)

Innovations in ICTs have brought radical changes not only on the economic front but also in the social and personal areas of human life. The process of digitalisation is boosting India's economic growth but also intensifying social challenges in terms of inequalities and marginalisation. To understand the trade-offs between prospects and challenges posed by ICTs, this course takes an extensive and interdisciplinary perspective, combining insights from a variety of socio-economic dimensions. The course aims to take students through diverse dimensions of ICTs like (a) ICT development & diffusion in India (b) Digital economics (c) Role and impact of ICT in Indian economy (d) Digital divide and related inequalities (e) Human wellbeing related to digitalisation. The course will also engage the students in reading and comprehending various international reports related to ICTs and digitalisation.

The following suggestions / comments were made by the Board members:

1. Including a portion on the recent works/discussion on ICT4D (ICT for Development) will make the course more relevant.

2. It was suggested that digital divide has moved beyond the discussion on haves and have-nots. Some work may be included which discusses the other dimensions/branches of digital divide.

3. It was suggested that keeping a number of readings by the same author is not a good idea and hence the reading list should have works by a variety of authors.

Based on the suggestions, the following modifications are made in the course outline:

1. The following work has been added to *Module 1* to provide the learners with the Past, Present & Future research works on ICT4D.

Geoff Walsham, (2017). ICT4D research: Reflections on History and Future agenda, Information Technology for Development, Vol 23, No.1, pp 18-41, Taylor & Francis, Routledge, http://dx.doi.org/10.1080/02681102.2016.1246406

2. Two chapters from a book which talks about Internet inequalities have been added to the essential readings under *Module 3.* These chapters talk about the cultural and conflict perspective with respect to internet usage, drawn from the discipline of Sociology.

James, C. Witte and Susan E. Mannon, (2010) The Internet and Social Inequalities, Routledge, Taylor & Francis Group, Ch-3 & 4

3. Reduced the number of readings by the same author and included the following essential readings by different new authors.

Module 1: Geoff Walsham, (2017) ICT4D research: Reflections on History and Future agenda, Information Technology for Development, Vol 23, No.1, pp 18-41, Taylor & Francis, Routledge, http://dx.doi.org/10.1080/02681102.2016.1246406

Dutta, S., and Lanvin, B. (2023). Network Readiness Index Report 2023, Portulans Institute

Module 3: James, C. Witte and Susan E. Mannon, (2010) The Internet and Social Inequalities, Routledge, Taylor & Francis Group, Ch-3 & 4

Module 4: Castellacci, F., & Tveito, V. (2016). The Effects of ICTs on Well-being: A Survey and a Theoretical Framework, TIK Centre, University of Oslo (TIK Working papers on Innovation Studies)

Following were added in Additional readings

Tim Unwin (2017) Reclaiming Information and Communication Technologies for Development, Oxford University Press

Tim Unwin (2009) Information and Communication Technology for Development, Cambridge University Press.

Richard Heeks, (2017) Information and Communication Technology for Development, Routledge Perspective on Development

The Board took note of the revised course outline, and approved it in its present form to be placed as a GE course in the 2nd year of BASS, BASU and BAGS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 3)***

iii. Novels as Ethnography – 5th Sem (MDC for BASS & BASU & GE for BAGS)

This course intends to introduce students to the field of anthropology and ethnography through the means of literary works. Literary works often involve historical and cultural research and thus provide an entry into other worlds. For example, Russian playwright Chekov did extensive research on the penal colonies of Sakhalin Island to write a story on it. At the same time, literature has expanded its realm by including memoirs, diaries, and music in its ambit. Literature cannot be called entirely fictional in this sense. Therefore, scholarly arguments have been made in favour of reading literature as a source of ethnographic enquiry. James Spradley and George McDonoghue's *Anthropology through Literature* (1973) and Marilyn Cohen's *Novel Approaches to Anthropology: Contributions to Literary Anthropology* (2014) are significant contributions to developing a literary approach to anthropology. The boundary between the disciplines has been further blurred with anthropologists, too publishing fictional works- Paul Stroller, Francis Nyamnjoh, and Amitav Ghosh.

The following suggestions / comments were made by the Board members:

1. What is the main focus of the course, understanding Ethnography and Anthropology or Ethnographic Writing?

2. Why is Amitav Ghosh's *In an Antique Land* included instead of his other works?

3. Consider adding the following to the reading list:

i. James, C. L. R. (1953). *Mariners, Renegades, and Castaways: The Story of Herman Melville and the World We Live In*.
ii. Jasanoff, M. (2017). *The Dawn Watch: Joseph Conrad in a Global World*.
iii. Srinivas, M. N. (1976) *The Remembered Village*.

4. Rearrange readings from Module 1:
   i. J. Clifford's Introduction to *Writing Culture: The Poetics and Politics of Ethnography* to be included in essential readings.
   ii. C. Geertz is an important critic so where are you placing him in the course?
   iii. Readings on anthropology and its relation to imperialism to be shifted from module 1 to module 2. For example, G. Orwell's essay "Shooting an Elephant."
   iv. Similar arrangements of other secondary readings from module 1 to other modules.
   v. Some of the readings are too heavy, for example, E. Said's *Orientalism* full book. Also, their position in modules.

Based on the suggestions, the following modifications are made in the course outline or responses are offered:

1. To avoid confusion the title of module-1 has been changed from 'Understanding the Discipline' to 'Understanding Ethnographic Writing,' making ethnography as the focus of the course.

2. Since the focus of the course will be on processes of writing ethnographies, including *In an Antique Land* is important since this text specifically talks about the process of writing ethnographies; the researcher-writer-traveller link. His other texts can be added as secondary readings; *Hungry Tides* is on the list of additional readings.

3. Suggested readings have been incorporated (James, C. L. R., 1953; Jasanoff, M., 2017; Srinivas, M. N., 1976)

4. Based on the suggestion, content and readings have been rearranged as follows::
   i. J Clifford's introduction added to primary readings in module 1.
   ii. C. Geertz's chapter is included in primary readings in module 1.
   iii. G. Orwell's essay shifted to module 2. Readings on imperialism and anthropology shifted to module 2.
   iv. Readings on India shifted from module 1 to the additional reading list of module 5.
   v. 1st Chapter from E. Said's *Orientalism* has been retained as an essential reading, rest of the book moved to additional reading list of module 2.

The Board took note of the revised course outline, and approved it in its present form to be placed as an MDC course for BASS and BASU and as GE course for BASS, BASU and BAGS programme in the 5th Semester. The course may be placed before the Academic Council for its final approval. ***(Annexure 4)***

v. The Dynamic Earth (GE for all BAs)

This course focuses on the origin and evolution of landforms and the physical processes responsible for their creation and modification. It aims to provide an understanding of the physical processes that drive the ever-changing realities of the Earth. The course surveys a

broad array of landforms worldwide, examining the geomorphic processes responsible for their creation through the action of rivers, wind, and glaciers. Further, the course is designed to help students gain a scientific understanding of the physical aspects of Earth's climate system and the factors influencing climate change. We will explore the balance of energy, insolation, pressure, wind belts, and atmospheric circulation. Additionally, the course covers global climatic changes, including heat waves, cold waves, and cyclones.

The knowledge of geomorphology and climatology is essential for informed decision-making in various fields, ranging from environmental management and infrastructure planning to natural resource management and climate change studies. Integrating insights from these disciplines enhances our ability to address complex challenges related to Earth's dynamic processes.

The following suggestions / comments were made by the Board members:

1. How do Geographical differences reshape how the world is imagined and reimagined?

The following response was offered for the above observation

1. The orientation of the course is purely physical geography; the human aspect cannot be incorporated in this course. However, in Human Geography courses the suggestion may be incorporated.

The Board took note of the revised course outline, and approved it in its present form to be placed as a GE course in the 3rd year of the BAGS, BASS and BASU. The course may be placed before the Academic Council for its final approval. ***(Annexure 5)***

vi. Cyber Security for Social Sciences (SE for all BAs)

In today's digital age, cyber security has become a critical issue for individuals, organizations, and governments alike. As more and more of our lives are conducted online, the risks and consequences of cyber threats have increased. Cyber-attacks can result in the theft of personal and sensitive information, financial losses, reputational damage, and even physical harm.

For this reason, it is important for undergraduate students to have a basic understanding of cyber security. By learning the fundamentals of cyber security, students can better protect themselves and their digital assets, and also be prepared for careers in fields that require cyber security knowledge, such as information technology, business, and government.

The course on cyber security provides a foundational understanding of the importance of cyber security in today's digital age. The course covers common cyber threats, countermeasures, incident response, legal and ethical issues, and risk management. Students will gain practical skills and knowledge to protect their digital assets and prepare for careers in cyber security-related fields.

The following suggestions / comments were made by the Board members:

1. The title of the course be changed from “Cyber Security for Social Sciences” to “Cyber Security” as the course if more on cyber security in general

2. Various modules may establish linkage of cyber security with social sciences by including relevant examples and case studies as have been reported in the media.

Based on the suggestions, the following modifications are made in the course outline:

1. The course name has been changed to “Cyber Security”

2. In Module 1, students will explore the diverse landscape of cyber threats within the realm of Social Sciences, gaining insights into the potential impacts these threats can have on research outcomes, data reliability, and the ethical considerations associated with social science.

Module 2 provides an in-depth exploration of Social Engineering techniques relevant to the field of Social Sciences.

Module 3 and 4 encompasses Best Practices for Cyber security, elucidating the importance of strong password management, regular software updates, and encryption of sensitive data.

Module 5 deals with a comprehensive exploration of Cyber Ethics and Legal Issues within the context of Social Sciences.

The Board took note of the revised course outline, and approved it in its present form as well as the revised title of the course now as “Cyber Security” to be placed as an SE course place in the 4th semester of BASS, BASU and BAGS programmes. The course may be placed before the Academic Council for its final approval. ***(Annexure 6)***

vi. Artificial Intelligence for Social Sciences (GE for all BAs)

Artificial Intelligence (AI) has emerged as a transformative force in our modern world, reshaping industries, augmenting human capabilities, and influencing societal dynamics. As AI continues to evolve and integrate into various aspects of our lives, it is imperative for students to develop a foundational understanding of its concepts and implications. This course not only fosters conceptual clarity but also equips learners to navigate the power of AI's impact on industries, education, agriculture and society at large. With this knowledge, students gain a competitive edge, as they become adept at leveraging AI's capabilities to drive innovation in their careers. By mastering AI's ethical considerations, they emerge as responsible AI citizens, capable of guiding AI's trajectory toward a responsible and impactful future.

The following suggestions / comments were made by the Board members:

1. The title of the course be changed from “Artificial Generated (AI) Generated Art” to “Artificial Intelligence for Social Sciences”

2. “Module 1: Introduction to AI-generated art” may explain the AI in general to build the understanding of the students.

3. “Module 2: The creative potential of AI-generated art” be revised in a way to explain the application areas of AI.

4. “Module 3: The future of AI-generated art” may discuss the current trends of the applications of AI in diverse fields such as health care, agriculture, smart cities etc.

5. “Module 4: AI-generated art in practice” may discuss the applications of AI to the field of social sciences.

6. “Module 5: Debates surrounding AI-generated art” be revised to include the ethics of artificial intelligence in general and how it is impacting social concerns.

Based on the suggestions, the following modifications are made in the course outline:

1. The course name has been changed to “Artificial Intelligence for Social Sciences (AI4SS)”

2. The 1st module has been revised as “Module 1: Understanding Artificial Intelligence” which provides a basic introduction to artificial intelligence. Content would include more examples from the field of social sciences.

3. Module 2 has been revised as “Module 2: AI Techniques and Problem-Solving” which explains supervised, unsupervised, and reinforcement learning methodologies. In addition, this module discusses application areas of AI like natural language processing and computer vision. Content would include more examples from the field of social sciences.

4. The third module has been revised substantially. Now the Module explores Current Trends in AI, ranging from its applications in public healthcare, finance, agriculture, and smart cities. This section underscores the dynamic nature of AI and its transformative impact across diverse sectors. Content would include more examples from the field of social sciences.

5. Module 4 has been revised to discuss not only the current applications but also to anticipate future readiness for AI-driven professions in the social sciences. It aims to equip learners with insights and strategies to navigate the evolving landscape of social sciences education, workforce expectations, and emerging application areas of AI in this dynamic field.

6. Module 5 has been substantially revised to deal with an in-depth examination of the Ethical and Societal Implications of AI, unravelling the complex dynamics and considerations associated with the widespread integration of artificial intelligence. The module addresses Bias and Fairness in AI, Privacy, and Security issues.

*The Board took note of the revised course outline, and approved it in its present form as well as the revised title of the course now as “*Artificial Intelligence for Social Sciences” (AI4SS) *to be placed as a GE course in the 2nd year of BASS, BASU and BAGS programmes. The course may be placed before the Academic Council for its final approval.* ***(Annexure 7)***

Agenda 3: To consider and approve the following courses for the existing PG programmes

i. Global Health (Elective)

This course aims to provide an overview of contemporary health challenges. The course begins with an understanding of the concept of health, its evolution, and the future of health. It aims to provide insight into changing challenges over time and space and to examine future projections.

Health is a function of personal happiness, productivity, the economic and social development of nations, and the advancement of people. Globalization processes, environmental changes, and disasters, along with innumerable factors, influence the health of individuals, societies, and functioning of health systems in many ways.

The course will explore a range of themes, including the triple burden of diseases, emerging new challenges, the health of the poor, and health disparities experienced by much of the world's population today. Additionally, SDGs and the future of global health will be explored.

Remote sensing, GIS, and other digital technologies have become integral parts of the healthcare system. Hence, trends in technical innovation and the role of technology in reducing health challenges and disparities will be explored.

The following suggestions / comments were made by the Board members:

1. Problematize the idea of "Global Health".
2. Include a discussion on the evolution and necessity of global health
3. Incorporate the politics of knowledge production on global health

Based on the suggestions, the following modifications are made in the course outline:

1. A section has been added in Unit 1 in which the term Global Health and its evolution will be problamatised and discussed critically.

2. In the Unit 3, a space to discuss the politics of knowledge production in global health has been created.

3. The readings have been bifurcated into essential and suggested readings for all modules.

The Board took note of the revised course outline, and approved it in its present form to be placed as an Elective course in the 2nd year of all the post graduate programmes of the school. The course may be placed before the Academic Council for its final approval. ***(Annexure 8)***

ii. War, Peace and Love in International Relations (Elective)

The course's guiding principle is found in the UNESCO constitution, which says that "since wars begin in men's minds, it is in men's minds that the defences of peace must be constructed."

This course integrates ideas of love, peace, and war to investigate the prospects for a lasting peace. There have been recent attempts to theorize about love in international relations,

which offers a chance to introduce students to these fresh advances in the field. The course delves deeper into the constructivist and feminist methods of converting the "given" war's potential into a more enduring peace via love.

The course aims to surpass the realist and liberal paradigms in International Relations and instead provides a critical evaluation of these paradigms and their shortcomings in establishing pathways for world peace.

The following suggestions / comments were made by the Board members:

1. The reading list is rather lengthy and should be shortened.
2. There should be an opportunity for discussing previous peace efforts and the communities' involvement in fostering trust through love.
3. Group presentations should be discouraged as a method of evaluation for PG level students. Instead, the focus should be on developing their individual knowledge base.
4. The existing course appears to be a typical IR course based on its introduction part. However, it might benefit from a more critical analysis of the subject matter and the inclusion of clearer information in the introduction section.

Based on the suggestions, the following modifications are made in the course outline:

1. The reading list has been condensed to ensure it is manageable within the allotted time and practicality of the course.
2. Suggestion accepted and the syllabus incorporates peace processes from many conflict zones and requires students to include them in their individual paper presentations.
3. Instead of conducting group presentations, there is now a requirement for individual presentations and submission of a research paper.
4. The introduction section has been revised to present a clearer and more distinct objective on the critical approach.

The Board took note of the revised course outline, and approved it in its present form to be placed as an Elective course in the 2nd year of all the post graduate programmes of the school. The course may be placed before the Academic Council for its final approval. ***(Annexure 9)***

Agenda 4: Adoption of approved courses for 4th Semester BA Programmes

It was proposed that the following lists of approved optional (AEC, DSE, SE, GE, MDC) courses to be adopted and placed in the fourth semester of BAGS, BASU and BASS programmes respectively, as per approved revised program structures.

BAGS

1) DSE3 Basket
    i. Great Transformation (Approved course)
    ii. Literary and Cultural Dialogues in Latin America (Approved course)
2) AEC3: Environment: Issues and Challenges (Approved course)

BASU & BASS

1) SE2 Basket

i. Virtual Reality in Education (Approved course)
ii. Cyber Security (Approved in the 10th BOS)

2) MDC 2 Basket
i. Introduction to the Indian Constitution (MDC Political Science) (Approved course)
ii. Social stratification (MDC Sociology) (Approved in the 10th BOS)
iii. Early and Medieval India (MDC History) (Approved course)

3) GE Basket
i. ICTs, Economy and Society (Approved in the 10th BOS)
ii. Artificial Intelligence for Social Sciences (Approved in the 10th BOS)

After the discussion the Board approved this proposal to adopt and place the listed approved courses in the 4th semester of the three BA Programmes respectively as per approved revised program structures.

Agenda 5: MAGS Proposal for revision of credits for Seminar Courses (SGA2GS502) and inclusion of a new Seminar course

The Global Studies team presented this proposal in two parts

(a) To revise the credits for the course "SGA2GS502- MAGS Seminar" from 2 to 4 credits

(b) To revise the course outline to include a new theme on "Disaster Rusk Reduction" as a part of this Seminar Course

(a) To revise the credits for the course "SGA2GS502- MAGS Seminar" from 2 to 4 credits

"SGA2GS502- MAGS Seminar" is a 3rd semester course of MAGS. This course is offered with the aim of encouraging students to (a) critically summarise and present the main ideas / arguments of a text in a group (b) gain ability to explore and 'mine' ideas in a group; experience and evaluate diverse views on a text (c) gain clearer understanding of a text through peer learning, learn to become discussants and facilitators in a discussion and become active listeners and participants in discussions and (d) motivated to undertake research.

This course brings together MAGS students in small groups to participate in guided reading sessions, including individual or group presentations on a specific themes from the following set: (1) Perspectives on Global Development (2) Time (3) Post-national Cartographies: Nation, Transnational Communities and Development (4) The Commons (5) Global Cities: Then and Now (6) Globalization and Religious Identities and (7) Disaster Rusk Reduction.

One faculty member supervises each small seminar group on a specific theme. The group meets weekly (for 4 hours).

This pedagogic revision is made by teachers teaching, making and transacting these courses from the start of the program in 2018. The programme decided to revise credits from 2 to 4 after several rounds of discussion and iterations of the seminar course being offered by MAGS programme since inception in 2018.

The rationale for this revision is:

- Firstly to increase the core/research component of the MAGS programme in line with the vision of the programme.

- Secondly, to simplify the credit distribution across the semesters of this programme. Currently, while in the first, fourth semesters and in the inter-semester break the total credits are at fixed values (16, 10 & 2respectively) in the 2nd and 3rd semesters the total credits students can earn is not fixed values but has a range i.e “16 - 18” and “18 - 20” respectively. This also leads to a situation in which some students end up earning 66 credits as against the required value of 64 credits, creating further complications in calculation of their CGPA.

Keeping these points in mind this proposal was presented and discussed in the meeting.

(b) Revision in the course outline to include a new theme on “Disaster Rusk Reduction” as a part of this Seminar Course

The number, frequency, and intensity of disasters have multiplied in the recent past. According to records, at the beginning of the 20th century, less than 10 types of disasters could be counted, and this number has tripled in the 21st century. As the world population, especially the urban population, grows, the impact of disasters becomes more pronounced.

This course challenges the commonly repeated notion of 'natural disasters' and emphasizes socio-economic factors as the root cause of these occurrences. The course will shift the focus from disaster management and prevention to risk reduction and encourage students to the immediate response and recovery efforts after a disaster, concerned with minimizing the likelihood and impact of disasters through proactive measures and sustainable development practices.

After the discussion the Board approved (a) this proposal to revise the credits for Seminar Course (SGA2GS502) from 2 to 4 credits and (b) to revise the course outline to include a new theme of Disaster Rusk Reduction. ***(Annexure 10)***

Agenda 6: Creation of School Attendance and Evaluation Committee

In light of implementation of the University attendance policy and promoting academic integrity in the school, the school proposed creation of the School Attendance and Evaluation committee.

This committee will be chaired by the Dean of the school and may be composed of programme coordinators of all the UG and PG programmes in the school. One of the senior programme coordinators shall officiate as the convenor of the committee on rotation.

This committee shall look into (a) Students’ requests for relaxation in attendance requirement on the grounds of serious medical reasons or other situations of extreme exigencies (b) Matters related to academic integrity on the part of the students, or (c) any other matter related to students’ attendance and evaluation that the Dean of the school may refer to the committee

The committee, based on its deliberations, shall make recommendations to the Dean for making decisions on these matters.

After the discussion the Board approved this proposal to creation of the School Attendance and Evaluation committee

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 Programmes
Course title	The Dynamic Earth
Course code	
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	Aakriti Grover

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Some elements of the course overlap with the course 'The Great Transformation'

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):** 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: 2024**

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

   Human beings are continually influenced by their surroundings every second of their lives on the planet. The course offers insight into the processes that are integral to the dynamic Earth. Various complex social, cultural, political, and economic processes unfold on the Earth's surface, dependent on physical elements, geomorphology, and climate. Incorporating geomorphological and climatological knowledge into a Global Studies program enhances students' interdisciplinary understanding of the physical and environmental factors that shape the world. This broad perspective prepares them to analyze global issues, engage in sustainable practices, and contribute to informed decision-making on a global scale.

The course serves as a foundation for comprehending the ever-changing complex realities, particularly in the 21st century. Additionally, it aligns with AUD's vision of contributing to the development of informed and aware global citizens.

7. **Course Details:**
This course can be a part of 'Minor' in Geography later.

a. **Summary:**

This course focuses on the origin and evolution of landforms and the physical processes responsible for their creation and modification. It aims to provide an understanding of the physical processes that drive the ever-changing realities of the Earth. The curriculum surveys a broad array of landforms worldwide, examining the geomorphic processes responsible for their creation through the action of rivers, wind, and glaciers.

Furthermore, the course is designed to help students gain a scientific understanding of the physical aspects of Earth's climate system and the factors influencing climate change. We will explore the balance of energy, insolation, pressure, wind belts, and atmospheric circulation. Additionally, the course covers global climatic changes, including heatwaves, cold waves, and cyclones.

The knowledge of geomorphology and climatology is essential for informed decision-making in various fields, ranging from environmental management and infrastructure planning to natural resource management and climate change studies. Integrating insights from these disciplines enhances our ability to address complex challenges related to Earth's dynamic processes.

b. **Objectives**

- To demonstrate an understanding of the important concepts of landforms and geomorphic processes
- To understand the relationship between numerous Earth's surface landforms and the processes responsible for creating and shaping them
- To understand the basic concepts and provide essential background for further studies in weather and climate

c. **Expected Learning Outcomes:**
At the end of the course, the student will be able to:

- Develop skills in landform recognition and interpretation
- Demonstrate a scientific understanding of global and microclimate changes and extreme events
- Acquire the basic technical skills required in geomorphology and climate studies, including the mastery of vocabulary

d. **Overall Structure:**

Modules	Duration
Module 1: **Earth Dynamics**	3 weeks
Module 2: **Processes on the Earth's Surface**	3 weeks
Module 3: **Elements of Climatology**	3 weeks
Module 4: **Understanding Recent/Significant Events Shaping the Earth**	3 weeks

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

Module 1: Earth Dynamics

The module provides insights into the physical features of the Earth's surface, helping students understand global landforms, tectonic processes, and the impact of natural hazards on different regions. It aids in the assessment of environmental vulnerabilities and the identification of regions prone to natural disasters. This information is crucial for sustainable development practices and minimizing environmental degradation.

Topics to be covered are: Fundamental concepts in geomorphology, Internal structure of the Earth, Theories: Continental Drift, Plate Tectonics; Earthquakes, Volcanoes

Readings:

Huggett, R. J., (2007): Fundamentals of Geomorphology, Routledge.

Kale, V. and Gupta, A. (2018): Introduction to Geomorphology, Orient Black Swan

Small, R.J., (1972): The Study of landforms: A textbook of geomorphology, Cambridge University Press

Strahler, A. H. and Strahler, A N., (2001): Modern Physical Geography (4/E), John Wiley and Sons, Inc.

Thornbury, W. D., (2019): Principles of Geomorphology, Third Edition, New Age International Publishers.

Steers, J. A. – Unstable Earth, Kalyani Publisher.

Davis W. M., (1909), Geographical Essay, Ginnia Co

Module 2: Processes on the Earth's Surface

The aim pf this module is to provide a historical context for understanding how Earth's surface has changed over time, contributing to discussions on global environmental change. Physical geography, including landforms and topography, can influence geopolitical dynamics. Understanding the physical context of regions can provide insights into historical and contemporary geopolitical conflicts.

Topics to be covered are: Weathering and Mass-wasting; Geomorphology - Processes and Landform Development; Flow and Work- erosion, transportation, deposition – landform development; Fluvial landforms and Fluvial geomorphic cycle; Aeolian, Glacial, Coastal, and Karst Landforms and their development

Readings:

Richards K. S., 1982: Rivers: Form and Processes in Alluvial Channels, Methuen, London

Gabler R.E, Peterson. J.F., Trapasso, L.M., Dorothy, S. 2009. Physical Geography, Brooks/Cole, Cengage Learning, Belmont, USA.

Arreola, D.D., Deal, M.C., Petersen, J.F. and Sanders, R., (2007) World Geography, McDougal Littell.

Christopherson, R. W. and Birkeland, G. H., (2012) Geosystems: An Introduction to Physical Geography (8th edition), Pearson Education, New Jersey.

Gabler R.E, Peterson. J.F., Trapasso, L.M., Dorothy, S. 2009. Physical Geography, Brooks/Cole, Cengage Learning, Belmont, USA.

Ritter, D.F., Kochel, R.C. and Miller, J.R., (2002): Process Geomorphology, Waveland Press.

Module 3: Elements of Climatology

An understanding of climatology facilitates comprehension of global climate patterns, including temperature variations, precipitation trends, and the factors influencing climate change. This knowledge is fundamental to understanding the interconnectedness of climate systems worldwide. This fosters an awareness of climate change issues, enabling students to explore solutions for mitigating the global impact of climate change and promoting sustainable practices. Knowledge of climatic patterns also enhances understanding of the potential for climate-related conflicts and the need for international cooperation on climate issues.

Topics to be covered are: Atmosphere: Structure and Composition; Insolation: Factors influencing the incidence and distribution; Temperature: Horizontal and Vertical Distribution; Atmospheric moisture budget: humidity, evaporation, condensation, and precipitation.

Global Pressure and wind Belts, Atmospheric general circulation models; Winds: Local, Periodic and Planetary; El Niño and La Niña

Readings:

Christopherson, R. W. and Birkeland, G. H., (2012): Geosystems: An Introduction to Physical Geography (8^{th} edition), Pearson Education.

Critchfield H. J., (1995): General Climatology, Prentice Hall.

Barry, R.G. and Chorley R.J. 2009. Atmosphere Weather and climate (9th edition), Routledge.

Lal, D.S., (2005): Climatology, Sharda Pustak Bhawan, Allahabad

Trewartha, G.T. (1954): An Introduction to Climate, McGraw-Hill.

Module 4: Understanding Recent/Significant Events Shaping the Earth

Studying natural disasters in Global Studies is essential for fostering a comprehensive understanding of the complex interactions between natural phenomena, human societies, and the global environment. It prepares students to address the challenges posed by natural disasters through interdisciplinary and collaborative approaches on a global scale.

The disasters shape the Earth's surface, cause widespread human and economic devastation, and need for international collaboration to monitor, understand, and respond to these events. Increasing our understanding of recent events contributes to global efforts to enhance resilience, minimize risk, and improve disaster preparedness and response.

Along with the understanding of the global importance of selected recent events, this module will highlight the origin of disasters that are natural as per genesis but have become human-induced in the recent past.

Topics to be covered: Earthquake / Volcano / Tsunami, Cyclones / Hurricanes / Typhoons, Floods / Droughts

Readings:

Christopherson, R. W. and Birkeland, G. H., (2012): Geosystems: An Introduction to Physical Geography (8th edition), Pearson Education.

Critchfield H. J., (1995): General Climatology, Prentice Hall.

Barry, R.G. & Chorley, R.J., (2003): Atmosphere, Weather and Climate, 11th Edition, Routledge Publications

Lal, D.S., (2005): Climatology, Sharda Pustak Bhawan, Allahabad

Trewartha, G.T. (1954): An Introduction to Climate, McGraw-Hill.

8. **Pedagogy:**

a. **Instructional strategies**: This course will use a combination of lectures, presentations, documentary screening

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

c. **Expertise in AUD faculty or outside**: AUD faculty

d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others): No

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

The course will have three assessment situations as part of continuous assessment policy of AUD:

- First assessment: mid-term examination or take-home assignment (30%)
- Second assessment: presentation based on documentary / film / novel (20%)

- Third assessment: Summative Final exam (50%)

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 10th meeting held on 14th December, 2023 and has been approved in the present form.



Signature of the Dean of the School

Dr. B.R. 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 Health
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	MA
Course coordinator and team	Aakriti Grover

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course has linkages with a few courses at SGA. It briefly connects to Global Environment and Society (MA-GS) and overlaps with Urban health and wellbeing (MA-US) 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 prerequisites.
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed)**:
   As per the School / University norm (50).
4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**
   To be decided
5. **Proposed date of launch**: TBD - As per University Norms

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**
   Environmental sustainability and global thought are the core of this course that perfectly align with the AUD's vision. The Global Studies Programme at AUD focuses on a comprehensive understanding of health issues that transcend national boundaries. The course will provide a holistic understanding of health, and define and understand the key concepts and principles related to global health. It will

explore the interconnectedness of health issues on a global scale while shedding insight into how global health challenges have changed over time, and discuss the likely determinants of such changes. A module on remote sensing, GIS, and GPS technology in understanding global health will be useful. It aims to help students develop theoretical, critical as well as technical lens to understand and solve global health issues.

7. Course Details:

a. Summary:

This course aims to provide an overview of contemporary health challenges and enhance research skills to critically evaluate global health literature, contributing to the field through research projects or case studies. The course begins with an understanding of the concept of health, its evolution, and the future of health. It aims to provide insight into changing challenges over time and space and to examine future projections.

Health is a function of personal happiness, productivity, the economic and social development of nations, and the advancement of people. Hence, the interdisciplinary nature of the subject is reflected in the range of social science topics that influence global health, including political, historical, social, economic, and anthropological understandings. The course will familiarize participants with the methodological and normative underpinnings of these disciplines.

Globalization processes, environmental changes, and disasters, along with innumerable factors, influence the health of individuals, societies, and the function of health systems in many ways and may present opportunities but may also pose a risk to vulnerable societies. Throughout this course, presentations will transcend the perspectives of individual countries and will critically discuss how global mega-trends and different sectors of society influence the health of the population. The transition in health and the drivers of such transition will be core elements of this course.

During the course, we will explore a range of themes, including the triple burden of diseases, emerging new challenges, the health of the poor, and health disparities experienced by much of the world's population today. Additionally, SDGs and the future of global health will be explored.

Remote sensing, GIS, and other digital technologies have become integral parts of the healthcare system. Hence, trends in technical innovation and the role of technology in reducing health challenges and disparities will be explored.

Through lectures, readings, and assignments, course participants will be asked to think critically about the health of the world's population and to reflect on overcoming the challenges of achieving good health around the world.

b. Objectives

i. To develop an understanding of how health and global health are understood
ii. To understand the complexities of the problems and the challenges of global health
iii. To examine the use of technology in understanding and finding solutions to challenges of global health

c. Learning outcomes

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

i. Develop knowledge of global health challenges
ii. Identify and analyze major global health challenges, such as infectious diseases, non-communicable diseases, and health disparities.
iii. Critically analyze the potential effects of environment, climate, and disasters on human health
iv. Understand the role of international organizations and agencies in shaping global health policies.
v. Establish a holistic approach to health

d. Overall structure:

The course will be transacted as per the following schedule:

Sl.No.	Unit / Module	Time
Unit 1	Unit I: Perspectives on Health and global health	3 weeks
1	Evolution of the concept of health, public health, global health, disease	
2	Determinants of health	
3	Approaches, indicators and measures of health	
Unit 2	Unit II: Epidemiological Transition and Global Burden of Diseases	2 weeks
4	Global patterns of communicable, non-communicable and infectious diseases and their underlying causes	
5	Epidemiological transition, Triple burden of diseases in India	
6	Newly emerging diseases and Re-emergence of diseases	
Unit 3	Unit III: Role of Institutions on selected determinants of global health	5 weeks
7	Occupational and lifestyle-related health risks	
8	Disasters, climate change and environmental risks	
9	Food, nutrition and health	
Unit 4	Unit IV: Role of geo-informatics in health research	2 weeks
10	Use of Spatial Techniques in the Study of Health	
11	Prospects and Challenges of Using GIS in Healthcare	

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

UNIT I: Perspectives on Health and Global Health

Modules:

- Evolution of the concept of health, public health, global health, and disease
- Determinants of health
- Approaches, Indicators, and Measures of Health

There are many attempts made to conceptualize a wholesome, comprehensive, universal and valid definition of health. Even though numerous definitions of health can be found, there are gaps identified in each version and even till now, no single unified universally acceptable concept exists. Surprisingly, this lack of consensus on a universal health concept is not a major impediment in health-related research. There is agreement in only certain characteristics like the absence of disease and health being a multi-dimensional and complex concept. Numerous attempts have been made to conceptualize a wholesome, comprehensive, universal, and valid definition of health. Despite the existence of numerous definitions, identified gaps persist in each version, and, to date, no single universally acceptable concept has emerged. Surprisingly, this lack of consensus on a universal health concept has not proven to be a major impediment in health-related research. There is agreement on certain characteristics, such as the absence of disease, and the recognition that health is a multi-dimensional and complex concept.

Broadly speaking, the study of health is divided into two spheres: clinical health, which focuses on the individual, and public health, which aims to generate benefits for a wider population. Global health, on the other hand, adopts a worldwide perspective, addressing issues with global impact and seeking global solutions. This involves collaboration across countries in areas such as economic globalization, security, and international policies. Global health initiatives leverage federal funding, development aids, capacity building, education, scientific research, policymaking, and implementation to tackle challenging medical and health issues on a global scale.

In addition to examining the evolution of the concept of health, this unit will cover approaches to studying health, demographic measures, and health indicators. The relationship between health and the environment is closely interlinked, with the environment serving as a crucial input for maintaining good health. Therefore, it is imperative to protect and preserve the environment. The unit also encompasses the role of environmental and anthropogenic factors, as well as governmental policies, highlighting their dynamic nature and complexities.

Essential readings

Robert Beaglehole and Ruth Bonita (2010) What is global health? Glob Health Action, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2852240/

Parker, R. G., & Sommer, M. (Eds.). (2011). Routledge handbook of global public health. Abingdon, UK: Routledge.

Packard, R. M. (2016). A history of global health: interventions into the lives of other peoples. Baltimore, MD.

Phillips, D., and Verhasselt, Y., (1994): Health and Development, Routledge.

Gatzweiler, F. W., Zhu, Y. G. et. al., (2016): Advancing health and wellbeing in changing urban environment: Implementing a systems approach, Zhejiang University Press, Springer

Koplan, J et al. (2009) Towards a common definition of global health, Lancet, 373(9679): 1993–1995.

Farmer, P., Kin, JY. Kleinman, A and Basilico, M. (2013) Reimagining Global Health: An Introduction, Univ of California Press (ch 1 and ch9)

Skolnik (2007) Essentials of Global Health, Jones & Bartlett Publishers, Ch 1

Biehl, J. and Petryna, A. (2013) When People Come First: Critical Studies in Global Health, Princeton University Press, Ch 1

Suggested readings

Ollia, E. (2005) Global health priorities – priorities of the wealthy? Globalization and Health, DOI: https://doi.org/10.1186/1744-8603-1-6

Meade, M., and Emch, A., (2010): Medical Geography, 3rd Edition, Guilford Press

Mishra, R.P. (2007): Geography of Health: A Treatise on Geography of Life and Death in India, Concept Publication.

Websites:

https://www.science.org/doi/full/10.1126/science.311.5758.162
https://www.science.org/doi/abs/10.1126/science.1091769

UNIT II: Epidemiological Transition and Global Burden of Diseases

Modules:

- Global patterns of communicable, non-communicable, and infectious diseases and their underlying causes
- Epidemiological transition, Triple burden of diseases in India

- Newly emerging diseases and Re-emergence of diseases

Global health is studied from the perspective of geography, both physical and human where the focus is to understand the variations of health parameters across space and time and the reasons for such patterns. The primary focus is on location, direction, social groups, and temporal variations. Maps are important visual tools for exploring spatial patterns and a new perspective is developed when we view health as a place-based phenomenon, i.e. certain places may have healing effects while others may be hot spots of diseases. Health and disease can also be socially constructed wherein individuals consider certain landscapes healthy and unhealthy. Health can also be socially constructed, as per the post-modern approach.

This unit will highlight the global patterns of communicable, non-communicable, and infectious diseases and attempt to answer questions such as: Why is a phenomenon distributed in a particular way? What are the underlying invisible causes? Why do certain areas or regions score better than others? Additionally, the unit will explore why some non-communicable diseases become endemic and examine responses, including online testing, insurance policies, the pharmaceutical industry, and the concept of bio-citizenship.

Factors such as zoonotic transmission, environmental changes, globalization, antimicrobial resistance, and social and demographic factors play a significant role in the emergence of new diseases, such as Covid-19, Zika virus, and Middle East Respiratory Syndrome (MERS). Meanwhile, waning immunity, evolution of pathogens, changes in vaccination coverage, and global trade and travel are important contributors to the re-emergence of diseases such as measles, dengue fever, TB, and others. The emergence of new diseases and the re-emergence of existing ones are significant features of the 21st century and pose a challenge for the global future.

Readings

The Oxford Handbook of Global Health Politics. (2020). United Kingdom: Oxford University Press.

Global Health Diplomacy: Concepts, Issues, Actors, Instruments, Fora and Cases. (2012). Netherlands: Springer New York.

Murray, C., and Lopez, A., (1996): The Global Burden of Disease, Harvard University Press.

Global Health: Ethical Challenges. (2021). United Kingdom: Cambridge University Press.

Joan A. L., and Patzed J. A., (2001): Ecosystem Changes and Public Health, Baltimin, John Hopking Unit Press.

Cliff, A. D. and Peter, H., (1988): Atlas of Disease Distributions, Blackwell Publishers, Oxford.

India State-Level Disease Burden Initiative (2017) Nations within a nation: variations in epidemiological transition across the states of India, 1990–2016 in the Global Burden of Disease Study, The Lancet, Volume 390, Issue 10111, pp. 2437-2460.

Adriana Petryna (2004) Biological Citizenship: The Science and Politics of Cherobyl-Exposed Populations, OSIRIS, 19: 250-265.

Alfred W. Crosby (1986) Ecological Imperialism: The Biological Expansion of Europe, 900-1900, Cambridge University Press

Kaushik Sundar Rajan, Lively Capital: Biotechnologies, Ethics, and Governance in Global Markets, Duke Univ Press, 2012. [Introduction]

Joseph Dumit, Drugs for Life: How Pharmaceutical Companies Define our Health, Duke Univ Press, 2012. [Introduction]

Nayan Shah, Contagious Divides Epidemics and Race in San Francisco's Chinatown (Introduction: Public Health, Race, and Citizenship), University of California Press, 2001.

Clinton, C., & Sridhar, D. (2017). Who pays for cooperation in global health? A comparative analysis of WHO, the World Bank, the Global Fund to Fight HIV/AIDS, Tuberculosis and Malaria, and Gavi, the Vaccine Alliance. The Lancet, 390(10091), 324-332.

Birn, A. E. (2009). The stages of international (global) health: histories of success or successes of history?. Global Public Health, 4(1), 50-68.

Mahajan, M. (2018). Philanthropy and the nation-state in global health: The Gates Foundation in India. Global public health, 13(10), 1357-1368.

Birn, A. E. (2014). Philanthrocapitalism, past and present: The Rockefeller Foundation, the Gates Foundation, and the setting (s) of the international/global health agenda. Hypothesis, 12(1), e8.

Lidén, J. (2014). The World Health Organization and global health governance: post-1990. Public Health, 128(2), 141-147.

Sen, K., Qadeer, I., & Missoni, E. (2022). UNDERSTANDING THE CONTEXT OF GLOBAL HEALTH POLICIES. World Review of Political Economy, 13(3), 322-343.

Smith, S. L., & Shiffman, J. (2018). The politics of global health agenda setting. The Oxford handbook of global health politics.

Clark, J. (2014). Medicalization of global health 1: has the global health agenda become too medicalized?. Global Health Action, 7(1), 23998.

Bruen, C., Brugha, R., Kageni, A., & Wafula, F. (2014). A concept in flux: questioning accountability in the context of global health cooperation. Globalization and Health, 10, 1-15.

Vaughan, J. P., Mogedal, S., Walt, G., Kruse, S. E., Lee, K., & Wilde, K. D. (1996). WHO and the effects of extrabudgetary funds: is the Organization donor driven?. Health Policy and Planning, 11(3), 253-264.

Sridhar, D., & Batniji, R. (2008). Misfinancing global health: a case for transparency in disbursements and decision making. The Lancet, 372(9644), 1185-1191.

Ruckert, A., & Labonté, R. (2014). Public–private partnerships (PPPs) in global health: the good, the bad and the ugly. Third World Quarterly, 35(9), 1598-1614.

Fox, A. M., & Reich, M. R. (2015). The politics of universal health coverage in low and middle-income countries: a framework for evaluation and action. Journal of health politics, policy and law, 40(5), 1023-1060.

Brown, T. M., Cueto, M., & Fee, E. (2006). The World Health Organization and the transition from "international" to "global" public health. American journal of public health, 96(1), 62-72.

Spicer, N., Agyepong, I., Ottersen, T., Jahn, A., & Ooms, G. (2020). 'It's far too complicated': why fragmentation persists in global health. Globalization and Health, 16(1), 1-13.

Adams, V., Novotny, T. E., & Leslie, H. (2008). Global health diplomacy. Medical anthropology, 27(4), 315-323.

Levine, R. E. (2015). Power in global health agenda-setting: the role of private funding: comment on" Knowledge, moral claims and the exercise of power in global health". International Journal of Health Policy and Management, 4(5), 315.

Forman, L. (2016) The Ghost Is the Machine: How Can We Visibilize the Unseen Norms and Power of Global Health? Int J Health Policy Manag 2016, 5(3), 197–199.

Websites

http://www.healthdata.org/gbd/2019

Unit III: Exposure and Health Risks

Human health and environmental changes, particularly climate change, microclimate fluctuations, and disasters, exhibit complex causal linkages dependent on various factors. These connections are typically indirect and fluctuate with the characteristics of space and time. The rise in physical illness is often accompanied by an adverse impact on mental health, consequently impairing overall human well-being.

Globalization, changing workspaces, lifestyles, and economic structures have left an imprint on global health, shaping the foodscape, nutrition, and related diseases. Although pandemics are not novel in human civilization, globalization has heightened the risk of exposure and impact. This unit aims to map these intricate relationships that determine global health.

The unit focuses on aspects such as trade, migration, online health data sharing, the role of transnational corporations, and insurance companies that have turned health into a global issue. It explores the roles of global institutions such as WHO, UN, World Bank (WB), International Monetary Fund (IMF), WTO, GAVI, etc., along with the market (Pharmaceutical industry), insurance companies, consultants, and governments. These will be deeply discussed in the context of case studies on infectious diseases (Ebola, SARS, or COVID-19) and non-communicable diseases. In the former, the unit highlights the roles played by global players in public health emergencies, and international aid while in the latter, it maps overall policies and responses. Case studies based on selected diseases, such as HIV AIDS, Ebola, or state-level policies of UP and Bihar, will be undertaken to emphasize the roles of different stakeholders and responses (acceptance or resistance) by the local population.

The binary relationships between the environment and health are deeply rooted in the political economy, whether it be changes in disease ecology and responses to health challenges, especially in response to neoliberalism and globalization.

The unit also explores health from the standpoint of the Global South, where much of the health research is conducted in the Global South but sponsored by the Global North.

Essential Readings
Module: Air pollution, household waste, water pollution-related diseases

Moeller, D. W., (1993): Environmental Health, Cambridge, Harward Univ. Press.

WHO (2016) Ambient air pollution: A global assessment of exposure and burden of diseases

Chowdhary and Dey (2018) Air Quality in Changing Climate: Implications for Health Impacts, Ch 2, in Akhtar, R. (Ed.) Climate Change and Air Pollution, Springer Climate, DOI 10.1007/978-3-319-61346-8_2

Bradley, D., (1977): Water, Wastes and Health in Hot Climates, John Wiley.

Peet, R. (2011) Global Political Ecology, Routledge, Ch 6

Perkins, D.N. et al. (2014) E-Waste: A Global Hazard, Annals of Global Health, Volume 80, Issue 4, Pages 286-295

Heacock et al. (2016) E-Waste and Harm to Vulnerable Populations: A Growing Global Problem, Environmental Health Perspectives, Volume 124, number 5, 550-555.

Schwarzenbach R.P., Egli, T., Hofstetter, T. Gunten, U. Wehrli, B. (2010) Global Water Pollution and Human Health, Annual Review of Environment and Resources, 35:109–36

Landrigan P.J. and Fuller, R. (2015) Global health and environmental pollution, International Journal of Public Health volume 60, pages761–762

Module: Housing, workplace, lifestyle-related diseases
Khan, M.A.B. et al. (2020) Epidemiology of Type 2 Diabetes – Global Burden of Disease and Forecasted Trends, J Epidemiol Glob Health, 10(1): 107–111. doi: 10.2991/jegh.k.191028.001

Lu, L., Mullins, C.S. et al. (2021) A global assessment of recent trends in gastrointestinal cancer and lifestyle-associated risk factors, Cancer Communications, Volume 41, Issue 11 pp. 1137-1151

Documentary – What the health?

Tucker, P.; Gilliland, J. (2007) The effect of season and weather on physical activity: A systematic review. Public Health, 121, 909–922.

Sharma, M. and Majumdar, P.K. (2009) Indian J Occup Environ Med., 13(3): 109–112. doi: 10.4103/0019-5278.58912

Judith Wylie-Rosett, Sunil S. Jhangiani (2015) Obesity and Disease in an Interconnected World: A Systems Approach to Turn Huge Challenges into Amazing Opportunities, Bentham Science Publisher, Ch 1

Module: Disasters, climate change and pandemics
Grover and Singh (2019) Urban Health and Wellbeing, Springer (Ch 3)

Woodward, A. et al. (2014) Climate change and health: on the latest IPCC report, The Lancet, Volume 383, Issue 9924, 2014, pp. 1185-118

Watts. N. et al. (2017) The Lancet Countdown: tracking progress on health and climate change, Volume 389, Issue 10074, pp. 1151-1164

Module: Food, nutrition and Health

Zimmet, P. (2001) Globalization, coca-colonization and the chronic disease epidemic: can the Doomsday scenario be averted? Journal of Internal Medicine, Volume 249, Issue S741, p. 17-26, https://onlinelibrary.wiley.com/doi/full/10.1046/j.1365-2796.2001.00625.x

Frank, F.B. (2011) Globalization of Diabetes: The role of diet, lifestyle, and genes, Diabetes Care, 34(6):1249–1257, https://doi.org/10.2337/dc11-0442

Peet, R. (2011) Global Political Ecology, Routledge, Ch 2

McMichael, A.J. et al. (2007) Food, livestock production, energy, climate change, and health, The Lancet, Volume 370, Issue 9594, 1253-1263

Chopra, M., Galbraith, S. and Darnton-Hill, I. (2002) A global response to a global problem: the epidemic of overnutrition, Bulletin of the World Health Organization, 80 (12)

Posten WSC and Foreyt JP. (1999) Obesity is an environmental issue. Atherosclerosis, 146:201-9.

Evans M, Sinclair RC, Fusimalohi C, Liava'a V. Globalization, diet and health: an example from Tonga. Bulletin of the World Health Organization 2001; 79:856-62

Pinstrup-Andersen P, Babinard J. Globalisation and human nutrition: opportunities and risks for the poor in developing countries. African Journal of Food and Nutritional Sciences 2001;1:9-18

DIET, NUTRITION AND THE PREVENTION OF CHRONIC DISEASES, http://health.euroafrica.org/books/dietnutritionwho.pdf

Websites

OPEN BURNING OF WASTE: A GLOBAL HEALTH DISASTER: http://www.regions20.org/wp-content/uploads/2016/08/OPEN-BURNING-OF-WASTE-A-GLOBAL-HEALTH-DISASTER_R20-Research-Paper_Final_29.05.2017.pdf

https://www.mygov.in/covid-19
https://www.who.int/

https://web.iitd.ac.in/~sagnik/Lancet2017.pdf
https://www.gavi.org/
http://phmindia.org/wp-content/uploads/2015/09/Indian_Womens_Health_Charter.pdf

Unit IV: Remote Sensing, GIS and Health
Modules:
Use of Spatial Techniques in the Study of Health
Prospects and Challenges of Using GIS in Healthcare

In this unit, the focus will be on highlighting the use of geospatial technology in healthcare and the development of structural infrastructure. For instance, GIS technology can suggest suitable locations for constructing hospitals and clinics. Cities have become crucial for understanding microclimate changes and urban heat islands, both due to their contribution to the phenomenon and their vulnerability to exaggerated impacts, including mortality from heatwaves, respiratory infections, skin cancer, and more. These relationships can be thoroughly explored using remote sensing and GIS technology.

Similarly, the importance of geoinformatics cannot be underestimated in disaster risk reduction, hotspot identification, locating services and infrastructure, and exploring the use of traditional medicinal plants and healing methods, as well as ensuring accessibility and equality of health services. Overall, the unit aims to collaborate with technological possibilities to address global health challenges.

Essential Readings

Gatrell, A. and Loytonen, (1998): GIS and Health, Taylor and Francis Ltd.

Higgs and Gould (2001) Is there a role for GIS in the 'new NHS'? Health and Place, 7 (3) (2001), pp. 247-259

Christaler, G., and Hristopoles D., (1998): Spatio Temporal Environment Health Modelling, Boston Kluwer Academic Press.

Suggested Readings

Chowdhury, Sourangsu, Sagnik Dey, Larry Di Girolamo, Kirk R Smith, Ajay Pillarisetti and Alexei Lyapustin (2019): "Tracking Ambient PM2.5 Build-up in Delhi National Capital Region during the Dry Season Over 15 Years Using a High-resolution (1 km) Satellite Aerosol Dataset," Atmospheric Environment, Vol 204, pp 142–50.

Nuckols, J.R., Ward, M.H. and Jarup, L. (2004) Using Geographic Information Systems for Exposure Assessment in Environmental Epidemiology Studies, Environmental Health Perspectives, Volume 112, Number 9, pp. 1007-1015.

Elgethun K., Fenske R.A., Yost M.G., Palcisko G.J. (2003) Time-location analysis for exposure assessment studies of children using a novel global positioning system instrument, Environ Health Perspectives, 111:115–122.

8. Pedagogy:

a. Instructional design: This course will use a combination of lectures, discussions, presentations, and documentary screening.

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

c. Expertise in AUD faculty or outside
Faculty members at SGA, including the coordinator, are actively engaged in teaching and research in the field. Additionally, experts from institutions and organizations and visiting scholars from abroad will be approached for guest lectures.

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

9. Assessment structure (modes and frequency of assessments)

i. Written assignment (30%): 1500-word; end of 4-5 weeks

ii. Mid-term examination (35%): end of 8-9 weeks

iii. Project (35%): term paper and/or multimedia project on a topic/theme of students' interest (each student will be encouraged to take-up one of the issues from Unit 3, and submit a term paper); final week of the semester.

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 10th meeting held on 14th December 2023 and has been approved in the present form.

Signature of the Dean of the School

MAGS Proposal for inclusion in BOS Agenda: Revision of credits for MAGS Seminar courses (SGA2GS502)

Proposal:

A revision of credits for SGA2GS502- MAGS Seminar courses from 2 to 4 credits courses maybe considered. There already exists 6 seminar courses of 2 credits each and the change is only being sought to make it 4.

Rationale:

The rationale for this revision is to increase the core/research component of the MAGS programme in line with the vision of the programme and have a simplified credit structure where students can do exactly 64 credits instead of the confusing situation of 66 arising out of 2 credit core Seminar courses in the 3rd semester. The programme decided to revise credits from 2 to 4 is made after several rounds of discussion and iterations of the seminar course being offered by GS since inception in 2018. This pedagogic revision is made by teachers teaching, making and transacting these courses from the start of the program in 2018. Also, it was discussed that it would be make the credit requirement for students more simplified in the second semester. Currently, students have to do at least 6 credits, whereas this change will make them have to choose one 4 credit elective in the second semester and their overall credits requirements will be simplified. Currently some students end up doing 66 credits instead of 64 because of this 6 credit elective requirement in the second semester. The completion of 64 credits for the MA requirement will become simplified in the following manner: 1st semester students have to do 16 core credits, 2nd semester they have to do 12 credits, in the summer break/3rd semester they have to do 6 core credits and in the 4th semester they will have to do 10 core credits which would be the Dissertation of 8 credits and Capstone 2 credits. So the core component considering all 4 semesters will add up to 44 credits. This would leave them with the choice of having to do 5 electives of 4 credits each to cover the remaining 20 credits for their MA requirement of 64 credits - a student can easily do 1 elective in the 2nd semester and 4 electives in the 3rd semester. This reduces the burden on students from having to handle 6 courses in the 3rd semester. Alternatively a student could also do four electives of 4 credits and two electives of 2 credits to cover the remaining 20 credits. The following two tables show the old and revised structures for the entire programme.

Current Structure:

	Semester 1 (16 credits)	**Semester 2 (16-18 credits)**	**Summer (2 credits)**	**Semester 3 (18-20 credits)**	**Semester 4 (10 credits)**
Core	1. Knowledges in Global Perspective (4) 2. Global Environment & Society (4) 3. Cultures & Identities (4)	4. Contesting Globalisation (4) 5. Wealth, Inequality & Capitalist Accumulation (4)			
Elective		Elective/s (4-6 credits)		Electives (16-18 credits)	
Research Skill	1. Introduction to Research Methodology & Basic Research Skills (4)	2. Advanced Research Methods (4)		Student Seminars (2)	Capstone Workshop (2)
Research Practicum			Summer Research Project (2)		Dissertation (8)

Proposed Revision:

	Semester 1 (16 credits)	**Semester 2 (16 credits)**	**Summer (2 credits)**	**Semester 3 (20 credits)**	**Semester 4 (10 credits)**
Core	1. Knowledges in Global Perspective (4) 2. Global Environment & Society (4) 3. Cultures & Identities (4)	4. Contesting Globalisation (4) 5. Wealth, Inequality & Capitalist Accumulation (4)			
Elective		Elective/s (4 credits)		Electives (16 credits)	
Research Skill	1. Introduction to Research Methodology & Basic Research Skills (4)	2. Advanced Research Methods (4)		Seminars (4)	Capstone Workshop (2)
Research Practicum			Summer Research Project (2)		Dissertation (8)

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	Global Affairs
Programme(s)	MA Global Studies
Course title	MA Seminar
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA III Semester
Course coordinator and team	GS Faculty

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

The course is being offered as a core course to MA students in Global Studies.

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

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

   As applicable.

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

   Semester-long course

2. **Proposed date of launch:**

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

The course emanates from AUD's larger vision to address the concerns of our times in which a critical understanding of processes and consequences of globalization have become indispensable.

4. **Course Details:**

   a. **Summary**

This course shall bring together MAGS students in small groups to participate in guided reading sessions, including individual or group presentations. These seminar meetings will help students 'anchor' themselves to the GS programme while they are undertaking elective courses offered through other AUD programmes. The seminar helps the students become researchers.

Each faculty member of the programme could offer a Seminar topic / area. In the initial part of the course transaction, the faculty member may like to take a few lectures outlining the field and sharing a bibliography. The student will choose one of the seminar topics on offer in a particular semester.

One faculty member supervises each small seminar group. The group shall meet weekly (for 4 hours), and milestones will be set for each participant to monitor their progress. The teacher's role in a seminar is at best that of an experienced learner. The teacher provides a broad outline of the Seminar and a short bibliography. S/he is not the focus of attention. For each session, one student in the class will agree to act as facilitator and submit a report (this activity will be graded). The facilitator's job is to organize the discussion, to keep the conversation on track, to regularly summarize what has been said, to monitor discussion and to wrap up the session in the end. The remaining members of the class are the session participants. Participants will be encouraged to learn to listen actively to each other, and to speak openly to the whole group (not just to the facilitator and/or to the teacher). Every student is expected to identify a set of readings (other than that provided by the teacher) that they would want to discuss in the class.

   b. **Objectives**

This course intends to encourage students to

- Critically summarise and present the main ideas / arguments of a text in a group
- Gain ability to explore and 'mine' ideas in a group; experience and evaluate diverse views on a text
- Gain clearer understanding of a text through peer learning:
  a. learn to become discussants and facilitators in a discussion;
  b. become active listeners and participants in discussions
- Motivate for research and prepare for discussions

   c. **Overall structure:**

d. Contents

Elective Seminar Courses developed by Global Studies core faculty:

1. Perspectives on Global Development
2. Post-national Cartographies: Nation, Transnational Communities and Development
3. The Commons
4. Global Cities: Then and Now
5. Disaster Risk Reduction

Details of each seminar course is attached. (including an indicative reading list)

8. Pedagogy:
   a. Instructional design

   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 core faculty has academic training in the field of proposed seminar course

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

      None

- Assessment structure (modes and frequency of assessments)

The course will usually have **Four** assessments: (it may vary from faculty to faculty and specific to every seminar course)

- First assessment: Annotated bibliography on the theme
- Second assessment: Reflection paper every fortnight
- Third Assignment: Comprehensive literature review on a topic / research area that could lead to the 4th semester dissertation
- Fourth assessment: Presentation/ Essay

3

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 10th meeting held on 14th December 2023 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)	MA Global Studies
Course title	Perspectives on Global Development
Course code	TBD
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core (Seminar)
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PG
Course coordinator and team	Kaustav Banerjee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course is an introduction to various perspectives on Global Development. It connects to courses already offered within other programmes, themes and courses 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)
   No requirement

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   All students opting for the seminar course in GS programme.

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

5

5. **Proposed date of launch:** Monsoon 2024

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 third semester MA students as a core seminar course. It introduces them to the idea of the global development under capitalism. In particular it brings up questions of development as a global ideology, analyzing transformation and global debates around developmental planning -- and encourages students to probe questions of development as freedom and exclusion. These questions are at the heart of AUD's mission and vision.

7. **Course Details:**
   a. **Summary**

The seminar course would broadly deal with development as a global ideology – this would essentially build on the debates around (under)-development and (post)-colonialism. The next issue would be analyzing transformation and global debates around developmental planning. The theoretical ideas around development as freedom would also be explored. There are new dimensions of research which could possibly build on scholarship which looks at development as exclusion. The course would also lay out methodological challenges of constructing and analysing global developmental statistics and indices.

The course will help students critically analyse the various ideas of development as it exists in social sciences today. Developmentalism as the ideology of most post-colonial nation-states has led to a plethora of issues regarding social transformation and planning (e.g. Escobar, Chakravarty, Chatterjee etc.). This is a possible field of enquiry which could historically locate the shifts and ruptures which have dominated world history post the Second World War.

The other domain of debate has been the celebrated works of theorists looking at development as freedom/capabilities/entitlement (e.g. Sen, Nussbaum etc.) This would entail looking at the philosophical and ethical dimensions of development. Additionally, researchers may want to explore development as exclusion. This strand of research could draw on new (and older) scholarship in political-economy (e.g. Ambedkar, Harvey, Bhaduri etc.). Finally, the impact of developmental policies aimed at achieving global yardsticks could be explored in greater details.

   b. **Objectives**
   - To enable critical questioning regarding the idea of development and how it shapes the idea of the global.

- To appreciate the historical complexity of global development, debates around planning development and developmental indicators.
- To promote critical engagement with the various debates on development as freedom and exclusion.

c. Learning Outcomes:

- Understanding the idea of the global development from the viewpoint of interdisciplinary social science.
- Appreciation of means, ends, processes and institutions in the realm of development.
- Forging a connection between the global south and the idea of development.

d. Overall structure:

Readings below are organized to reflect the seminar objectives above; thus there are general readings on development as ideology, followed by readings on developmental planning, statistics & indices; and finally, a counterposing of development as freedom or exclusion. The reading list may be considered a suggestive 'longlist' – it will be left to students to produce their own short lists from their particular research interests.

Sl#	Module / Unit	Duration
1	Module 1: Development as a Global Ideology	3 Weeks
2	Module 2: Developmental Planning, Statistics & Indices	3 weeks
3	Module 3: Development as Freedom	3 Weeks
4	Module 4: Development as Exclusion	3 Week

e. Contents

I. Development as a Global Ideology:

7

This module introduces students to the various ideas of development and how they coalesce to form a global ideology – this would essentially build on the debates around (under)-development and (post)-colonialism. The module will also critically analyse the various ideas of development as it exists in social sciences today.

Readings:

Arthur, W.B. (1989). Competing Technologies, Increasing Returns, and Lock-in By Historical Events, *The Economic Journal*, 99, 116-131.

Keynes, J. M. 1937. The General Theory of Unemployment, *Quarterly Journal of Economics*, February, 51(2), 209-223.

Lewis, W. A. (1954). Economic Development with Unlimited Supplies of Labour, *Manchester School*, May, 22 (2), 139-191.

Malinvaud, E. (1977). *The Theory of Unemployment Reconsidered*. New York : John Wiley and Sons.

Marx, K. (1867/1976). *Capital* Volume 1. Harmondsworth: Penguin Books.

Mezzadri, A. and Banerjee, K. (2022). When the Lewisian Dream Sours: Industrial Aspirations and Reverse Labour Migration, *Journal of South Asian Development*, December, 17(3), 297-326.

Polanyi, K. (1944). *The Great Transformation*. New York: Reinhart.

Schumpeter, J. (1942). *Capitalism, Socialism and Democracy*. New York : Harper and Brothers.

II. Developmental planning, statistics & indices:

Developmentalism as the ideology of most post-colonial nation-states has led to a plethora of issues regarding social transformation and planning (e.g. Escobar, Chakravarty, Chatterjee etc.). This is a possible field of enquiry which could historically locate the shifts and ruptures which have dominated world history post the Second World War. It will also analyse the impact of developmental policies aimed at achieving global yardsticks in greater details.

Readings:

Escobar, A. (2001) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton.

Chakravarty, S. (1987) *Development Planning: The Indian Experience*, Oxford University Press, New Delhi

Chatterjee, P. (1993) *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Oxford University Press, New Delhi

D'Souza, E. (2022). *Conceptualizing the ubiquity of informal economy work*. Singapore: Springer Verlag.

Frankel, F. R. (2005), *India's Political Economy 1947-2004: The Gradual Revolution*, Oxford University Press, New Delhi

III. Development as freedom

The other domain of debate has been the celebrated works of theorists looking at development as freedom/capabilities/entitlement (e.g. Sen, Nussbaum etc.) This would entail looking at the philosophical and ethical dimensions of development.

Readings:

Sen, A. (2001). *Development as Freedom*, Oxford University Press, New Delhi.

Nussbaum, M. C. (2011). *Creating Capabilities: The Human Development Approach*. Harvard University Press.

Kaldor, N. (1955-56). Alternative theories of distribution, *Review of Economic Studies*, 23(1), 83-100.

Chatterjee, P. (2004). *The Politics of the Governed: Reflections on Popular Politics on the Rest of the World*. Bombay: Permanent Black

Sanyal, K. (2007). *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge.

Frankel, J. A. (2010). The natural resource curse: a survey, *National Bureau of Economic Research*, No. w15836.

Gandhi, A. and Walton, M. (2012). Where do Indian billionaires get their wealth?, *Economic and Political Weekly*, 6 October, 47(40), 10-14.

IV. Development as Exclusion

9

This module will explore the idea of development as exclusion. This strand of research draws on new (and older) scholarship in political-economy (e.g. Ambedkar, Harvey, Bhaduri etc.). It also contextualizes the overlaps between identity and development.

Readings:

Ambedkar, B.R. (1936) *Annihilation of Caste*, Critical Quest, New Delhi

Bhaduri, A. (2018). A study in development by dispossession, *Cambridge Journal of Economics*,42(1), 19-31.

Bhaduri, A. (2006) *Employment and Development, Essays from an Unorthodox Perspective*, Oxford University Press, New Delhi

Harvey, David (2005) A Brief History of Neoliberalism, Oxford University Press, Oxford and New York.

Harvey, David (2006) Spaces of Global Capitalism: A Theory of Uneven Geographical Development, Verso, London and New York.

Harriss-White, et al. (2013) *Dalits and Adivasis in India's Business Economy: Three Essays and an Atlas*.Three Essay Collective, New Delhi

Levien, M. (2018). *Dispossession Without Development: Land Grabs in Neo-Liberal India*.=New York: Oxford University Press.

Sanyal, K. and Bhattacharya, R. (2009). Beyond the factory: globalization, informalization of production and new locations of labour, *Economic and Political Weekly*, May30, XLIV (22), 35-39.

Saville, J. 1969. 'Primitive Accumulation and Early Industrialization in Britain'. In *The Socialist Register 1969*, eds. Ralph Miliband and John Saville, 247-61. London: The Merlin Press.

Skarstein, R. (2021). Reflections on "primitive accumulation", In *Conflict, Demand and Economic Development*, eds. D. Basu and D. Das, New York: Routledge.

Additional Resources:

Smith, Adam (1776), *The Wealth of Nations*, edited W.B. Todd, Oxford: Oxford University Press, 1976.

Veblen, Thorstein (1899), *The Theory of the Leisure Class: An Economic Study of Institutions*, reprinted with a foreword by Stuart Chase, New York: Random House, 1934.

Walras, Léon (1874), *Elements of Pure Economics: Or the Theory of Social Wealth*, Paris: R. Pichon et R. Durand-Auzias, translated by W. Jaffé as *Elements of Pure Economics*, New York: Augustus M. Kelley, 1954, 1977.

Sismondi, J.C.L. Simonde de (1824), 'On the Basis of Consumption and Production', translated by Elizabeth Henderson, *International Economic Papers*, 7, 1957, pp. 20–39.

Mill, John Stuart (1848), *Principles of Political Economy with Some of their Applications to Social Philosophy*, in J.M. Robson (ed.), *Collected Works of John Stuart Mill*, Volumes II and III, Toronto: University of Toronto Press, 1965.

Marx, K. (1970), *Capital Vol. 1, 2 & 3: A Contribution to the Critique of Political Economy*, Progress Publishers, Moscow, (1970)

Mies, M (1998) *Patriarchy and Capitalist Accumulation on a World Scale: Women in the International Division of Labour*, Zed Books Limited, London and New York

Ambedkar, B.R. (1936) *Annihilation of Caste*, Critical Quest, New Delhi

8. **Pedagogy:**

   a. **Instructional design**

   The course will be a combination of seminar discussions, guided reading sessions and films / multimedia instructional material.

   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 core faculty has training in political science, political philosophy, urban and women's studies.

   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.

   - Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the material. This involves primarily short pieces (combined: 35%)
   - The second assessment will involve an individual project/long essay on the investigation of a chosen theme (30%).
   - The third assessment will be final examination (35%).

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 10th meeting held on 14th December 2023 and has been approved in the present form.



Signature of the Dean of the School

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)	MA Global Studies
Course title	Global Cities
Course code	TBD
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core (Seminar)
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PG
Course coordinator and team	Sunalini Kumar

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course is an introduction to the cities as global formations in the twentieth century. It connects to courses already offered within other programmes, themes and courses 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)
   No requirement

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   All students opting for the seminar course on KP campus.

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 2024

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 third semester MA students as a core seminar course. It introduces them to the idea of the global in twentieth century urbanisation. In particular it brings up questions of circulation and dissemination of urban ideas, practices and built forms – both popular and 'high' – and encourages students to probe questions of power and influence within these planning decisions. These questions are at the heart of AUD's mission and vision.

7. **Course Details:**

a. **Summary**

We live in a rapidly urbanizing world. It is projected that by 2050, 70% of the world's population will live in cities. Moreover, a bulk of the literature on this apparently historically unprecedented phenomenon assumes that that the largest of these urban conglomerations will be in some sense, 'global cities'. Not to be left behind by history, think tanks, private entities and academia have produced a prolific amount of literature on 'global cities' (see list below). However, both the terms - 'global' and 'cities' require careful investigation. On the one hand, urbanisation can be relatively dense and contained (typical examples include old European capitals) and on the other hand it can sprawl into the countryside (Metro Manila or Navi Mumbai). How can both urban forms be described with the same word? On the other hand is the hydra-headed term 'global' – what does it mean at the start of the 21st century? While some authors have stressed the structural connections between various forms of (global) capital and urbanization – for example, David Harvey's well-known thesis regarding the secondary circuit of capital – capital is only one of the forces that shape our cities; others include colonialism or empire-building, flows of people (global migration) and increasingly, digital publics.

This seminar course therefore takes the term 'global cities' not as a self-evident referent but as the starting point of an exploration into diverse forms of urbanization in a globalising world. The overall idea is to disrupt the idea of urbanization as a 'natural' phenomenon like the waves or a summer storm, and see the currents of power and desire behind the shape of our cities. Where these centres of power are, and whose desire becomes writ large on the faces of cities and city-regions or agglomerations, is the question. A secondary aim of this seminar course is to help students connect urbanization to other social and economic processes, instead of treating cities as a reified object of analysis. A final aim is to use the idea of global cities as a lens to understand globalization from/in the south.

b. **Objectives**

- To introduce students to different ways of approaching the 'global' and cities in the long global turn of the twentieth century.
- To appreciate the historical complexity of urban forms and their circulation in the twentieth century.
- To promote critical engagement with the immediate environment – questions of power and how it appears in the built form of cities.
-

c. **Learning Outcomes:**

- Understanding the idea of the global city from the viewpoint of interdisciplinary social science.
- Appreciation of power and politics in the realm of urbanisation.
- Forging a connection between the everyday and the extraordinary or monumental in the case of global cities.

d. **Overall structure:**

Readings below are organized to reflect the seminar objectives above; thus there are general readings on global cities, followed by readings for three kinds/moments of global urbanization – colonial, postcolonial and global/contemporary; and finally, a list of websites detailing various kinds of policy initiatives and research projects on the global city. The reading list may be considered a suggestive 'longlist' – it will be left to students to produce their own short lists from their particular research interests.

Sl#	Module / Unit	Duration
1	Module 1: Global Cities: A Popular Myth?	3 Weeks
2	Module 2: II. Colonial Urbanism: Imperial Design, Colonial Extraction	3 weeks
3	Module 3: III. Postwar Urbanisation: Big Brother is Watching	3 Weeks
4	Module 4: IV. Multinational Capital; National Governance	3 Week

e. **Contents**

15

V. Global Cities: A Popular Myth?

The idea of global cities seems at once to be a rigorous statement of the immense circulation of global urban forms in the modern world; and a buzzword created and circulated by multinational late capital to promote a particular, narrow, financialized vision of urbanization. This module will explore the complex provenances and meanings of the term through readings.

Readings:

Crang, M. 2000. *Thinking Space.* London: Routledge.

Taylor, P. J. 2004. *World city network: A global urban analysis.* New York: Routledge Taylor and Francis Group.

Amen et al (2011) *Cities and Global Governance: New Sites for International Relations* London, Ashgate.

Ong, A and Ananya Roy (2011) *Worlding Cities: Asian Experiments and the Art of being Global* Sussex, Wiley-Blackwell.

Sassen, S. (1991) *The Global City: New York, London, Tokyo* New Jersey, Princeton University Press.

Brenner, N., and R. Keil, eds. *The Global City Reader.* London: Routledge, 2006.

Massey D (1991) "A global sense of place". *Marxism Today* June: 24–29

Marcuse, P. and R van Kempen *Globalizing Cities: A New Spatial Order,* (eds.). Blackwell, London.

Harvey, D. 1985 b. *The Urbanization of Capital.* Oxford: Blackwell.

Abrahamson, M. (2004) *Global Cities* New York, Oxford University Press

Derudder, B., M. Hoyler, P. J. Taylor, and F. Witlox, 2012. eds. *International Handbook of Globalization and World Cities.* Cheltenham, UK, and Northampton, MA: Edward Elgar.

Knox, P., and P. Taylor, eds. *World Cities in a World-System.* Cambridge, UK: Cambridge University Press, 1995.

Scott, A. J., ed. *Global City-Regions: Trends, Theory, Policy.* Oxford: Oxford University Press, 2001.

Brenner, N. (2018). Debating planetary urbanization: For an engaged pluralism. *Environment and Planning D: Society and Space*, 36(3), 570–590.

Josefina V. Cabigon 2008. "Cities in Globalization" *Asia-Pacific Social Science Review.*

Krause, L and Patrice Petro (2003) *Global Cities: Cinema, Architecture and Urbanism* New Brunswick, Rutgers University Press.

Friedmann, John, 1986. "The World City Hypothesis". *Development and Change.* Sage, London, Beverly Hills and New Delhi, Vol. 17, 69-83.

VI. Colonial Urbanism: Imperial Design, Colonial Extraction

The colonial was for many cities in the global south, their first introduction to the 'global' in the modern world. However, colonial cities also represent ways in which the empire spoke back: hybrid ideas and practices of urban planning boomeranged between the metropolis and the colony throughout the colonial period. Nevertheless, the colonial city was meant to reflect the lofty racial-financial aims of empire, and this persistent logic produced recognizable colonial cities around the world. This module will explore the colonial city as a global urban form from the late nineteenth century onwards.

Readings:

Chatterjee and Kenny, 1999. 'Creating a New Capital: Colonial Discourse and the Decolonization of Delhi'. Historical Geography, Vol. 27, pp. 73-99.

King, A. D. 2004. *Spaces of Global Cultures: Architecture, Urbanism, Identity*. London: Routledge.

King, A.D. 1980. "Exporting Planning: The Colonial and Neo-Colonial Experience." In *Shaping an Urban World: Planning in the Twentieth Century*, edited by Gordon E. Cherry, 203-226. London: Mansell.

Chattopadhyay, S. 2012. "Introduction: The Historical Legacy of Suburbs in South Asia." *Urban History* 39 (1): 51-55.

Sen, S. 2010. "Between Dominance, Dependence, Negotiation, and Compromise: European Architecture and Urban Planning Practices in Colonial India" *Journal of Planning History* 9 (4): 203-231.

VII. Postwar Urbanisation: Big Brother is Watching

The end of the Second Great War and the institution of Cold War geopolitics had its own impact on global urbanization and planning theory and practice. This period constitutes in urban planning history, a resurgence of new interest in the grander humanitarian dreams of urban planning that were popular in the nineteenth century. Urban planning soon became enmeshed within the matrix of modernization theory and American interventionism, as this module will establish.

Readings:

Rezende, V.F. 2010. "Brazilian City Planners, American City Planning?: New

Perspectives on Urban Planning in Rio de Janeiro, 1930-1945." *Planning Perspectives* 25 (4): 505-513.

Gordon, D. L. A. 2006. *Planning Twentieth-Century Capital Cities*. London: Routledge.

Unger, C.R. 2011. "Towards Global Equilibrium: American Foundations and Indian Modernization, 1950s to 1970s." *Journal of Global History* 6 (1): 121-142.

Cullather, N. 2006. "'The Target is the People': Representations of the Village in Modernization and U.S. National Security Doctrine." *Cultural Politics: An International Journal* 2 (1): 29-48.

Banerjee, Tridib (2009): "U.S. Planning Expeditions to Postcolonial India: From Ideology to Innovation in Technical Assistance", Journal of the American Planning Association, 75:2, 193-208)

VIII. Multinational Capital; National Governance

The end of the twentieth century saw the dismantling of the developmentalist state projects of many countries especially in the global south. This was replaced by the appearance of multinational real estate, consulting firms and auditors and public-private partnerships in city and regional planning. While 'foreign' influences had always been present in the global south, this moment was characterized by a reconfiguration of the public purpose behind planning, an invocation of new forms of expertise and enterprise, and a loosening of state control in several areas along with steep rises in urban inequality and 'slummification' in many cases. The readings in this module will examine these changes.

Dupont, V. 2011. "The Dream of Delhi as a Global City." *International Journal of Urban and Regional Research* 35 (3): 533-554.

Oduwaye, Leke (2006). *Effects of Globalization on Cities in Developing Countries*. Journal of Social Science pp 199-205.

Marcuse, P. 1997. "The Enclave, the Citadel, and the Ghetto: What has Changed in the Post-Fordist U.S. City." *Urban Affairs Review* 33 (2): 228-264.

Nagar, R. Victoria Lawson, Linda McDowell, and Susan Hanson. 2002. "Locating Globalization: Feminist (Re)readings of the Subjects and Spaces of Globalization." *Economic Geography* 78 (3): 257-284.

Sanyal, K. and Rajesh Bhattacharyya. 2009. "Beyond the Factory: Globalisation, Informalisation of Production and the New Locations of Labour." *Economic and Political Weekly* XLIV (22): 35-44.

Pieterse, Jan Nederveen, 1996. *The Development of Development Theory: Towards Critical Globalism*. Review of International Political Economy, Vol. 3, No. 4 (Winter, 1996), Taylor & Francis, Ltd. pp. 541-564.

Jones, G.W. & P. Visaria (eds.) (1997), *Urbanization in large developing countries, China, Indonesia, Brazil, and India*, Clarendon Pres, Oxford.

Fainstein, N. and Susan S. Fainstein. 1982. *Urban Policy Under Capitalism*. Beverly Hills: Sage Publications.

Additional Resources

UN/World Bank Papers and Reports:

UNFPA (United Nations Population Fund), 2007. *The State of the World's Cities Report,2007 –Unleashing the World's Urban Growth.*

UNHSP (United Nations Human Settlements Programme), 2007. *The State of the World's Cities Report, 2006/2007 -30 Years of Shaping the Habitat Agenda.*

United Nations, 2007. *Cities and Sustainable Development. Lessons and Experiences from Asia and the Pacific.* ESCAP, United Nations, New York.

Websites:

https://www.globalcities.org/ (Private philanthropic initiative by Bloomberg Foundation)

https://www.brookings.edu/project/global-cities/ (Joint venture of think tank and private entity – Brookings Institute and JP Morgan Chase)

https://www.unfpa.org/urbanization (United Nations Population Fund)

http://globe-net.com/rethinking-urban-sprawl/ (Private initiative)

https://www.cidob.org/en/areas_of_research/issues/global_cities (Barcelona Centre for International Affairs (academic institute).

http://world-cities.eu/ (The European Parliament's initiative to increase 'triple-helix cooperation' between governments, businesses and research on urban-regional issues. During 2015-2016, World Cities involved cooperation of EU pilot cities with pairs in India, China, Canada and Japan.)

8. **Pedagogy:**

e. Instructional design

The course will be a combination of seminar discussions, guided reading sessions and films / multimedia instructional material.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

g. Expertise in AUD faculty or outside

The core faculty has training in political science, political philosophy, urban and women's studies.

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

9. **Assessment structure** (modes and frequency of assessments)
The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the material. This involves primarily short pieces (combined: 35%)
- The second assessment will involve an individual project/long essay on the investigation of a chosen theme (30%).
- The third assessment will be final examination (35%).

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 10th meeting held on 14th December 2023 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)	MA Global Studies
Course title	Post-national Cartographies: Nation, Transnational Communities and Development
Course code	TBD
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core (Seminar)
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PG
Course coordinator and team	Amit Kumar Mishra

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course is an introduction to changes in the ideas of belonging in the age of globalisation. It connects to courses already offered within other programmes, themes and courses 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)
   No requirement

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   All students opting for the seminar course in GS programme.

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 2024

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 third semester MA students as a core seminar course. It introduces them to the transformations in the larger ideas of belonging and citizenship in the age of globalisation. In particular it brings up questions of citizenship and belonging are re-articulated in order to include the transnational communities in the development process of nation states. These questions are at the heart of AUD's mission and vision.

7. **Course Details:**

a. Summary

The seminar course would broadly deal with the larger conceptual changes in the ideas of belonging and citizenship in the globalized world. It will explore how the ideas of belonging and citizenship are rearticulated in the contemporary world so the people who are non-citizens are made part of the larger processes of development. The theoretical ideas around citizenship and development would also be explored. There are new dimensions of research which could possibly build on scholarship which looks at citizen-nation-diaspora relationship froma critical perspective. The course would also lay out methodological challenges of constructing and analysing involving diasporic and transnational communities in the development process.

This course will further explore the marked ideological shift from the stern markers of belonging, entitlement and participation in an age of 'territorial nations' to one where identity is more malleable and conjectural—key features in an age of a 'de-territorialised world'.

This seminar course intends to encourage students to critically explore some of the crucial contours of the post-national cartographies of the global age e.g. the idea of belonging and redefining the ideas and essentials of citizenship, diaspora-development paradigm, cultural negotiations like culinary cultures etc.

b. **Objectives**

- To enable critical questioning regarding the idea of belonging and citizenship in contemporary globalised world order and how it shapes the global
- To appreciate the historical complexity of nation-citizen-diaspora relationship and operative aspects and emergence of ideas like flexible citizenship
- To promote critical engagement with the various debates on inclusion of non-citizens in development strategies of a nation state

c. **Learning Outcomes:**

- Understanding the idea of the citizenship from the viewpoint of interdisciplinary social science.
- Appreciation of role of state, citizens and diasporas in the development strategy
- Forging a connection between the nation-citizen and diaspora in the contemporary world

d. **Overall structure:**

Readings below are organized to reflect the seminar objectives above; thus there are general readings on citizenship as a concept, followed by readings on transformations in the idea of citizenship, and then new ways to include non-citizens (diaspora) into development process. The reading list may be considered a suggestive 'longlist' – it will be left to students to produce their own short lists from their particular research interests.

Sl#	Module / Unit	Duration
1	Module 1: Idea of Citizenship	3 Weeks
2	Module 2: Diaspora and Transnationalism	3 weeks
3	Module 3: Citizenship in Global World	3 Weeks
4	Module 4: Diaspora and Development	3 Week

e. **Contents**

IX. Idea of Citizenship :

This module introduces students to the various ideas of belonging and citizenship and and how they are adopted by the nation states..

Readings:

Gopal, Neerja Jayal, *Citizenship and its Discontents – An Indian History*, HUP, 2013

Appadurai, Arjun, *Modernity at Large: Cultural Dimensions of Globalisation*

Bellamy, Richard, *Citizenship: A Very Short Introduction*

Turner, Bryn S (ed.) *Handbook of Citizenship Studies*

Pocock, J. G. A. and Shafir, Gershon (ed.). *The Citizenship Debates*

X. Diaspora and Transnationalism

This module will introduce the students to basics of diaspora and transnationalism and how communities shape the terms of alternate ideas of belonging in the contemporary world

Readings:

Bakirathi, Mani and Varadarajan, Latha (2005) The largest gathering of the global Indian family: Neoliberalism, nationalism and diaspora at the Pravasi Bhartiya Divas, *Diaspora*, 14(1), pp. 45–74.

Mishra, Vijay. (1996) The diasporic imaginary: Theorizing the Indian diaspora, *Textual Practice*, 10(3), pp. 421–447.

Portes, A. (2001) Introduction: the debates and significance of immigrant transnationalism, *Global Networks*, 1(3), pp. 181–194.

Varadarajan, Latha (2010) *The domestic abroad: Diaspora in international relations*. Delhi: Oxford University Press.

Vertovec, Steven (2009) *Transnationalism*. London: Routledge.

XI. Citizenship in Global World

This unit will explore how the ideas of belonging and citizenship are rearticulated in contemporary world to make the citizenship flexible and responsive to the imperatives of global capitalism and transnational corporations.

Readings:

Ong, Aihwa (2006) *Neoliberalism as Exception: Mutations in Sovereignty and Citizenship*. Durham: Duke University Press.

Portes, A. (2001) Introduction: the debates and significance of immigrant transnationalism, *Global Networks*, 1(3), pp. 181–194.

Hansen, Thomas Blom, (ed) *Sovereign Bodies: Citizens, Migrants, and States in the Postcolonial World*

Kymlicka, Will, *Multicultural Citizenship*

XII. Diaspora and Development

This module will explore how migrants are no longer excluded but are being considered as assets and becoming part of the development strategy and process through remittances, expenditure on services such as communication and travel, capital investment, and philanthropy for the sending countries and the destinations.

Readings:

Sahoo, A.K. (ed) Routledge Handbook of Asian Diaspora and Development

Chaturvedi, Sanjay. (2005) Diaspora in India's geopolitical vision: Linkages, categories, and contestations, *Asian Affairs*, 32(3), pp. 141–168.

Dhesi, Autar. (2009) Diaspora intervention in rural development: Boon or bane, in Dusenbury, Verne A. and Darshan Singh Tatla (Eds.), Sikh Diaspora Philanthropy in Punjab: Global Giving for Local Good. Delhi: Oxford University Press, pp. 219–235.

Kapur, Devesh (2010) Diaspora, Development and Democracy: The Domestic Impact of International Migration from India. Delhi: Oxford University Press.

Lall, Marie C. (2001) India's Missed Opportunity: India's Relationship with Non-Resident Indians. Aldershot: Ashgate.

Varadarajan, Latha (2010) The domestic abroad: Diaspora in international relations. Delhi: Oxford University Press.

8. Pedagogy:

i. Instructional design

The course will be a combination of seminar discussions, guided reading sessions and films / multimedia instructional material.

j. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

k. Expertise in AUD faculty or outside

The core faculty has training in political science, political philosophy, urban and women's studies.

I. **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.

- Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the material. This involves primarily short pieces (combined: 40%)
- The second assessment will involve an individual project/long essay on the investigation of a chosen theme (40%).
- The third assessment will be Long Review assignment and presentation (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 10th meeting held on 14th December 2023 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	Global Affairs
Programme(s)	MA Global Studies
Course title	MA Seminar - The Commons
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Compulsory
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA III Semester
Course coordinator and team	Prof. Praveen Singh

Credits: 4

Course Type: Seminar

Course Instructor: Prof. Praveen Singh

Mode of Evaluation: Book Reviews, Seminar Paper

The Seminar introduces the students to the debate around the 'commons' (Common Property Resources / Regimes) - beginning with Hardin's 'Tragedy of the Commons', to the huge 'collective action' literature (Wade; Ostrom; Dietz; Agrawal), to the literature on 'entitlements' (Leach et. Al; Mosse; Jodha; Beck) – that has dominated the field of environment studies over the last 5-6 decades. These debates have played out in different environmental contexts (forests, land, water), temporal (colonial and post-colonial regimes) and spatial (local, regional, global) scales. The methodological and normative tensions between different approaches to study the commons continue to play out in the areas of urban air and global commons (ocean, climate), and inform national and international policy-making. After the first few lectures

delineating the field, the students will be encouraged to use the concept in in their own research area, and find more literature relevant to their own research.

Suggested Readings

Fikret Berkes, 'Social Systems, Ecological Systems, and Property Regimes',

Thomas Dietz, Elinor Ostrom, Paul C. Young, 'The Struggle to Govern the Commons', Science, 2003

Garrett Hardin, 'The Tragedy of the Commons', Science, 1968

N.S. Jodha, 'Common Property Resources and the Environmental Context: Role of Biophysical versus Social Stresses', EPW, Dec. 23, 1995.

Craig Johnson, 'Uncommon Ground: The 'Poverty of History' in Common Property Discourse', Development and Change, 35(3): 407–433 (2004).

Leach, M et al., 'Environmental Entitlements: A Framework for Understanding the Institutional Dynamics of Environment Change', *World Development*

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	Global Affairs
Programme(s)	MA Global Studies
Course title	MA Seminar - Disaster Risk Reduction
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Compulsory
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA III Semester
Course coordinator and team	Dr. Aakriti Grover

Credits: 4

Course Type: Seminar

Course Instructor: Dr. Aakriti Grover

Mode of Evaluation: Book Review / Seminar Paper

The number, frequency, and intensity of disasters have increased multifold in the recent past. As per records, at the beginning of the 20th century, less than 10 types of disasters could be counted that have increased three times in the 21st century. Although the broad classification of disasters seems to be natural and human-made, the course de-myths the oft-repeated claim of 'natural disaster' and puts forward socio-economic factors as the cause for the occurrence of disasters. Further, in terms of policy, the focus has shifted from disaster management and prevention to risk reduction.

As the world population, especially the urban population grows the impact of disasters becomes more pronounced. It is expected that the urban share of the world population will grow to 6.419 billion (66%) by 2050. Urban areas are considered an indicator of development having better access to resources, hospitals facilities, and doctors. However, these are also the areas that

pose a threat to human health, exposing them to environmental risks and disasters. The seminar course intends to encourage students to critically explore disasters and vulnerability to human health and the socio-economic-political underpinnings. The complexities of adaptation, adjustment, displacement, resettlement, rehabilitation, availability and access to resources along with physical, mental, social health impacts may be points of inquiry.

Suggested Readings

Andersson, W. A., Kennedy, P. A., & Ressler, E. (2007). Handbook of disaster research (Vol. 643). H. Rodríguez, E. L. Quarantelli, & R. R. Dynes (Eds.). New York: Springer.

Clements, B. W., (2009): Disasters and Public Health: Planning and Response, Elsevier Inc.

Displacement, Natural Hazards, and Health Consequences locked - Christelle Cazabat (2022) https://doi.org/10.1093/acrefore/9780199389407.013.436

Dunkan, K., and Brebbia, C. A., (Eds.) (2009): Disaster Management and Human Health Risk: Reducing Risk, Improving Outcomes, WIT Press, UK.

Gilding, P. (2011). The great disruption: How the climate crisis will transform the global economy. A&C Black.

Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.

Loewenstein, A. (2015). Disaster capitalism: Making a killing out of catastrophe. Verso Books.

Martens, W. J., Slooff, R., & Jackson, E. K. (1997). Climate change, human health, and sustainable development. Bulletin of the World Health Organization, 75(6), 583.

Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.

Nazif, S., Mohammadpour Khoie, M. M., & Eslamian, S. (2021). Urban Disaster Management and Resilience. In Handbook of Disaster Risk Reduction for Resilience: New Frameworks for Building Resilience to Disasters (pp. 157-185). Cham: Springer International Publishing.

Packard, R. M. (1986). The Political Ecology of Disease in Tanzania.

Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.

Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.

Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.

Sara Ahmed, (2004) The Concept of Vulnerability in Disaster Research Carol Levine, Journal of Traumatic Stress, Vol. 17, No. 5, pp. 395–402

Susan Cutter (2006) The Geography of Social Vulnerability: Race, Class, and Catastrophe

Chambers, R. (1989) Vulnerability: How the Poor Cope, Institute of Development Studies
White, G.F. (1945) Human adjustment to floods

Encl.-F

KARAMPURA CAMPUS

SCHOOL OF GLOBAL AFFAIRS

F.No. AUD/31-6/SGA/2019/BA Prog
Dated : 09th Feb., 2024

1) The outlines of the following courses of 4th Semester BA programmes were considered and approved by the Board of Studies of the School of Global Affairs in its 10th meeting held on 14th December 2023:

i. Introduction to Comparative Politics – 4th Semester (Annexure 2)
ii. Social stratification - 4th Semester (Annexure 3)
iii. ICTs, Economy and Society (Annexure 4)
iv. Cyber Security – 4th Semester (Annexure 5)
v. Artificial Intelligence for Social Sciences (Annexure 6)

2) The Board in its 10th meeting also approved adoption of the following approved optional courses into the 4th semester of BA programmes of the school.

BAGS

1) DSE3 Basket

i. Great Transformation (Approved course)
ii. Literary and Cultural Dialogues in Latin America (Approved course)

2) AEC3 Environment Issues and Challenges (Approved course)

BASU & BASS

1) SE2 Basket
i. Virtual Reality in Education (Approved course)
ii. Cyber Security (Approved in the 10th BOS)

2) MDC 2 Basket
i. Introduction to the Indian Constitution (Approved course)
ii. Social stratification (Approved in the 10th BOS)
iii. Early and Medieval India (Approved course)

3) GE Basket
i. ICTs, Economy and Society (Approved in the 10th BOS)
ii. Artificial Intelligence for Social Sciences (Approved in the 10th BOS)

The approved minutes of this meeting is enclosed herewith (Annexures 1)

These agenda items along with all the course outlines will be placed as part of our School's agenda in the next meeting of the Academic Council (AC). However, as the 4th semester for the BA programme is about to begin, these course outlines and list of courses to be placed in the 4th semester are hereby submitted for approval from the Chair of the AC.

Submitted for your kind consideration and approval

04/2/24
Dean, SGA

Vice Chancellor Office
4826
15/2/24

HVC

14/2/24

Dr. B R 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 Social Sciences
Course title	Introduction to Comparative Politics
Course code	
Credits	4
Course type (core / compulsory / optional/any other – please specify)	Discipline Specific Core (4th Semester)
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA
Course coordinator and team	Ekta Singh

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

   This course will introduce students to the field of comparative politics by familiarizing them with comparative methods, different kinds of political systems and processes at work to enable them better contextualize politics in India. The course builds upon other political science oriented courses in third semester and will provide an advanced disciplinary foundation in political science for BA in Social Sciences (BASS) students in general and specifically to those who wish to pursue political science stream.

   Specific requirements on the part of students who can be admitted to this course (Pre requisites; prior knowledge level; any others – please specify): None

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

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

4. **Proposed date of launch**: Winter Semester of 2024

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

The course introduces students to the field of comparative politics by familiarizing them with the broad spectrum of political systems and processes in operation worldwide. Both formal political institutions and informal aspects will be discussed. The idea is help students develop a perspective to make sense of variability that characterizes political systems through a discussion of state formation, political regimes, and the political process. In doing so, the course aims to help students locate politics in India within a wider canvas. And to appreciate how cross-national comparisons help shed light on contemporary political outcomes.

Course Details:

a. **Objectives**:

The overall objective of this course is to:

i. Introduce students to the basic concepts, principles, and methods of comparative politics
ii. To familiarize students with the wide range of political systems to be able to better appreciate and understand their own context.
iii. To enable them to analyze contemporary political issues within the broader comparative field

b. **Learning Outcomes**: At the end of this course, students are expected to

- to be able to comprehend the methods and relevance of comparative framework
- to be able to locate and contextualize political developments and institutions within the larger comparative framework
- to be able to discern broader trends and trajectories cross-nationally and the factors underpinning them

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

Srl. No.	Name of the Module	Number of weeks
1.	Understanding Comparative Politics	2 weeks
2.	The State in a Comparative Framework	2 weeks
3.	Comparative Political Systems	3 weeks
4.	Political Regimes and Transitions	2 weeks
5.	Political Mobilization: State and Non-State	3 weeks

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

Module 1 – Understanding Comparative Politics

The course will begin by emphasizing the distinction between 'comparative government' and 'comparative politics' wherein comparative politics is concerned not only with government structure but with the wider political culture - both formal and informal institutions. Relevance and logic of comparative politics as a field of study will be emphasized. The students will be familiarized with comparative methods and approaches. At the same time the limitations and challenges of comparative studies will be stressed.

Essential Readings:

Lijphart, Arend (1971). "Comparative Politics and the Comparative Method". *American Political Science Review* 65 (3): 682–693.

Hague, Rod & Martin Harrop. (2013). *Comparative Government and Politics - An Introduction*. (9th ed.). Basingstoke: Palgrave Macmillan [Chapter- "The Comparative Approach"].

Chilcote, H Ronald. (1989). 'Alternative Approaches to Comparative Politics' in Howard J.Wiarda (ed.), *New Directions in Comparative Politics*, Westview Press, Boulder and London.

Chandhoke, Neera (1996), "The Limits of Comparative Political Analysis", *Economic and Political Weekly*, Vol. 31, No. 4, January 27, pp. PE2-PE8.

Apter, David E. "Comparative Politics, Old and New" in Robert E. Goodin and Hans Klingeman.eds. (1996). A New Handbook of Political *Science*. Oxford, Oxford University Press.

Chilcote, Ronald H. (1994). *Theories of Comparative Politics: The search for a Paradigm Reconsidered*, Oxford: Westview Press.

Suggested Readings:

Mair, Peter (1996). "Comparative Politics: An Overview". In Goodin, Robert E.; Klingemann, Hans-Dieter. A New Handbook of Political Science. Oxford: Oxford University Press. pp. 309–335.

Lim, T. C., Doing Comparative Politics: An Introduction to Approaches and Issues. New Delhi: Viva Books Pvt Ltd, 2010.

Fame, A.M. (1994). Some Methodological Problems in Comparative Politics; *Journal of Theoretical Polities*, 613; 302-322.

Mohanty, Manoranjan, 1975 'Comparative Political Theory and Third World Sensitivity'. Teaching Politics, Nos.1&2.

Module 2 – The State in a Comparative Framework

The State as the overarching framework within which domestic politics operates is crucial in shaping political processes and practices. Different political systems place varied limitations and mechanisms to hold the governments accountable as reflected in their founding document-the constitution and constitutionalism. It is in this backdrop that the module will acquaint students with the Modern State and varied trajectories through a discussion on State formation (in western and non-western world), differential state capacity (weak states, strong states, rentier states) and constitutionalism. The nature of postcolonial state will be discussed.

Finally, the module will discuss the varied interface between state and globalization that we see in different contexts.

Essential Readings:

Chilcote, Ronald H. (2000). "Institutional Frameworks: State and System", *Comparative Inquiry in Politics and Political Economy,* Westview Press.

Barkey, Karen and Sunita Parikh (1991). "Comparative Perspectives on the State", *Annual Review of Sociology,* Vol. 17.

Hague et al. (2004). *Comparative Government and Politics*, Palgrave Macmillan. [Chapter- "The State in a global context"].

Levy, Jonah d. (2015). "State Transformations in Comparative Perspective" in *The Oxford Handbook of Transformations of the State.*

Raz, J.(1998), "On the Authority and Interpretation of Constitutions: Some Preliminaries", L. A. Alexander(ed.), *Constitutionalism: Philosophical Foundations*, New York: Cambridge University Press.

JEFF HAYNES (2003). "Tracing connections between comparative politics and globalization", *Third World Quarterly*, 24:6, 1029-1047, DOI: 10.1080/0143659032000163053.

Lange, Matthew (2015). "States in the Global South: Transformations, Trends, Diversity" in *The Oxford Handbook of Transformations of the State.*

Suggested Readings:

Hague, R., Harrop, M., Breslin, S. (1992). "The Nation-State in Three Worlds". In: *Comparative Government and Politics*. Palgrave, London. https://doi.org/10.1007/978-1-349-22276-6_3.

Hislope, Robert and Anthony Mugan (2012). "The Modern State" in *Introduction to Comparative Politics-The State and its Challenges*, Cambridge University Press.

Holmes, S.(1995), "Constitutionalism", S.M. Lipset (ed.), *The Encyclopaedia of Democracy*, Vol.1, London: Routledge.

Lim, Timothy (2016). "Globalization and the study of Comparative Politics" in *Doing Comparative Politics*, Lynne Reiner Publishers.

Module 3 – Comparative Political Systems

The module will introduce students to various types of political systems. Basic characteritics and features of parliamentary, presidential systems and different variants of the same across different political cultures will be discussed. The advantages and disadvantages of the various types will be discussed. The differential design of Electoral Systems and their implications will also be discussed.

Essential Readings:

Douglas V. Verney, *The Analysis of Political Systems*, the Free Press of Glencoe, Inc. New York, 1959.

Hague, R., Harrop, (2004). - "Constitutions and the Legal framework", in *Comparative Government and Politics*. Palgrave, London.

Hague, R., Harrop, (2004). "Political Executive", in *Comparative Government and Politics*. Palgrave, London.

Hague, R., Harrop, (2004). "Federal, Unitary and Local Government" in *Comparative Government and Politics*. Palgrave, London.

Linz, Juan (1994). "Presidential or parliamentary democracy: Does it make a difference?" In *The failure of presidential democracy: Comparative perspectives*. Vol. 1, edited by Juan J. Linz and Arturo Valenzuela: Baltimore: Johns Hopkins University Press.

Duchacek, I.D. *Comparative Federalism: The Territorial Dimension of Politics*, Holt, Rinechart and Winston., New York, 1970

Suggested Readings:

D.K.Price & H.J Laski, "A Debate on the parliamentary and Presidential Systems, in R.C. Macridis and B.F. Brown (eds) Comparative Politics: Notes and Readings, the Dorsey Press, Homewood, Ill, 1961, pp 365-381

LIJPHART, AREND, ed. (1992). *Parliamentary versus presidential government.* Oxford: Oxford University Press.

Module 4: Political Regimes and Transitions

The module will focus attention on democratic and non-democratic regimes probing questions like why some countries happen to be democracies and other autocracies? What explains sustenance of democracies and their break-down? Is there a cultural basis to democracies? The focus would be to draw attention to the variations that exist within democratic and non-democratic regimes and the to stress the need to see democracies and autocracies in a continuum. Issues of democratic crisis, democratic consolidation and transition, democratic backsliding will be discussed with the help of appropriate case studies.

Essential Readings:

Heywood, Andrew (2019). *Politics*, Red Globe Press. [Chapter 5- "Regimes of the Modern World"]

Alan Siaroff (2013). *Comparing Political Regimes: A Thematic Introduction to Comparative Politics,* University of Toronto Press. [Select Chapters]

Lim, Timothy (2016). Doing Comparative Politics: An Introduction to Approaches and Issues, [Chapter 6 – "What makes a Democracy: Explaining the Breakdown of Authoritarian Rule"]

Gandhi, J. (2008). *Political institutions under dictatorship.* New York: Cambridge University Press. [Chapter-1-"The World of Dictatorial Institutions"]

Inglehart, Ronald and Christian Welzel (2003). "Political Culture and Democracy", *Comparative Politics*, Vol.36, No.1.

Suggested Readings:

Boix, Carles & Susan C. Stokes. 2003. "Endogenous Democratization," World Politics 55(4): 517-549.

Fish, Steven M. & Robin S. Brooks. 2004. "Does Diversity Hurt Democracy?" *Journal of Democracy*.

O'DONNELL, GUILLERMO and PHILIPPE C. SCHMITTER (1986). *Transitions from authoritarian rule: Tentative conclusions about uncertain democracies*. Baltimore: John Hopkins University Press.

Heywood, Andrew (2019). "Political Culture" in *Politics*, Red Globe Press.

Widmalm, Sten (2016). *Political Tolerance and the Global South: Images of India, Pakistan, and Uganda*, Routledge.

Module 5: Political Mobilization: State and Non-State

The module will focus on political mobilization, both State and Non-State in terms of elections, party systems and social movements. What explains differences in party systems and the differential strategies that parties deploy to mobilize electoral support will be probed. Parties may adopt varied strategies to mobilize support ranging from identity and nationalism, personalistic and media-centric campaigns, populist, clientelistic linkages.

Essential Readings:

Heywood, Andrew (2019). "Parties and Party Systems" in *Politics*, Red Globe Press.

Heywood, Andrew (2019). "Representation, Elections, and Voting" in *Politics*, Red Globe Press.

Morse, Jordan et.al (2013). "Varieties of Clientelism: Machine Politics during Elections", *American Journal of Political Science*, Vol. 58, Issue 2.

Hague and Harrop (2004). "Political Participation", *Comparative Government and Politics*,

Suggested Readings:

Stokes, Susan (2007). "Political Clientelism" in *The Oxford Handbook of Comparative Politics*.

Lim, Timothy (2016). "Why Collective Action? Explaining the Rise of Social Movements" in *Doing Comparative Politics*, Lynn Reinner Publishers.

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

7. **Assessment structure** (modes and frequency of assessments): There will be two assessments of 50% each.

- Assessment 1 (50%): Write-up and Presentation analyzing any contemporary political issue through comparative lens
    - Write-Up: 30%
    - Presentation: 20%
- Assessment 2 (50%): In-class Exam based on selected readings of the course

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 10th meeting held on 14th December, 2023 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 Social Sciences
Course title	Social Stratification
Course code	
Credits	4
Course type (core / compulsory /optional / any other – please specify)	MDC
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Teena Anil

1. **Does the course connect to, build on or overlap with any other courses offered in AUD? (Mandate against inequality, attempt to establish equality and just society)**

   The course is a 4th semester core course of the BA SS programme. It does not overlap on any other course but it builds on principles covered in 1st semester courses such as Introduction to social Sciences I & II as well as on the Generic Course Introduction to Gender.

1. **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.

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

As per University norms

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

4th (winter) Semester; Semester-long course

1. **Proposed date of launch:** Winter 2023

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

This course will sensitize students to social hierarchies as well as make students reflect on privileges and disadvantages enjoyed / borne by groups at the different ends of the spectrums of hierarchies, which could hopefully enable students to be aware of one's social locations and to appreciate democratic values.

1. **Course Details:**

a. **Summary**

The course aims to discuss the diverse forms of social stratifications in modern societies, looking at them as both descriptive as well as analytical categories. Social stratification is one of the primary aspects of study in sociology. This course will introduce students to the major forms of social stratifications as well diverse theoretical perspectives with which this domain has been approached in social sciences. Wherever possible relevant empirical research studies exemplifying different dimensions of stratification and inequalities will be introduced.

We will look in particular at stratification along class, caste, gender, ethnicity, race, disabilities, and sexual orientation.

Apart from focusing on these dimensions individually, the course will also discuss theoretical concepts such as intersectionality and bivalent collectivity which have been used to grasp intersection of multiple axes of stratification. While the principal focus will be on India, relevant research including empirical studies from outside the country will also be discussed.

b. Objectives

- To introduce students to the Sociological Study of Social Inequalities.
- To acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.
- Promote in them an interdisciplinary approach to study social stratification and all its manifestations.
- Examining forms of stratification, understanding the relevance of caste, and other social identities in the contemporary world.

c. Learning Outcomes:

On completion of this course students are expected to:

1. Gain an understanding of the central concepts and theories on social stratification.
2. Identify important similarities and differences among theories of social stratification.
3. Understand how theories of social stratification are tested empirically.
4. Account for, and analyse, the content of central classical and modern texts in social stratification in a clear and well-argued manner.
5. Critically assess classical and modern sociological theories of social stratification in terms of their merits and limitations.

d. Overall structure:

This course is organized around four modules.

Module No.	Topic	Duration (weeks)*
1	Stratification: Difference, Inequalities and Hierarchy Conceptual Understanding	3
2	Approaches to Stratification	4
3	Forms of Stratification: Caste and Class	3
4	Gender and Stratification	3

5	Social Mobility and Social Structures	3

* With four hours per week

Course Outline:

Unit 1. Introducing Stratification: Difference, Inequalities and Hierarchy Conceptual Understanding

This module focuses on the broader concepts of difference, inequality, and hierarchy in society. Students will explore how various dimensions of difference, such as race, ethnicity, culture, and religion, intersect with systems of inequality and hierarchy. The unit encourages critical thinking about the implications of these intersections for individuals and society.

Essential Readings

Giddens, Anthony, Sutton,W. Philip, 2013, Sociology, 7th Edition, Polity Press.
Gupta, Dipankar, 2004, 'Social Stratification', in Handbook of Indian Sociology, ed. Veena Das, Oxford University Press, New Delhi, part 2 **Chap. 3]**
Haralambos, M. Holborn.M 2014, Sociology Themes and Perspectives, Collins
Béteille, Andre, 1983, The Idea of Natural Inequality and Other Essays, Oxford University Press, Delhi

Suggested Readings

Tumin, Melvin M, Englewood, 1985, Social Stratification: The Forms and Functions of Inequality, Prentice-Hall
Davis, K. & W. E. Moore. 1945. Some Principles of Stratification. American Sociological Review, 10 (2):242-249.

Unit 2. Approaches to Stratification

2.1. Marx, Weber and Class
2.2. Functionalism
2.3. Anthropological approach

In this unit we will understand and outline the evolutionary processes in societies and social stratification; discuss its organizing principles: status, wealth and power. We will discuss similarities, differences and limitations of different approaches.

Essential Readings

Hurton. B. Paul & Hunt, L. C. 2012, Sociology, Tata Mc-GrawHill. Pp. 343-350,
Giddens and Sutton P.W. (eds.)2010 Sociology: Introductory Readings, Chapter 9, 3rd edition, Polity Press

Haralambos, M. Holborn.M 2008, Sociology Themes and Perspectives, Collins

Suggested Readings

McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2.Chapter 6. Class,pp. 182-194

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180–195

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

Unit:3 Forms of Stratification: Caste and Class:

This unit will cover the major theories on caste, with a focus on contemporary India. Empirical studies on caste, including on caste in the labour market etc. will be covered (here and in subsequent modules). We will also cover empirical studies on class in particular (economic) class stratification.

Essential Readings

Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill, Chapter 2 and 4, Pp. 56-67 & 127.

Hurton. B. Paul & Hunt, L. C. 2012, Sociology, Tata Mc-GrawHill. Pp. 362-365.

Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1(1963) pp. 107-124

Fuller, C.J. 1996. Caste Today. Delhi: Oxford University Press. [Introduction, Select chapters] 3. Gupta, D. ed. 1991. op. cit. [Select Chapters]

Gupta, Dipankar. 2000. Interrogating caste: Understanding hierarchy and difference in Indian society. New Delhi: Penguin Books India [Chapters-1]

Suggested Readings

Jodhka, S. S. 2012. Caste. Oxford India Short Introductions. Delhi: Oxford University Press.

Kumar, V. 2014. 'Dalit Studies – Continuities and Change' in Indian Sociology ICSSR Volume 3, ed. Yogendra Singh, pp. 19-52. Delhi: Oxford University Press.

Srinivas, M.N. 2003. An Obituary on caste as a system. Economic and Political Weekly, 38: 455-59

Thorat, S., & K. Newman, eds. 2010. Blocked by caste. Delhi: OUP [Select Chapters]

Giddens, A. 1980. The Class Structure of the Advanced Societies. London: Unwin. [Introduction, Chapter 1 (Marx), Chapter 2 (Weber)]

Grusky, D. B. & Szelenyi, S. 2011. The inequality reader: Contemporary and foundational readings in race, class and gender. 2nd edition. Westview Press. [Marx; Wright; Weber]
Wright, E.O. 2006. "Class", in International Encyclopedia of Economic Sociology, edited by Jens Beckert and Milan Zafirovsky (Routledge), pp. 62-68
Ambedkar, B.R. 1944. Annihilation of Caste: available online at: http://ambedkar.org/ambcd/02.Annihilation%20of%20Caste.html

Ambedkar, B.R. 1916. Castes in India: Their Mechanism, Genesis and Development, Anthropology Seminar of Dr. A. A. Goldenweizer at The Columbia University, New York, U.S.A. on 9th May 2 1916,
Source: Indian Antiquary, May 1917, Vol. XLI. Available online: http://www.ambedkar.org/ambcd/01.Caste%20in%20India.htm

Unit 4: Gender and Stratification This module will cover concepts such as sex and gender, gender inequalities and its intersection with other social identities.

Essential Readings:
Dube, L. 1996. 'Caste and Women' in M. N. Srinivas (ed.) Caste: In Its 20th century Avatar. Delhi: Viking
Mies, M. 1981. 'Dynamics of Sexual Division of Labour and Capital Accumulation: Women LaceWorkers of Narsapur'. Economic and Political Weekly. Vol. XVI (10).
Chowdhry, P. 2014. 'Masculine Spaces'. Economic and Political Weekly, Vol. 49 (47): 41-49. 3. Crompton R. & M. Mann ed. 1986. Gender and Stratification. Cambridge: Polity Press. [Chapter 1]
de Beauvoir, S. 2010. "Woman – The Second Sex?" pp. 143-46 in A. Giddens and Sutton P.W. (eds.) Sociology: Introductory Readings, 3 rd edition, Polity Press

Suggested Readings:
Kabeer, Naila and Simeen Mahmud. 2004. "Globalization, gender and poverty: Bangladeshi women workers in export and local markets." Journal of International Development 16:93-109.
Chakravarti, U. 1995. "Gender, Caste, and Labor: Ideological and Material Structure of Widowhood." Economic and Political Weekly: 2248-2256.

Unit 5: Social Mobility: Forms and Patterns (2 Weeks)
This module we describe the connection between social mobility and social structure, we will also explore patterns of social mobility in open and closed form

of structures, grasp how social structures influence social mobility and appreciate how social mobility and social structure reinforce earth others.

This module covers some of these other issues which are emerging as critical for the study of social stratification; such as: race, ethnicity and disability as well as the significance of social mobility for the reproduction of inequalities.

Essential Readings:

Haralambos, M. Holborn.M 2014, "Social Stratification" in *Sociology Themes and Perspectives,* Collins

Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246- 258

Goldthorpe , J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, .Oxford; Clarendon press.

Hurton. B. Paul & Hunt, L. C. 2012, Sociology, Tata Mc-GrawHill. Pp. 368-384, 388-411.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", The Far Eastern Quarterly, 15(4), Pp. 481-496.

Nakkeeran and Nakkeeran, Disability, mental health, sexual orientation and gender identity: understanding health equity through experience and difference, Health Research Policy and Systems 2018, 16(Suppl 1):97
https://doi.org/10.1186/s12961-018-0366-1

Suggested Readings:

Grusky, D. B. & Szelenyi, S. 2011. The Inequality Reader. Westview Press. [Selected Chapter]

Heath, A.F. 2003. Social Mobility, in The Oxford Encyclopaedia of Economic History.

Jenkins, R. 1991. Disability and Social Stratification. The British Journal of Sociology, 42 (4): 557- 80 4.

Milton, Y. 1985. "Ethnicity," Annual Review of Sociology 11:211-239

Jeffrey, C., R. Jeffery & P. Jeffery. 2004. Degrees without freedom: Assessing the impact of formal education on Dalit young men in north India. Development and change, 35 (5): 963–86.

Ram, N. 1988. Mobile Scheduled Castes – Rise of a New Middle Class. Delhi: S. Asia Books.

Weber, M. 1978. "Ethnic Groups", in Economy and Society, pp. 385-398

1. **Pedagogy:**

a. Instructional design

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

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

Support for organising local visits to related sites

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

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

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

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

The course will have the following assessment situations

- Mid Term Test (30%)
- A term paper /tutorial essay with presentation/discussion/viva). (40%)
- End semester exam (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 10th meeting held on 14th December, 2023 and has been approved in the present form.

Signature of the Dean of the School

School of Global Affairs
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 SU/GS/SS
Course title	ICTs (Information & Communication Technology), Economy & Society
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Generic Elective (GE)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Nidhi Tewathia

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

This course is offered as a Generic Elective to the students of Social Sciences, Sustainable Urbanism and Global Studies. The course is informed by the National Education Policy, 2020 and integrates with the interdisciplinary nature of the school. This course provides an opportunity to the learners to understand the interaction between ICTs (Information and Communication Technology), Economy and Society. The course looks at ICT development and diffusion of ICTs in India; role & significance of ICTs and impact of ICTs on the society. The course also disseminates the understanding of digital economics and how ICTs affect economic performance. The course also intends to encourage the students to understand the impact of ICTs & digitalisation on human wellbeing. This course does not overlap with any other course offered in AUD.

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

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

None

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

   As per University norms

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

   Semester-long course

3. Proposed date of launch:

   Winter semester of 2023 – 24

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

   Through an interdisciplinary approach, the course illustrates how ICTs are affecting the economy and the society. This course will help the students to understand the interplay between their surroundings and the digital environment. The course is interdisciplinary in nature as it deals with development, human wellbeing and socio-economic inequalities. The course, being a generic elective, has been particularly designed keeping in mind the diverse background of the potential learners. The course takes forward the vision of the institution by offering a holistic approach towards ICTs.

5. Course Details:

   a. Summary:

   Innovations in ICTs have brought radical changes not only on the economic front but also in the social and personal areas of human life. The process of digitalisation is boosting India's economic growth but also intensifying social challenges in terms of inequalities and marginalisation. To understand the trade-offs between prospects and challenges posed by ICTs, this course takes an extensive and interdisciplinary perspective, combining insights from a variety of socio-economic dimensions. The course aims to take students through diverse dimensions of ICTs like (a) ICT development & diffusion in India (b) Digital economics (c) Role and impact of ICT in Indian economy (d) Digital divide and related inequalities (e) Human wellbeing related to digitalisation

   The course will also engage the students in reading and comprehending various international reports related to ICTs and digitalisation.

   b. Objectives

1) To introduce students to the ICT development and ICT diffusion in India
2) To build an understanding of the role of ICTs in an economy and the impact of ICTs with emphasis on Indian economy
3) To expose students to the concept of digital divide and its repercussions in terms of socio-economic inequalities
4) To provide an understanding of the effects of digital consumption and human well being
5) To offer a holistic approach towards the understanding of ICTs.

c. Learning Outcomes

On successful completion of the course, students will be able to:

1. explain the state of ICT development and diffusion in India with the help of facts and figures.
2. discuss the role of ICT in Indian economy by highlighting the economic performance of various sectors in India
3. elucidate the socio-economic effects of unequal access of ICT assets among Indian households
4. critically examine the impact of digital consumption on human well being

d. Overall structure:

Module	Themes	Weeks
1	ICT Development and Diffusion	3
2	Digital Economics, Role and Impact of ICTs in Indian Economy	3
3	ICT inequalities and the effects of Digital Divide	3
4	ICTs and Wellbeing	3

e. Contents:

Each module is discussed below along with the reading list.

Module 1- ICT Development and Diffusion (3 weeks)

This module will introduce the students with basics of ICT development and related branches like growth, development, wellbeing, economic performance, digital divide and inequalities, The module will also raise some questions related to the pattern of

digitalization and development in India. Finally, the module familiarizes the learners to the Digital India platform.

Essential Readings

Maiti, D., Castellacci, F., & Melchior, A., (2020). Digitalisation and Development: Issues for India and Beyond (pp. 3-18). Springer Singapore

Tewathia. N., Digital Divide: How India and China Stack up, (pp: 252-254) In Maiti, D., Castellacci, F., & Melchior, A. (2020). Digitalisation and Development: Issues for India and Beyond. Springer Singapore

Global Information Technology Report 2023, World Economic Forum.

Measuring Digital Development: Facts and Figures 2022, International Telecommunications Union

Digital India Platform Portal: digitalindia.gov.in

Module 2 – Digital Economics, Role and Impact of ICTs in Indian economy (3 weeks)

This module initiates the discussion on the term digital economics, provides a brief history of digital technology and proceeds to explain reduction of search costs and its effects, prevalence of digital platform-based businesses, replication cost of digital goods, digital public goods, and economics of internet infrastructure. The module explains the role and impact of ICTs in terms of rural development, e-commerce, manufacturing, and e-governance with reference to India.

Essential Readings

Greenstein, S., (2020). The Economics of Internet Infrastructure

Goldfarb, A., & Tucker, C. (2019). Digital Economics. Journal of Economic Literature, 57(1), pp 3-27.

Singh, N. (2015). Information technology and its role in India's economic development: A review. Development in India: Micro and Macro Perspectives, 283-312,

Module 3 - ICT inequalities and the effects of Digital Divide (3 weeks)

This module will deal with the concept of digital divide, state of inequality in digital access, multidimensional divide, gendered divide, determinants of the digital divide, digital literacy, mapping the ICT access in India through teledensity the density of ICT devices in Indian households (state-wise), rural-urban divide, digital divide in education, health and financial inclusion. The module will also highlight the role of digital divide in marginalisation leading to exclusion of certain groups in India.

Essential Readings

Mohanty, P.C., Is India Digitally Divided? Identifying the Determinants of ICT Diffusion at the Household Level (Section1, 2 & 5) in Maiti, D., Castellacci, F., & Melchior, A. (2020). Digitalisation and development: Issues for India and beyond. Springer Singapore

Tewathia N., Kamath, A., & Ilavarasan, P.V., (2020) Social Inequalities, Fundamental Inequities, and Recurring of the Digital Divide: Insights from India', Technology in Society, 61 (2020) 101251. 0160-791X. https://doi.org/10.1016/j.techsoc.2020.101251

Digital Divide: India Inequality Report 2022, Oxfam India

Module 4 - ICTs and Wellbeing (3 weeks)

This final module will provide basic exposure related to excessive internet use, information gathering, multitasking, attraction of video games, attention problems, displacement of exercise and homework, sleep among the overall indicators of human wellbeing. The module concludes by explaining how such issues lead to economic loss to a nation.

Essential Readings

Paul Howard-Jones, (2011) The impact of Digital technologies on Human wellbeing: Evidence from the sciences of mind and brain.

Shetty K.V., Tewathia, N., Bamney, U., & Rawat, V.K., (2022) Micro and macro-level economic implications of digital addictions: A case study, MGM Journal of Medical Sciences, Vol 9, No. 4, pp 588-90. https://doi.org/10.4103/mgmj.mgmj_199_22

Goldfarb, A., & Tucker, C. (2019). Digital Economics. Journal of Economic Literature, 57(1), 27-31.

Additional Readings

Korner, K., Schattenberg, M. & Heymann, E. (2017). Digital economics: How AI and robotics are changing our work and our lives. Deutsche Bank Research.

Peter Singh, M, IJT- 46/1&2 (2004), Information Technology and the Digital Divide in India: Ethical Perspectives, International Journal of Technoethics, pp 33-44

The Indian Telecom Services Performance Indicators January – March, 2023, pp: iii- xiii, Telecom Regulatory Authority of India

Digital India Programme: Going Full Circle, ICT India working paper # 56, August 2021, Centre for Sustainable Development (CSD) Working Paper Series: Towards a New Indian Model of Information and Communications Technology-Led Growth and Development

Digital Transformation and the 2030 Sustainable Development Agenda, ICT India working paper # 44, January 2021, Centre for Sustainable Development (CSD) Working Paper Series: Towards a New Indian Model of Information and Communications Technology-Led Growth and Development

James, C. Witte and Susan E. Mannon, The Internet and Social Inequalities, (2010) Routledge, Taylor & Francis Group.

Mehta, N., (2023), India's Techade: Digital Revolution and Change in the World's Largest Democracy, Westland

Massimo Ragnedda & Glenn W Muschert, The Digital Divide- The internet and social inequality in international perspective, (2013) Routledge, Taylor & Francis Group.

8. **Pedagogy:**

   a. **Instructional design**

      Combination of lectures, participation and presentations, group work

   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)

The course will have the following assessment situations as per the New Assessment Policy of the University:

Continuous: a) Assignment: 30%
b) Project & Presentation: 30%

End-of-course performance: Summative end-semester assessment will be 40% of the course grade

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 10th meeting held on 14th December, 2023 and has been approved in the present form.

Signature of the Dean of the School

Dr B R 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)	BASS, BASU, BAGS
Course title	Cyber Security for Social Sciences
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Skill Enhancement (SE) Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2023
Course coordinator and team	

1. **How does the course link with the vision of AUD?**

Dr. B. R. Ambedkar University Delhi aspires to be a premier, globally recognized institution of higher learning with a focus on Liberal Arts, Humanities and Social Sciences. The University promotes use of technology for enhancing the effectiveness of teaching and learning and overall quality management services. Cybersecurity is a critical concern for universities due to the sensitive and confidential information they handle, such as student records and research data. Universities are also increasingly targeted by cyberattacks, which can disrupt operations and damage their reputation. Effective cybersecurity measures are essential to protect university assets and maintain the trust of students, faculty, and staff.

2. **How does the course link with the specific programme(s) where it is being offered?**

The programmes and courses offered by SGA like BA in Global Studies, BA in Sustainable Urbanism, MA Urban Studies and MA Global Studies prepares students who have to observe, collect and process data from global perspective. Cybersecurity is important for students as they rely heavily on digital tools and services for their academic work and personal lives. Students need to protect their personal data, such as financial and identity information, from cyber threats. Good cybersecurity practices can also ensure the integrity and confidentiality of their academic work, such as research projects and assignments.

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

Currently the School / University is not offering a course in Cyber Security. The course may connect with most of courses in AUD because learning to integrate digital skills in education has implications for students to carry out tasks in real life effectively.

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

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

This course does not expect any prior knowledge of programming. It is designed for anyone who is new to the world of cyber security. Upon completion of this course, the learners will be able to understand the key concepts and principles of cybersecurity, including threat assessment, risk management, and incident response. The would also be able to apply cybersecurity best practices to protect their personal data and computer systems from cyber threats.

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

Usual cohort size

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

Semester mode

7. **Course Summary:**

In today's digital age, cybersecurity has become a critical issue for individuals, organizations, and governments alike. As more and more of our lives are conducted online, the risks and consequences of cyber threats have increased. Cyber-attacks can result in the theft of personal and sensitive information, financial losses, reputational damage, and even physical harm.

For this reason, it is important for undergraduate students to have a basic understanding of cybersecurity. By learning the fundamentals of cybersecurity, students can better protect themselves and their digital assets, and also be prepared for careers in fields that require cybersecurity knowledge, such as information technology, business, and government.

The course on cybersecurity aims to provide students with a comprehensive understanding of cybersecurity, including its importance, common threats, and countermeasures to protect against cyber-attacks. The course also covers incident response and the legal and ethical issues surrounding cybersecurity.

Students who take this course will be equipped with the knowledge and skills to recognize and mitigate common cyber threats. They will also be able to apply best practices for protecting digital assets, responding to security incidents, and managing risk. This knowledge will be valuable not only in their personal lives but also in their future careers.

Moreover, cybersecurity is a rapidly evolving field, and the need for professionals with cybersecurity expertise is expected to continue to grow. By taking this course, students will be better prepared to pursue careers in cybersecurity-related fields, such as cybersecurity analysis, network security, and cyber forensics. A course on cybersecurity is essential for students to navigate the digital world safely and responsibly, and to prepare for careers in fields that require cybersecurity knowledge.

The course would provide students with a foundational understanding of cybersecurity and equips them with practical skills to protect against cyber threats.

The course on cybersecurity provides a foundational understanding of the importance of cybersecurity in today's digital age in the context of Social Sciences. The course covers common cyber threats, countermeasures, incident response, legal and ethical issues, and risk management. Students will gain practical skills and knowledge to protect their digital assets and prepare for careers in cybersecurity-related fields.

(c) **Objectives:**

The objectives of the course are to:

i. To understand the importance of cybersecurity for Social Sciences and its role in safeguarding information.
ii. To identify common cyber threats and the methods used to perpetrate them.
iii. To learn the best practices for protecting digital assets and responding to security incidents.

(d) **Expected learning outcomes:**

At the end of the course, the students will be able to:

- recognize common cyber threats in Social Sciences, such as phishing, malware, and social engineering, and understand how these threats can be mitigated.
- apply best practices for protecting digital assets, such as creating strong passwords, using two-factor authentication, and keeping software up to date.
- understand the legal and ethical issues surrounding cybersecurity, including data privacy, intellectual property, and cybercrime in the context of Social Sciences.
- conduct a risk assessment and develop a risk management plan, including identifying assets, assessing threats and vulnerabilities, and selecting appropriate countermeasures.

(e) **Overall structure (course organisation; rationale of organisation; brief module outlines):**

This course is organised in 5 modules.

Module 1: Introduction to Cybersecurity in the context of Social Sciences

Module 1 deals with the fundamental aspects of cybersecurity, offering a foundational understanding of its significance in today's digital age, with a specific focus on its relevance to the field of Social Sciences. The module begins by providing a clear definition of cybersecurity and highlighting its paramount importance in safeguarding digital assets and information within the context of social science research and data analysis. It emphasizes how maintaining the confidentiality, integrity, and availability of data is crucial for preserving the integrity of social science studies and protecting sensitive information.

As part of Module 1, participants will explore the diverse landscape of cyber threats within the realm of Social Sciences, gaining insights into the potential impacts these threats can have on research outcomes, data reliability, and the ethical considerations associated with social science research. The module aims to equip learners with a comprehensive awareness of the dynamic nature of cybersecurity challenges in the context of social science data.

Moreover, Module 1 elucidates the roles and responsibilities of cybersecurity professionals, specifically addressing their critical functions in safeguarding social science data, ensuring research integrity, and upholding ethical standards in data handling and analysis. Understanding the dynamic and evolving nature of these roles is integral to developing a skilled and effective cybersecurity workforce tailored to the unique needs of the Social Sciences.

Readings

- Cybersecurity and Infrastructure Security Agency. (2018). Cybersecurity 101: A primer. Retrieved from https://www.cisa.gov/sites/default/files/publications/CISA-Cybersecurity-101-508.pdf
- National Institute of Standards and Technology. (2018). Cybersecurity framework. Retrieved from https://www.nist.gov/cyberframework
- Schneier, B. (2015). Data and Goliath: The hidden battles to collect your data and control your world. W. W. Norton & Company.
- The SANS Institute. (2021). Top 20 CIS controls and best practices. Retrieved from https://www.sans.org/top20/
- Greenberg, A. (2019). Sandworm: A new era of cyberwar and the hunt for the Kremlin's most dangerous hackers. Anchor.

Module 2: Threats and Attacks

Module 2 deals with an in-depth exploration of Common Cyber Threats and Attacks, specifically tailored to the context of Social Sciences, where the protection of sensitive research data and ethical considerations play a crucial role. The module

encompasses a comprehensive overview of various types of cyber threats prevalent in the social science research landscape. These include the introduction of Malware, such as viruses, worms, and Trojans, which can compromise data integrity. Phishing attacks, targeting researchers and institutions, are discussed in detail, considering their potential impact on the confidentiality of social science data. Denial of Service (DoS) attacks, Ransomware, Advanced Persistent Threats (APTs), and Insider Threats are explored within the framework of social science data protection. The module delves into the intricacies of Man-in-the-middle attacks, SQL injection attacks, and Cross-site scripting attacks, emphasizing their potential consequences for social science research projects.

The discussion extends to the various attack methods employed by cyber threats, including exploiting vulnerabilities in software or hardware specific to social science research tools. Social engineering tactics, such as phishing, pretexting, and baiting, are examined in light of their potential impact on researchers' susceptibility to cyber threats. Password cracking, eavesdropping, packet sniffing, spoofing, zero-day exploits, and watering hole attacks are discussed within the social science research context, acknowledging their implications for data security.

The module concludes with an in-depth exploration of Social Engineering techniques relevant to the field of Social Sciences. Phishing attacks through email, SMS, and voice phishing are scrutinized, along with pretexting scenarios that could exploit researchers. The discussion encompasses baiting strategies, tailgating risks, quid pro quo scenarios, and the targeted nature of spear phishing and whaling attacks in the context of social science researchers and high-profile individuals within the discipline.

Readings

- Computer Security Basics, Second Edition by Rick Lehtinen and G.T. Gangemi Sr. - O'Reilly Media (ISBN: 978-0596006693)
- The Practice of Network Security Monitoring: Understanding Incident Detection and Response by Richard Bejtlich - No Starch Press (ISBN: 978-1593275099)
- Cybersecurity for Beginners by Raef Meeuwisse - IT Governance Publishing (ISBN: 978-1787780176)
- Network Security Essentials: Applications and Standards, Seventh Edition by William Stallings - Pearson (ISBN: 978-0134527338)
- Social Engineering: The Science of Human Hacking by Christopher Hadnagy - Wiley (ISBN: 978-1119433387)
- The Art of Deception: Controlling the Human Element of Security by Kevin Mitnick - Wiley (ISBN: 978-0471237129)
- The CERT Guide to Insider Threats: How to Prevent, Detect, and Respond to Information Technology Crimes by Dawn Cappelli, Andrew Moore, and Randall Trzeciak - Addison-Wesley Professional (ISBN: 978-0137154566)
- Malware Analyst's Cookbook: and DVD: Tools and Techniques for Fighting Malicious Code by Michael Ligh, Steven Adair, Blake Hartstein, and Matthew Richard - Wiley (ISBN: 978-0470613030)

Module 3: Countermeasures for Cybersecurity for Social Sciences

Module 3 deals with the critical exploration of Countermeasures for Cybersecurity within the specific context of Social Sciences, emphasizing the need for robust strategies to protect sensitive research data and uphold ethical standards. The module encompasses Best Practices for Cybersecurity, elucidating the importance of strong password management, regular software updates, and encryption of sensitive data within the framework of social science research. Limiting access to sensitive data through role-based access controls and providing user awareness training becomes paramount to fortify the human element against common cyber threats like phishing and social engineering, aligning with the unique challenges faced by researchers in the social sciences.

Risk Management is a key focus of the module, guiding participants through risk assessments to identify and prioritize potential vulnerabilities and threats specific to social science research. The development and implementation of security policies, incident response planning, and regular monitoring and auditing of systems cater to the nuanced needs of safeguarding social science data. The emphasis on regular backups aligns with the discipline's commitment to preserving critical data integrity amidst evolving cybersecurity challenges.

Network Security considerations are tailored to the social science research landscape, incorporating the use of firewalls to prevent unauthorized access, intrusion detection and prevention systems for monitoring and blocking potential attacks, and virtual private networks (VPNs) to secure remote access. Wireless network security measures, such as WPA2 encryption and MAC address filtering, are contextualized to meet the specific demands of social science research environments. The module concludes with the importance of regular network vulnerability assessments and penetration testing to identify and address potential security weaknesses inherent in the unique digital ecosystems of social science research.

Readings

- "Cybersecurity Threats, Challenges, Vulnerabilities and Solutions" by Haider Al-Khateeb and Tarek S. Sobh. This book provides an overview of cybersecurity threats, challenges, and vulnerabilities, as well as solutions for protecting against cyber threats. Published by Springer, ISBN 978-3-030-34818-9.
- "Cybersecurity: Protecting Critical Infrastructures from Cyber Attack and Cyber Warfare" by Thomas A. Johnson. This book provides an overview of cybersecurity threats to critical infrastructures, including energy, transportation, and communication systems, and countermeasures for protecting against cyber attacks. Published by CRC Press, ISBN 978-1-4665-0038-5.
- "Social Engineering: The Science of Human Hacking" by Christopher Hadnagy. This book explores the methods used by social engineers to manipulate people into divulging confidential information, and provides strategies for protecting against social engineering attacks. Published by Wiley, ISBN 978-1-118-16172-7.
- "The Art of Deception: Controlling the Human Element of Security" by Kevin Mitnick and William L. Simon. This book explores the ways in which hackers use

deception to gain access to sensitive information, and provides strategies for defending against these attacks. Published by Wiley, ISBN 978-0-471-23712-9.

- "Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World" by Bruce Schneier. This book explores the ways in which data is collected, analyzed, and used for surveillance, and provides strategies for protecting personal privacy. Published by W. W. Norton & Company, ISBN 978-0-393-24481-6.

Module 4: Incident Response

Module 4 deals with an extensive exploration of Incident Response tailored specifically to the context of Social Sciences, recognizing the unique challenges in safeguarding research data and maintaining ethical standards. The module encompasses Incident Response Planning, guiding participants in the development of comprehensive incident response plans that outline procedures for addressing security incidents within the realm of social science research. It emphasizes the importance of conducting tabletop exercises and simulations to test the efficacy of these plans, ensuring they are finely tuned to the nuanced needs of safeguarding sensitive research data. Identification of roles and responsibilities for incident response team members, along with communication protocols for notifying relevant parties, including IT staff, management, and external authorities, is crucial in the event of a security incident.

The module further delves into the intricacies of Identifying Security Incidents, focusing on recognizing potential indicators of compromise (IOCs) specific to social science research environments. Participants learn to analyze logs and system data, conduct periodic security assessments, and identify vulnerabilities that may be exploited in a security incident unique to their discipline. Responding to Security Incidents is a key aspect, guiding participants through the process of containing and isolating incidents to prevent further damage, collecting and preserving evidence for forensic analysis, identifying root causes, and developing remediation plans tailored to the intricacies of social science research. Restoration of systems and data to their pre-incident state is emphasized, accompanied by effective communication with stakeholders and management to provide updates on the incident and any associated impact.

Readings

- Computer Security Incident Handling Guide by National Institute of Standards and Technology (NIST) - NIST Special Publication 800-61. This guide provides a comprehensive framework for incident response and recovery, including key components of an incident response plan and strategies for restoring systems and services. ISBN: 9781491904040.
- The Incident Response Pocket Guide by N. Hayden, K. Nickerson, C. Hammerle, and M. McKee. This pocket guide provides a concise overview of incident response and recovery, including key components of an incident response plan and strategies for restoring systems and services. ISBN: 978-1973162679.
- Incident Response & Computer Forensics, Third Edition by Jason T. Luttgens, Matthew Pepe, and Kevin Mandia. This book provides a detailed overview of incident

response and computer forensics, including strategies for identifying and responding to security incidents. ISBN: 978-0071798686.

- Cybersecurity Incident Response: How to Contain, Eradicate, and Recover from Incidents by Eric C. Thompson. This book provides a practical guide to incident response and recovery, including key components of an incident response plan and strategies for restoring systems and services. ISBN: 978-1484228321.
- Computer Forensics and Incident Response by Kevin Mandia and Chris Prosise. This book provides a comprehensive overview of incident response and computer forensics, including strategies for identifying and responding to security incidents. ISBN: 978-0072226966.

Module 5: Cyber Ethics and Legal Issues in the context of Social Sciences

Module 5 deals with a comprehensive exploration of Cyber Ethics and Legal Issues within the context of Social Sciences, recognizing the unique ethical considerations and legal landscapes that accompany the safeguarding of research data. The module begins by fostering an understanding of the legal and regulatory frameworks for cybersecurity specific to social science research, acknowledging the importance of compliance and adherence to established guidelines. It then delves into the analysis of ethical issues surrounding cybersecurity, emphasizing the nuanced aspects of data privacy, intellectual property, and cybercrime in the realm of social science research.

Participants are guided to evaluate the broader impact of cybersecurity on society within the context of the social sciences, considering economic, political, and social factors. The module aims to foster an awareness of how cybersecurity practices and policies intersect with the ethical dimensions of social science research, influencing the integrity of data and the broader societal implications of research outcomes. In addressing these complex issues, participants are equipped to develop strategies for navigating the legal and ethical challenges inherent in cybersecurity specific to the social sciences, ensuring the responsible and ethical conduct of research endeavors.

Readings

- "Cybersecurity Law" by Jeff Kosseff (Wiley, 2020) ISBN: 978-1-119-56829-8
- "Understanding Cybersecurity: Emerging Governance and Strategy" by Tyson Macaulay and Hilary Pearson (Routledge, 2018) ISBN: 978-1-138-90364-4
- "Cybercrime and the Law: Challenges, Issues, and Outcomes" by Susan W. Brenner (Edward Elgar Publishing, 2014) ISBN: 978-1-78347-313-6 • "The Cybersecurity Dilemma: Hacking, Trust, and Fear Between Nations" by Ben Buchanan (Oxford University Press, 2017) ISBN: 978-0-19-066501-2
- "Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World" by Bruce Schneier (W. W. Norton & Company, 2015) ISBN: 978-0-393-35225-6
- "Cyber War: The Next Threat to National Security and What to Do About It" by Richard A. Clarke and Robert K. Knake (Ecco, 2010) ISBN: 978-0-06-196223-3

(ii) Assessment structure (modes and frequency of assessments)

1. Assessment 1 to 3: Three quizzes or tests (each having 10% weightage) will be given at regular interval throughout the course to assess students' understanding of key concepts and topics covered in the course. The quizzes may include multiple-choice, and short-answer questions.
2. Mid-Term Examination (20%): Student will write their mid-term examination on a specific cybersecurity topic, conducting a risk assessment on a particular system, or analyzing a case study.
3. Presentation (10%): Each student will be required to give a presentation on a specific cybersecurity topic of their choice. The presentation should demonstrate the student's understanding of the topic and ability to communicate it effectively to an audience.
4. Sem-End Examination (40%): The student will appear for final Sem-End examination for assessment of their knowledge of cybersecurity concepts and practices covering whole syllabus, including identification of the threat, containment, eradication, and recovery.

Assessment Weights:

1. Quizzes/Tests (Assessment 1 to 3 @ 10% each): 30%
2. Mid-Term Examination: 20%
3. Presentation by Student: 10 %
4. Sem-End Exam: 40%

(f) **Pedagogy:**

a. Instructional strategies:

The course would have regular face-to-face sessions as well as Lab practical sessions. The course may be transacted in a blended and flipped, with lab based hands-on and interactive modality. A companion webpage will be created on AUD LMS to provide reading resources and hands on practice for relevant tools.

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

- Classroom with computer, internet, projector and audio system.
- Computer Lab for hands-on practice

c. Expertise in AUD faculty or outside

The expertise in AUD is available, however, some guest lecturers may be arranged from industry experts.

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

While formal linkages with other institutions are not essential for the transaction of the course, arrangements with the other AUD Schools may be made.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 10th meeting held on 14th December, 2023 and has been approved in the present form.



Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BASS and BAGS
Course title	Artificial Intelligence for Social Sciences (AI4SS)
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory for BA
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2023
Course coordinator and team	Dr Ramesh C Sharma

1. **How does the course link with the vision of AUD?**
Dr. B. R. Ambedkar University Delhi aspires to be a premier, globally recognized institution of higher learning focusing on Liberal Arts, Humanities, and Social Sciences. The University promotes using technology to enhance the effectiveness of teaching and learning and overall quality management services. Dr B R Ambedkar University Delhi can implement Artificial Intelligence (AI) to enhance student learning outcomes by providing personalized study recommendations and identifying and mitigating areas of poor performance. Additionally, AI can be used to streamline administrative processes and enhance the overall efficiency of the university. This course will create citizens who adopt applications of artificial intelligence in various sectors of work and life.

2. **How does the course link with the specific programme(s) where it is being offered?**
The key 21st-century skills are critical thinking, creativity, collaboration, communication, cultural competency, character, or the six Cs. The Introduction to Artificial (IAI) course is very important for creating relevant knowledge and skills demanded in today's industry work. Given that the four vocational programmes are intrinsically connected with the service industry, the course will provide students with one of the most sought skills in the industry where our students will be required to use computers and new-age technology. This course enables students to use applications of artificial intelligence which would be helpful to them for their career opportunities.

3. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
The course may connect with most of the courses in AUD because learning to integrate AI skills in education has implications for students to effectively carry out tasks in real life.

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

(Pre-requisites; prior knowledge level; any others – please specify)
This course does not expect any prior knowledge of programming. It is designed for anyone new to the world of AI-generated Art. Upon completing this course, the learners can create AI-generated content through Images, audio, video, or multimedia.

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester mode
7. **Course Details:**

a. Rationale:
Artificial Intelligence (AI) has emerged as a transformative force in our modern world, reshaping industries, augmenting human capabilities, and influencing societal dynamics. As AI continues to evolve and integrate into various aspects of our lives, it is imperative for students to develop a foundational understanding of its concepts, implications, and potential for Social Sciences. This course not only fosters conceptual clarity but also equips learners to navigate the power of AI's impact on industries, education, and society at large. With this knowledge, students gain a competitive edge, as they become adept at leveraging AI's capabilities to drive innovation in their careers. By mastering AI's ethical considerations, they emerge as responsible AI citizens, capable of guiding AI's trajectory toward a responsible and impactful future.

Objectives: The objectives of the course are to:

- Develop a clear understanding of the foundational concepts of Artificial Intelligence (AI), including its definition, scope, and various paradigms, to facilitate informed discussions about its implications.
- Trace the historical evolution of AI, identifying key milestones and breakthroughs that have shaped its development, and recognize the lessons learned from past successes and challenges.
- Gain familiarity with fundamental AI techniques such as machine learning, deep learning, natural language processing, and computer vision, enabling the identification of suitable AI applications in Social Sciences.
- Explore the ethical considerations inherent to AI, including bias mitigation, transparency, and accountability, and critically evaluate the potential societal impacts of AI technologies on privacy, job displacement, and fairness.

Expected learning outcomes:

At the end of the course, the students will be able to:

- define and explain the fundamental concepts of Artificial Intelligence, including its scope, goals, and the distinction between narrow and general AI.

- demonstrate an understanding of the historical evolution of AI by identifying and describing significant milestones, key figures, and pivotal moments in the development of AI technologies.
- understand basic AI techniques, such as machine learning, computer vision, recommender systems, and natural language processing methods, to analyze and solve social sciences and simple real-world problems.
- analyze the ethical implications of AI technologies for social sciences, identify potential biases, discuss transparency issues, and evaluate the impact of AI on privacy, job displacement, and societal fairness.
- recognize the role of AI in vocational education and skill development, understanding how AI can personalize learning experiences, facilitate adaptive curricula, and contribute to workforce upskilling and reskilling initiatives.

Brief description of modules: The course has five modules.

Module 1: Understanding Artificial Intelligence

This module explains Artificial Intelligence (AI) which encompasses a broad range of technologies and applications, shaping the landscape of modern innovation. It explores its scope and delves into the historical perspective by understanding the foundations of early AI, key milestones, and breakthroughs that have paved the way for its current capabilities. A crucial distinction in AI lies between Narrow (Weak) AI and General (Strong) AI. Narrow AI is designed for specific tasks, while General AI possesses the ability to understand, learn, and apply knowledge across diverse domains. This categorization influences the development and deployment of AI systems, showcasing the spectrum of their capabilities. Beyond technical aspects, AI's presence in popular culture has given rise to various myths and misconceptions. Dispelling these misconceptions is vital for fostering a more accurate understanding of AI's potential and limitations. Addressing ethical considerations is equally imperative in the realm of AI development. Issues such as bias, transparency, and accountability demand careful attention to ensure the responsible and fair implementation of AI technologies.

Readings

Huawei Technologies Co., L. (2022). Artificial Intelligence Technology. Singapore: Springer Nature Singapore. (Open Access BOOK). ISBN: 9789811928796, 9811928797. Publisher: Springer Nature Singapore. Author: Ltd Huawei Technologies Co.

G. Harkut, D. (Ed.). (2019). Artificial Intelligence - Scope and Limitations. IntechOpen. doi: 10.5772/intechopen.77611 . https://www.intechopen.com/books/7795

AI on Campus: Its Impact and Implications. The Chronicle of Higher Education, 2020, https://connect.chronicle.com/rs/931-EKA-218/images/AIonCampusv6.pdf.

Aoun, Joseph E. *Robot-Proof: Higher Education in the Age of Artificial Intelligence*. MIT Press, 2017.

Bacalja, Alexander, Catherine Beavis, and Annemaree O'Brien. "Shifting landscapes of digital literacy." *Australian Journal of Language and Literacy*, vol. 45, no. 2, June 2022, pp. 253+. *Gale Academic OneFile*, link.gale.com/apps/doc/A728086026/AONE?u=cuny_nytc&sid=bookmark-AONE&xid=fd6fef66. Accessed 10 Sept. 2023.

Bearman, Margaret, and Rola Ajjawi. "Learning to Work with the Black Box: Pedagogy for a World with Artificial Intelligence." *British Journal of Educational Technology*, vol. 54, no. 5, Sept. 2023, pp. 1160–73. *EBSCOhost*, https://doi-org.citytech.ezproxy.cuny.edu/10.1111/bjet.13337.

Bierman, Dick, Joost Breuker, and Jacobijn Sandberg, editors. *Artificial Intelligence and Education: Proceedings of the 4th International Conference on AI and Education, 24-26 May 1989, Amsterdam, Netherlands*. IOS Press, 1989.

Doroudi, Shayan. "The Intertwined Histories of Artificial Intelligence and Education." *International Journal of Artificial Intelligence in Education*, 4 Oct. 2022. https://doi-org.citytech.ezproxy.cuny.edu/10.1007/s40593-022-00313-2

Module 2: AI Techniques and Problem-Solving

Module 2 deals with a comprehensive exploration of AI Techniques and Problem-Solving. It encompasses various facets, beginning with an in-depth look at Machine Learning, which includes supervised, unsupervised, and reinforcement learning methodologies. The module further delves into the intricate realm of Deep Learning, shedding light on neural networks, their architecture, and diverse applications. Natural Language Processing (NLP) is another crucial aspect covered, focusing on language understanding and generation, revealing the pivotal role AI plays in processing and interpreting human language.

In addition, Module 2 addresses the field of Computer Vision, elucidating concepts such as image recognition, object detection, and image generation powered by AI. The module extends its reach to Robotics and Automation, exploring how AI contributes to the realms of robotics and process automation, shaping the future of industries and workflows. To provide a practical perspective, the module includes Case Studies, presenting real-world examples that showcase the application of AI techniques across different domains.

Readings

Automated Machine Learning: Methods, Systems, Challenges (Open Access Book) https://link.springer.com/book/10.1007/978-3-030-05318-5

Understanding Machine Learning: From Theory to Algorithms (2014) by Shai Shalev-Shwartz and Shai Ben-David. Cambridge University Press.

http://www.cs.huji.ac.il/~shais/UnderstandingMachineLearning

https://www.cs.huji.ac.il/~shais/UnderstandingMachineLearning/understanding-machine-learning-theory-algorithms.pdf

https://www.elsevier.com/journals/machine-learning-with-applications/2666-8270/open-access-journal

Machine Learning with Applications is a peer reviewed, open access journal.

http://neuralnetworksanddeeplearning.com/

https://www.deeplearningbook.org/

Module 3: AI Tools and Emerging Trends

Module 3 deals with a comprehensive exploration of AI Tools and Emerging Trends, providing a robust foundation for understanding the practical applications and evolving landscape of artificial intelligence. The module initiates by delving into AI Development Frameworks such as TensorFlow, PyTorch, and scikit-learn, elucidating their role in empowering developers to create sophisticated AI models. It then transitions to the critical aspects of data preprocessing and feature engineering, underscoring their significance in optimizing data for effective utilization in AI applications. A pivotal focus of Module 3 is on Cloud-based AI services and platforms, highlighting the integration of AI with cloud computing to enhance scalability and accessibility. The concept of Explainable AI is also explored, emphasizing the importance of interpretable models and model transparency in ensuring trust and understanding in AI systems. Additionally, the module addresses Edge AI and IoT, examining the deployment of AI at the edge of the network, showcasing its relevance in scenarios where real-time processing is essential.

To provide a forward-looking perspective, Module 3 explores Current Trends in AI, ranging from its applications in public healthcare, finance, agriculture, and smart cities. This section underscores the dynamic nature of AI and its transformative impact across diverse sectors.

Readings

High-Level Expert Group on Artificial Intelligence. (2019). *A definition of AI: Main capabilities and scientific disciplines*. European Commission. Available at: https://ec.europa.eu/newsroom/dae/document.cfm?doc_id=56341

Antonio Aceves Fernandez, M., & M. Travieso-Gonzalez, C. (Eds.). (2022). Artificial Intelligence Annual Volume 2022. IntechOpen. doi: 10.5772/intechopen.109246

Soofastaei, A. (Ed.). (2019). Advanced Analytics and Artificial Intelligence Applications. IntechOpen. doi: 10.5772/intechopen.78899

https://www.intechopen.com/books/8523

http://www.iro.umontreal.ca/~bengioy/talks/lisbon-mlss-19juillet2015.pdf

Module 4: AI's transformative role in Social Sciences

Module 4 is dedicated to the exploration of AI's transformative role in Social Sciences, casting a comprehensive gaze on its impact within this discipline and its influence on the workforce dynamics. The module begins by scrutinizing how artificial intelligence reshapes the landscape of social sciences professions, encompassing both its disruptive potential and augmentation capabilities. It then specifically zooms in on how AI contributes to upskilling and reskilling in social sciences, dynamically adapting skill sets to meet the evolving demands of this intricate field.

A critical focal point of Module 4 involves the understanding of how AI can be tailored to the social sciences, with an emphasis on personalized learning and adaptive curricula catering to the unique needs of learners in this domain. The module expands its scope to explore additional applications of AI in social sciences, such as sentiment analysis for understanding public opinion, predictive modeling for societal trends, and data-driven insights for policy formulation.

Furthermore, the module delves into the integration of AI-powered tools for career guidance and skill assessment, demonstrating their relevance in aiding decision-making related to social sciences career paths and skill development. While exploring opportunities, the module addresses the challenges associated with integrating AI into social sciences education, acknowledging the nuances involved in this context.

Looking ahead, Module 4 not only considers current applications but also anticipates future readiness for AI-driven professions in the social sciences. It aims to equip learners with insights and strategies to navigate the evolving landscape of social sciences education, workforce expectations, and emerging application areas of AI in this dynamic field.

Readings

Lee, Raymond S. T. *Artificial Intelligence in Daily Life*. Springer, 2020.

Aceves-Fernandez, M. A. (Ed.), (2018). Artificial Intelligence - Emerging Trends and Applications. InTech. doi: 10.5772/intechopen.71805

https://www.intechopen.com/books/6646

Boden, M. (2018). *Artificial Intelligence: A very short introduction*. Oxford University Press.

Bostrom, N. (2016). *Superintelligence: Paths, Dangers, Strategies*. Oxford University Press.

Broussard, M. (2019). *Artificial Unintelligence: How computers misunderstand the world*. MIT Press.

Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. WW Norton and Company.

Module 5: Ethical and Societal Implications of AI

Module 5 deals with an in-depth examination of the Ethical and Societal Implications of AI, unraveling the complex dynamics and considerations associated with the widespread integration of artificial intelligence. The module begins by addressing Bias and Fairness in AI, exploring the sources of bias and implementing strategies for its mitigation, as the ethical deployment of AI systems is crucial for fostering fairness and inclusivity. Privacy and Security represent another critical facet, encompassing discussions on data protection and the ethical implications of AI-enabled surveillance, delving into the delicate balance between technological advancement and individual privacy rights.

Furthermore, Module 5 delves into the intricate relationship between AI and job displacement, acknowledging and addressing the social and economic concerns arising from the automation of various roles. It also explores the ethical dimensions of AI in the realm of creativity, examining issues such as copyright, ownership, and the ethical considerations surrounding AI-generated content. The module extends its purview to the role of governments and policies in AI regulation, emphasizing the need for ethical guidelines and legal frameworks to govern the development and deployment of AI technologies.

Ethical frameworks play a pivotal role in Module 5, with discussions encompassing established principles like Asimov's Laws and the conceptualization of an AI-specific Hippocratic Oath. These frameworks serve as guiding principles to ensure the responsible and ethical use of AI.

Readings

AI Ethics in Higher Education: Insights from Africa and Beyond. (2023). Germany: Springer International Publishing. (Open Access Book). ISBN: 9783031230356. Publisher: Springer International Publishing. Editors: Caitlin C. Corrigan, Christoph Luetge, Jerry John Kponyo, Simon Atuah Asakipaam

Artificial Intelligence - Latest Advances, New Paradigms and Novel Applications. (2021). In E. Osaba, E. Villar, J. L. Lobo, & I. Laña (Eds.), Artificial Intelligence. IntechOpen. doi: 10.5772/intechopen.87770 https://www.intechopen.com/books/9958

Grose, Thomas K. "Disruptive Influence." *ASEE Prism*, vol. 32, no. 3, 2023, pp. 14–17. *JSTOR*, https://www.jstor.org/stable/48734149. Accessed 11 Sept. 2023.

Holmes, Wayne and Kaska Porayska-Pomsta. *The Ethics of Artificial Intelligence in Education: Practices, Challenges, and Debates*. Routledge, 2023.

Hervieux, Sandy and Amanda Wheatley, editors. *The Rise of AI: Implications and Applications of Artificial Intelligence in Academic Libraries*. Association of College and Research Libraries, 2022.

Jamieson, Sandra. "The AI 'Crisis' and A (Re)turn to Pedagogy." *Composition Studies*, vol. 50, no. 3, Fall 2022, pp. 153-157.

Dignum, V. (2019). *Responsible Artificial Intelligence: How to develop and use AI in a responsible way*. Springer.

Assessment structure (modes and frequency of assessments)

Sl. No	Name of Assessment	Weightage
1	Assignment 1 based on Modules 1 and 2	20%
2	Assignment 2 based on Module 3 and 4	20%
3	Mid-term project: Applying AI techniques to solve a Social Science / real-world problem	20%
4	End Semester Exam	40%

Pedagogy:

a. Instructional strategies:

The course would have regular face-to-face sessions and will have computer Lab. practical sessions. Most of the transactions will be done on workshop mode and hands on practical training along with explaining of the theoretical aspects. The course may be transacted in a blended and flipped, with lab. based hands-on and interactive modality. A companion webpage will be created on AUD LMS to provide reading resources and hands on practice for relevant tools.

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

- Classroom with computer, internet, projector and audio system.
- Computer Lab for hands-on practice

c. Expertise in AUD faculty or outside

The expertise in AUD is available for one or two cohorts, however, one or two Guest faculty will be required along with some guest lecturers may be arranged from industry experts.

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

While formal linkages with other institutions are not essential for the transaction of the course, arrangements with the other AUD Schools may be made.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

The proposal was discussed by the Board of Studies in its 10th meeting held on 14th December, 2023 and has been approved in the present form.

Signature of the Dean of the School

Appendix-5

Dr. B.R. Ambedkar University Delhi
Intellectual Property Policy
Draft Ver. 1 (For Discussion only)

Background and Context

Dr. B.R. Ambedkar University Delhi (Hereinafter "AUD or "the University") is a public university committed to equitable access to knowledge. In keeping with the philosophy of Babasaheb Ambedkar, the University is founded on the belief that education is one of the most important modes through which we can attain the constitutional promises of and justice, liberty, equality and fraternity. The intellectual property policy ("IP Policy") of the University reflects these values and recognises that open access to knowledge is an important mode to attain the same.

Intellectual Property("IP") seeks to balance between promoting public access to knowledge and the creation of incentives for authors and creators. The privatisation and commercial exploitation of knowledge at the cost of public access is anathema to the spirit of intellectual property. In recent years however, an expansionist approach to intellectual property (including in universities), driven primarily by countries of the global north has created a significant imbalance with the scale shifting in favour of private ownership. At the international legal and policy level, India has resisted this expansionist approach and has consistently offered alternatives that are cognisant of the public interest dimensions of intellectual property. Thus when the copyright in Gandhiji's writings came to an end, there were proposals to extend the length of copyright in the Copyright Act, but the government citing Gandhiji's opposition to the idea of perpetual copyright, decided that it was in the interests of all that Gandhiji's work come into the public domain.

AUD's IP Policy is accordingly committed to promoting best practices that enrich the public domain and the knowledge and culture commons. The provisions of this Policy are subject to all applicable laws and regulations of India.

1. Purpose and Scope of IP Policy

1.1 AUD is committed to promoting innovation and creativity in academic research and practice. As part of this commitment to public interest scholarship AUD seeks to define the terms and conditions of ownership, license, assignment and use of IP by members of AUD as well as the general public.

1.2 This policy is applicable to all AUD faculty, employees, students, researchers and other individuals working on a contractual basis with AUD. It shall also be applicable to all IP produced by divisions, centres and all other institutions or organisations set up under the auspices of the University.

1.3 The office of the Academic Services Division shall be responsible for implementing this policy, and for preparing and maintaining guidance/FAQs documentation in respect of the policy for the benefit of AUD staff and students. Any updates to this documentation should involve consultation with AUD community as and where appropriate.

1.4 This policy forms part of the terms and conditions of employment for AUD staff.

1.5 All terms used in this policy shall have the meaning and definitions provided in specific statues including the Copyright Act, Patent Act and other similar legislations.

1.6 This policy may be subject to amendment by AUD in the future to reflect developments in relevant statutes or related national policies or operational changes within AUD.

1.7 Nothing in this policy shall preclude any usage by any party consistent with any rights granted, or any exceptions and limitations recognised by the Copyright Act including fair dealing rights under Section 52 of the act, or similar provisions and the other IP statutes.

2. Ownership of IP: Copyright

2.1 The ownership of IP rights is dependent upon the specific type of IP and work that is created. AUD shall assert limited ownership of IP in specific works and categories as set forth below.

2.2 Copyright: AUD shall own any copyright in any medium, over all syllabus, curriculum, teaching resources (collectively "Courseware") or other works that make substantial use of university resources created by any AUD employee in the course of his/her employment, in connection with their duties, or under a contract of service. Where applicable, AUD shall credit authors and creators under the terms laid out in 4.2.

2.3 AUD shall have the unrestricted right to modify or adapt any courseware. If teaching materials are modified or adapted, the staff member who created the original teaching materials may be entitled to being acknowledged in such materials (to the extent reasonably practicable and appropriate for AUD to do so).

2.4 Notwithstanding anything stated in Sec. 2.2, all employees are entitled to publish their scholarly materials and engage with third parties (e.g publishers) accordingly. The ownership of works of scholarship such as conference publications, manuscripts for publication in academic journals, and other similar written work shall reside with the Creator(s), and any revenue derived from the works shall belong to the Creator(s).

2.5 In dealing with third parties, all employees should have regard to AUD's rights to use, reproduce (and to allow others to reproduce) such materials, as set out under section 4.1 below. If the scholarly work is to be published, the Creator(s) shall request

the right to provide the University with a royalty-free right to use the work within the University in its teaching, research, and other programs, and, if successful, the Creator(s) shall grant such right to the University. Creator(s) shall strive as far as possible to make their works available under open content, open access licenses, or through open access archiving repositories as detailed in Section 4.1 below.

2.6 All such works shall acknowledge the intuitional affiliation of the creator/ author with AUD as per guidelines issued by the university from time to time.

2.7 The ownership of student works submitted in fulfilment of academic requirements shall be with the Creator(s) with the following condition: The student by enrolling in the University gives the University a nonexclusive royalty-free license to use, reproduce or modify the Work as may be required in the course of instruction, or otherwise handle the work as set out in the University's IP Policy.

2.8 In relation to any artistic work created by any employee or student, AUD shall be entitled (without payment of any fee or royalty):

(a) to reproduce the work for educational and promotional purposes including by reproduction of the work in academic publications, promotional materials, web-sites, exhibition catalogues or flyers, databases, leaflets and prospectuses; and/or

(b) to exhibit the work to the public during the course of the student's studies at AUD (including any exhibition of the work); and/or

(c) to exhibit the work to any third party in connection with the student's studies or in connection with AUD's academic and/or research purposes.

2.9 Copyright over works created in collaboration with other individuals or institutions, or under any memorandum of understanding including but not limited to collaborative research projects shall be subject to mutually agreed upon terms and conditions between the University, its employees and all other third parties. The ownership and license terms for IP governed by the aforementioned agreements shall strive to be consistent with all of the terms and conditions laid down in this IP policy

2.10 Individuals affiliated to University who are neither employees nor students nor under a contract of service (including for instance Honoraries, Visiting Scholars, Research Investigators, Visiting Faculty and Visiting Researchers), may be required to assign the rights to any IP they create in the course of their activities at the university. All such individuals shall be treated as if they were university employees for the purposes of this policy. The university recognises that, in some cases where individuals remain employees of another organisation whilst at AUD), special arrangements may

need to be negotiated regarding the ownership and use of IP which they may generate. Such arrangements will be negotiated on a case to case basis.

3. Patent and other Intellectual Property

3.1 Patents: AUD shall own any patentable invention made by any AUD staff member in the course of his/her employment, in connection with their duties, or under a contract of service.

3.2 Database right. Databases are protected by copyright and by database right. Where an AUD employee creates or contributes to the creation of a database in the course of his/her employment, in connection with their duties, or under a contract of service, AUD shall be deemed to be the maker of the database and the owner of any database right arising.

3.3 Confidential information and trade secrets. Confidential information and/or trade secrets generated by AUD employees staff in the course of their duties shall constitute the confidential information and/or trade secrets (as the case may be) of AUD, and must be treated accordingly.

3.4 Performers' rights. To the extent that an AUD employees benefits from performers' rights in any performance in connection with their duties, such rights are (i) assigned to AUD, in respect of proprietary rights; and (ii) unconditionally and irrevocably waived in favour of AUD, its licensees and assignees, in respect of other rights.

4. Licence Policy

4.1 Unless otherwise specified, all copyright owned by AUD under Sec. 2.2 of this policy shall be licensed under a Creative Commons-Non-Commercial- Share Alike agreement (CC-NC-SA). The details of the terms and conditions of this license is available on https://creativecommons.org/licenses/by-nc-sa/2.5/in/. This license shall be applicable for all non-commercial usage of AUD owned copyright.

4.2 In circumstances where the aforementioned license cannot be used, the University shall choose similar licenses or terms and conditions including but not limited to open access repositories

4.3 All commercial uses shall be governed by Section 4.6 and 4.7 of this policy

4.4 Unless otherwise specified, all IP owned by AUD under Sec. 3.1 to 3.4 of this policy shall be licensed under terms and conditions that are consistent with the aims and objectives of this policy including the promotion of open access and open knowledge.

4.5 AUD reserves the right to deviate from the general principles established in Section 4.1 and 4.2 and to license works with specific terms and conditions keeping in mind the nature of work, the nature of the licensee and the nature of usage, provided that such licenses are consistent with the overall terms of this IP policy

4.6 If any third party desires to use any intellectual property owned by AUD for any commercial purposes, the University shall be entitled to enter into a commercial license either on a payment of royalty basis, through a revenue or profit sharing arrangement or through any such similar arrangement as may be suitable for the University and in compliance with the aims and objectives of this policy. All such agreements shall be entered into on behalf of the University by any person designated by the competent authority.

4.7 For the purpose of this policy commercial usage shall refer to uses which are primarily intended for profit, and the university will have the discretion to allow treat as non commercial usage any activity not intended for profit, but which may include any incidental commercial activity such as charging of fees for educational or training workshops.

4.7 In circumstances where AUD commercialises IP generated by an AUD employee and/or student, that employee member and/or student may be entitled to a share of any revenue received by AUD on the terms determined by the Competent authority or under any revenue sharing policy that may be instituted by the University

5. Disputes

5.1 In the event of a disagreement concerning any of matter contained in this policy which cannot be resolved by discussion between disputing parties, the dispute may be referred to a committee constituted by the competent authority

Minutes of the meeting of SHRM Committee

held on 15th January 2023

A Meeting of the SHRM Committee to examine cases related to service/ complaints/ representation of SHRM (erstwhile DIHRM) as per rules and to submit its recommendation in respect of teaching and non-teaching staff of SHRM was held on 15.01.2024 at 12.00 Noon in room no. 07 of KG Campus of the University. The following members were present:

1.	Prof. Rukmini Sen, Dean, SHRM	Chair
2.	Dr. Norool Haq, Deputy Registrar (HR)	Member
3.	Dr. Ravinder Kumar , Assistant Professor (SHRM)	Member
4.	Shri Deepak Kapoor, Assistant Registrar, FinanceDivision	Member (Substitute)
5.	Shri Rajeev Talwar, Controller of Finance	Special Invitee
6.	Dr. Gaurav Gupta, Assistant Registrar (Academic Services)	Member Secretary

Sh. Sanjay Sharma, AR (Finance) could not join the meeting due to some other important engagement.

Prof. Rukmini Sen, Dean, SHRM, Chair of the committee initiated the discussion on issues/ irregularities in respect of teaching/ non-teaching staff in SHRM. She requested Sh. Ravinder Kumar, Assistant Professor, SHRM who was also the then Registrar of DIHRM before merger in the university, to put views on this matter and flag the issues related to SHRM.

Following issues were discussed in the meeting –

Agenda Point No. 1- Non-payment of arrears of Sixth Pay Commission to few faculty members

Member Secretary briefed the members of the Committee that arrears of the Sixth pay-commission have been paid to Non-teaching staff of SHRM and two of it's faculty members i.e. Prof Makkan Lal and Dr. Anand Burdhan. However, following three faculty members were not paid the sixth pay arrears –

(I) Dr. Seema Yadav
(II) Dr. Ravinder Kumar
(III) Dr. Shalini Awasthi

Dr. Ravinder Kumar submitted a copy of Minutes of Meeting of Board of Management held on 21/08/2013, wherein it is to clearly mentioned that the above three faculty members were appointed as Reader on direct recruitment basis and their service was confirmed w.e.f. 22/10/2003 after completion of one year probation vide office order No.Ref. No. Pers file/2003/671/3 dated 22/10/2003. However, later on their appointment was terminated as

Reader by treating their appointment as Reader void ab initio and reverting them to the post of Lecturers/Assistant Professors from 22.10.2002 vide office order Ref. No. F2 (314)/Adm/11/2073 dated 16/01/2014 and the amount paid on the post of Reader has to be recovered (almost 10 years) . The members agreed that only after taking into account the recoverable amount, the decision for releasing the 6th CPC arrears can be taken up. This may also affect the payment of salary as per 7th CPC.

Agenda Point No. 2- Implementation of 7th Pay Commission to few faculty members

Dr. Ravinder Kumar has briefed the members of the Committee that Non-teaching staff of SHRM were granted the benefits of 7th pay commission and only one of the teaching member Prof.(Rtd) Makkan Lal had also been paid the benefits of 7th pay commission including arrears.

Member Secretary briefed the Committee that no documents/records, wherein the approval for implementation of 7th pay Commission had been granted by DHE, is available in the file. Members of the Committee have deliberated on the matter and asked Dr. Ravinder Kumar for his inputs. Therefore, members of the Committee resolved that recommendation cannot be made in the absence of approval of implementation of 7th pay Commission for Teaching Staff by DHE.

Agenda Point No. 3- Terminal Benefits in repect of Employees of Erstwhile DHIRAM

Regarding terminal benefits of employees of DIHRM, it is briefed to the Committee that the proposal of releasing of terminal benefits of one employee i.e. Prof. Makkan Lal was submitted on file on 01.01.2021 (Reference notesheet page no. 09 & 10 of File No. AUD/3-3(388)/2022). While examining the proposal for release of terminal benefits to Prof. Makkan lal, Finance Division of DHE sought clarification on following points-

1. What are the provisions in the institute for pension funds ?
2. Whether pension fund has been set up, if any?
3. Whether it is set up with the prior approval of the Govt. of NCT of Delhi?
4. Whether DIHRM was initially govt. institute or autonomous body and from which date?
5. Whether the Officer is Govt. employees? Since when the officer is posted in DIHRM ? if there is any past service of the officer. Please clarify.
6. Which rules are applicable for the institute whether GPF or CPF ? What rules are followed for deducting the Provident Fund?

District Magistrate (South) has specially asked that whether the approval can be accorded for release of Terminal Benefits. DCA, GNCTD has mentioned clearly that the above details are

required to examine the proposal in the right perspective (Reference notesheet page no. 10 of File No. AUD/3-3(388)/2022).

Dr. Ravinder Kumar informed that no employee of the DIHRM has been given terminal benefits.

Further, the rules applicable for release of various terminal benefits like gratuity , leave encashment & other benefits were asked from Dr. Ravinder Kumar, he has informed the Committee that he is not aware of any such rules/norms applicable to DIHRM.

The members of the Committee have recommended that a detailed reply on the above points may be prepared and submitted to DHE for examination by the Finance Division of DHE . This will enable the University for releasing the terminal benefits to the employees already retired & due to retire, if applicable.

Also, it is recommended that Audit Paras especially related to appointment and recovery of dues from employees be collated and submitted before the Committee before processing the case of terminal benefits, if applicable.

Agenda Point No. 4- Statutory deductions for the employees of DHIRAM

At present no statutory deductions are being done in case of all employees of SHRM except DGHS contribution after merger with DIHRM. Board of Management of DHIRAM in its meeting held on 12.12.2017 has discussed on the matter and a Committee was constituted for implementation of Provident Fund, Gratuity and Pension to the employees of DIHRM as under-

1. Dr. Uma Chakravarti, Vice- Chairman, DIHRM
2. Registrar, GGSIP University
3. Director, DIHRM
4. Registrar, DIHRM

and a nominee of the Finance Department.

Board of Management of DIHRM had directed the administrative authorities of DIHRM to initiate necessary action but no action seems to be taken on the matter.

The Committee discussed the issue and it was recommended that statutory deduction with respect to NPS may be initiated in respect of all the employees of SHRM (erstwhile DIHRM) after following due process w.e.f January 2024 and may explore the possibilities for statutory deduction for the period from the date of merger to December 2023 after following administrative approval of Finance Committee/Board of Management of University, in the benefit and interest of employees of erstwhile DIHRM.

Further, the members of the Committee have felt that the records / documents /information/ missing links related to issues of DIHRM are not maintained properly. There is

lot of pending audit paras in respect of all employee of DIHRM and pending actions of decisions of Borad of Management of DIHRM, where no action was taken by the administrative authorities of DIHRM at that point in time. It is also very difficult to say that these audit paras are only pending paras and there might be other para/documents which are crucial before taking any decision on the specific matter.

It is informed by Dr. Ravinder Kumar that DC(South) was given the charge of Director DIHRM for longer time (10 years approx.) and all the proposals submitted by DIHRM were etc. were dealt by the DC and administrative division of DHE. The administrative and finance staff of DIHRM was initiating the action only after the approval of DHE.

Therefore, after taking views of all the Members of the Committee present in the meeting, recommended the following -

1. As at that time DIHRM approval/proposal/files were routed through DHE. Therefore, in order to process the matters of erstwhile DIHRM, DHE may be requested to nominate a Member for resolution of pending issues.
2. The total financial implication may be calculated with respect to terminal benefits , employees contribution towards NPS etc. This will help in inducting the amount in prepration of Budget Estimates for 2024-25.

Meeting concluded with vote of thanks to the chair.

Gaurav Gupta | Deepak Kapoor | Ravindra Kumar | Noorul Haq

Rajeev Talwar | Prof. Rukmini Sen

ATTENDANCE SHEET

The meeting of SHRM Committee was held on 15.01.2024 at 12.00 noon in the Committee Room -02 at Kashmere Gate Campus, Dr. B.R. Ambedkar University Delhi.

The following members are present:

Sl. No.	Name of Committee	Signature
1.	Prof. Rukmini Sen - Chairperson Dean, SHRM	Rukmini Sen
2.	Sh. Noorul Haq - Member Deputy Registrar (HR)	
3.	Sh. Ravindra Kumar - Member Assistant Professor – SHRM	R.K 15/01/24
4.	Rajeev Talwar COF- Special Invitee	Rajeev 15/01
5.	Dr. Gaurav Gupta Member Secretary, SHRM Committee	Gaurav Gupta

6. Sh. Deepak Kapoor
~~Representative~~ Substitute of AR, Finance. Deepak 15/01/24

MoM of BoM dt 21/08/2013

61/C

F 2(190)/Admn/BOM/2013-334.

MINUTES OF THE MEETING OF THE BOARD OF MANAGEMENT (BOM) OF DIHRM HELD ON 21.08.2013 at 4.30 p.m. under the Chairpersonship of Prof. Kiran Walia, Minister for Education, Government of NCT Delhi, in her office.

The meeting of the Board of the Management was held in the office of Prof. Kiran Walia, Minister for Education, Government of NCT Delhi on 21.08.2013, Wednesday at 4.30 p.m.

The meeting was attended by the following:

1. Prof. Kiran Walia, Hon'ble Minister for Education, Govt. of NCT, Delhi
2. Dr. K.K. Chakravarty, Vice-Chairman, DIHRM
3. Shri Rajendra Kumar, Secretary, Higher Education, Govt. of NCT, Delhi
4. Shri Vijendra Singh Rawat, Director, Department of Archaeology, Govt. of NCT, Delhi
5. Shri Nikhil Kumar, Dy. Commissioner, Southwest Delhi, Govt. of NCT, Delhi and Director, DIHRM

Shri Sajjan Singh Yadav, Secretary, Culture, Govt. of NCT, Delhi could not attend the meeting.

The following decisions were taken:

Agenda Item No.- I : Confirmation of the minutes of the previous meeting of BOM held on 11.08.2010 (Enclosure-'A').

Minutes of the meeting of the Board of Management held on 11.8.2010 placed at Annexure 'A' were confirmed.

Agenda Item No.- II: Action Taken Report on minutes of the meetings held on 11.08.2010

IIa (ii) -The Board noted and approved the actions taken for implementation of its decision for imposing a major penalty on Prof. Makkhan Lal for removal from service which shall not be a disqualification for future employment under Government.

1

IIa (iii)

The Board noted the fact regarding payment of legal fees be paid by the DIHRM to Shri Najmi Waziri, the then Standing Counsel, GNCT of Delhi and Shri G.E. Vahanvati, Attorney General of India amounting to Rs. 13,35,950/- for legal matters pending in the Hon'ble High Court of Delhi in WP (C) 3265 of 2004.

IIa (iv)

The Board took note of the action taken by the DIHRM in compliance with the recommendation of the Expert Committee and expressed its concern at the fact that though Prof. Makkhan Lal's responsibility for his own irregular appointment and recruitment of staff and faculty been fixed, further inquiry into his personal records, was awaited as also recovery of payments made to him beyond rules and initiation of vigilance action against him. Action may be taken immediately on this.

The Board was happy to note that the RRs have been framed not only for academic posts but also for other staff and desired that these rules should be sent to the Directorate of Higher Education for Government approval.

II (b) The Board suggested hastening of action on the implementation of the order of Hon'ble High Court in WP (C) 4142 of 2008.

Agenda Item No. III – Approval of the Budget for Financial Year 2010-2011, 2011-2012 & B.E. For 2012-13 and 2013-14

The Board noted and approved budget for financial years 2010-11, 2011-12, 2012-13 and BE for 2013-14 was considered. It suggested urgent upgradation of the academic infrastructure to ensure expenditure on projects, already defined and assigned.

Agenda Item No. IV – Approval/Discussion on the replies to the outstanding Audit Paras of AGCR(NOW DGACR) and ELFA

The Board discussed and asked for urgent resolution of the audit paras including the para on adjustment of advances for which an analytical note should be put up for the information/decision of the Board.

5/14

Agenda Item No. V – Nomination of members to the Academic Council of DIHRM

The Board approved the nomination of the following to the Academic Council of the DIHRM:

1. Dr. BR Mani, Joint Director General, Archaeological Survey of India
2. Dr. MV Nair, Prof of Conservation, National Museum Institute
3. Dr. Subhadra Mitra Channa, Professor of Anthropology, Delhi University

Agenda Item No. VI – Approval for Syllabus Review

The Board agreed, in principle, to the revision of the syllabus suggested by the Expert Committee (enclosed 'B'), its finalization by the Director, in consultation with the Vice-Chairman, and initiation of the process of its approval by GGS Indraprastha University. It also suggested that the Director, in consultation with Vice-Chairman of DIHRM and nominee of the Vice Chancellor of the University, may form the Academic Programme Committee.

Agenda VII – Annual Performance Report for DIHRM for 2010-2011, 2011-12, 2012-13

The Board took note of the Annual performance reports for DIHRM 2010-11, 2011-12, 2012-13 and stressed the need to upgrade the academic infrastructure and enlarge the activities of the DIHRM as per the vision document (enclosed 'D'), prepared in consultation with the Expert Committee.

Agenda VIII-

The Board took note of its observations and the Director's dissent on the modality of implementation of 6th Pay Commission for academic faculty in its meeting dated 24.8.2005 (Item 2.1, 'C') the report of the Expert Committee, set up under the BOM directions, and Supreme Court judgements on irregular appointments being void. It also took note of its earlier observation about taking the audit report into account and RRs framed in the light of UGC Rules while extending the benefits of the 6th Pay

Commission to the academic faculty. It resolved that it was not in the competence of the BOM to legalize illegality in academic affiliation, specially when the academic application of the DIHRM with the GGSIUP University was dependent on compliance with UGC rules. It approved the recommendations of the Committee, with modification in point 3, and as follows:

1. As against Committee recommendation it points that 6th CPC recommendations for all the academic posts may be implemented in DIHRM.
2. UGC regulations dated 30.6.2010 on minimum qualifications for appointment of teachers and other academic staff may be strictly followed by DIHRM.
3. It noted the Committee recommendation at point 3 that the services of the three incumbent Readers may be terminated by treating the appointment void *ab initio*. They may be reverted to the post of lecturer. Their claims under the normal Career Advancement Scheme, however, can be considered as per the guidelines of UGC and after following due procedure prescribed therein.
   It is resolved as follows:

   The three Readers, namely, Dr. Ravindra Kumar, Dr. Seema Yadav, Dr. Shalini Awasthi, may be paid the arrears of salary under 6th Pay Commission on their substantive posts of Lecturers/Assistant Professors. They may continue to officiate against the posts of Associate Professors. Recovery recommended by the audit may be postponed till their claims under the Career Advancement Scheme (Enclosed 'F') are considered as per Committee's recommendations in the light of UGC Guidelines and prescribed procedure, subject to Audit.
4. It is recommended that the Recruitment Rules (RRs) for various academic posts, which should be in accordance with the UGC regulations mentioned above as well as in tune with the requirements of the DIHRM, be put in place before any career advancement of academic staff can be considered on objective criteria.
5. The prescribed reservation roster for filling various posts in the Institute may be prepared. Seniority of existing staff/ faculty may also be fixed after display/circulation amongst the officials concerned. Similarly, all ad-hoc appointment cases be reviewed as per the existing Government orders and as contained in chapter 21 of Swamy's 'Manual on Establishment and Administration'.
6. Action for filling all vacant posts – both faculty and staff – in DIHRM may be initiated immediately.
7. After taking notice of the direction of the BOM, with reference to the irregularities committed by the previous Director of DIHRM, Shri Makkhan Lal as contained in the minutes of the BOM's meeting held on 11.8.2010 and after

examining various records placed before it, the Committee unanimously recommends that after seeking necessary legal opinion, his acts of omissions and commissions be referred to appropriate vigilance authority for further detailed probe and action, including penal action, if any.

8. Monitoring Committee, comprising representative of VC, GGSIUP may be set up by the Director, in consultation with Vice-Chairman, DIHRM, for overseeing the implementation of 6th CPC recommendations for the faculty, including Readers, Lecturer, Research Assistants, as per rules.

Agenda Item No. VIII (b)- Introduction and Implementation of Modified Assured Career Progression (MACP) Scheme for Administrative Staff at DIHRM.

The Board agreed to its adoption subject to the approval of the administrative Ministry/Deptt. and concurrence of the Ministry of Finance.

Agenda Item No. IX (i) - Implementation of Ph.D Programme at DIHRM

The Board approve implementation the Ph.d Programme within a specified time frame and necessary financial deposit with the University.

Agenda Item No. IX (ii) – Introduction of Heritage Appreciation/Guide Course at DIHRM

The Board welcomed introduction of certificate course of Heritage Appreciation /Guide Course for 3 months and the syllabus proposed for the course for further necessary action.

Agenda Item No. X – Publication Policy

The Board approved the Publication Policy (Enclosed –'E').

56/L

Agenda Item No. XI – Any other item with the permission of the Chair.

The Board desired that the meetings of the Board of Management should be convened regularly on a quarterly basis and the next meeting may be fixed accordingly. The Memorandum of Association may be amended to have the DC South West as a Government nominee and ex-officio Director to avoid disruption of the functioning of the DIHRM from time to time on the transfer the Government designated nominee. This was necessary to retain link with the Government and to ensure that the DIHRM acted as per rules laid down by the Government, UGC/University. It desired that the Director may maintain a regular engagement with the affairs of the DIHRM.

The BOM suggested that the Memorandum of Association and Bye-laws should be amended to make them clear, transparent and effective for implementation of its objectives to fulfill the vision document framed thereupon. It also suggested that the revised staff structure (Enclosed–'G'), should be finalized by the Director, in consultation with the Vice Chairman, and sent to the Directorate of Higher Education for Government approval. It recorded its concern at the fact that the first Director, apart from his irregular action in his own appointment and other appointments, had not taken Government approval of the staff structure. It directed that action should be taken urgently at Govt. level for getting the RRs approved and filling the vacancies.

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

27/09/13

(Nikhil Kumar)

Member Secretary

The above committee shall suggest ways and means for the development and expansion of the Institute keeping in view the aims and objectives, as stated in the Memorandum of Association (MoA) of the DIHRM. The Committee is authorized to seek help/co-opt scholars for specific issues /matters.

Agenda Item No. 11: Permission for filling the teaching and non-teaching vacancies.

The Board decided that suitable amendments in the Recruitment Rules (RR) a per the guidelines of the University Grant Commission (UGC) may be made for the teaching posts and placed to the BOM for its approval. Committee felt that DIHRM should involve more and more experts inviting them as visiting/guest faculty. For non-teaching posts Govt. of NCT of Delhi Recruitment Rules (RR) should be followed.

Agenda Item No. 12: Deputation of Assistant Account Officer in the Institute

Hon'ble Deputy Chief Minister/Chairman DIHRM assured the meeting that an AAO on deputation from Govt. of NCT of Delhi shall join soon.

Agenda Item No. 13: Own Premises of the Institute.

The Board of Management felt that much of the progress and expansion of the Institute is constrained due to lack of space. It was decided that the Institute must have its own campus as early as possible. Director was asked to indentify a suitable land in South Deli could be made available for the Institute. Director was also requested to make a demand for making of Institute's building under Capital Head in Revised Estimate (RE) for Financial Year 2017-18 and Budget Estimate (BE) for Financial Year 2018-19.

Agenda Item No. 14: Consideration of the award of advance increment to the teachers who have earned Ph. D Degree during the service period.

The Board of Management decided to constitute a committee of the following to look into the matter.

1. Dr. Uma Chakravarti, Vice- Chairman, DIHRM
2. Registrar, GGSIP University
3. Director, DIHRM
4. Registrar, DIHRM

and a nominee of the Finance Department.

Agenda Item No. 15: Appointment of Registrar

The Board of Management decided that Registrar may be appointed as per the terms and conditions laid down in Memorandum of Association (MoA). Meanwhile Director may initiate the process for giving the additional charge of Registrar to some officer in the Govt. of NCT of Delhi. In this regard Director may suggest the name and write to the Services Department, Govt. of Delhi in the matter.

Encl-4

दिल्ली इंस्टीट्यूट आफ हेरीटेज रिसर्च एण्ड मैनेजमेन्ट
DELHI INSTITUTE OF HERITAGE RESEARCH & MANAGEMENT
(GOVT. OF NCT OF DELHI)
18-A, SATSANG VIHAR MARG, QUTUB INSTITUTIONAL AREA, NEW DELHI - 110067.

Phones : (11) 26563689, 26567326, Fax: (11) 2656 36 79
E-mail: dihrm@ndf.vsnl.net.in

Ref. No. : Pers. file/2003/671/3
Dated : 22.10.2003

OFFICE ORDER

As per the Memorandum of Association and Rules and Regulations of Delhi Institute of Heritage Research & Management (DIHRM) Director has approved the confirmation of following persons after the successful completion of one year probation:

1. Dr. Sima Yadav, Reader in Ancient Indian History, Culture and Archaeology, w.e.f. 22.10.2003.
2. Dr. Shalini Awasthi, Reader in Ancient Indian History, Culture and Archaeology, w.e.f. 22.10.2003.
3. Dr. Ravindra Kumar, Reader in Heritage Management Conservation and Preservation, w.e.f. 22.10.2003.

Accordingly, the above persons are confirmed against the post and w.e.f. the date mentioned against their names and taken on the strength of the Institute.

A. Ashana

(Ashwani Asthana)
Office Superintendent

Copy to:

1. Director, DIHRM for information
2. Persons concerned
3. Pay & Account Section
4. Personal file
5. Guard file

Self attested
R.K. 9/4/23

A. Ashana

(Ashwani Asthana)
Office Superintendent

End. 2

दिल्ली इंस्टीट्यूट आफ हेरीटेज रिसर्च एण्ड मैनेजमेन्ट, नई दिल्ली
DELHI INSTITUTE OF HERITAGE RESEARCH & MANAGEMENT, NEW DELHI
(GOVT. OF NCT OF DELHI)
18-A, SATSANG VIHAR MARG, QUTUB INSTITUTIONAL AREA, NEW DELHI - 110067.

Prof. A.K. Sinha
Registrar

Phones : (11) 6567324, 6563689
Fax : (11) 656 36 79
E-mail : dihrm_aksinha@hotmail.com

Ref. No. : FB/1a/9,11-12/2000/ - 1334
Dated : 15.03.2000

OFFICE-MEMO

Under Rule 12(i) (a) of the Memorandom of Association and Rules and Regulations of Delhi Institute of Heritage Research & Management (DIHRM) Director has approved the confirmation of following persons after the successful completion of one year probation:

1. Dr. Ravindra Kumar, Lecturer in Science in Archaeology/Art & Architecture w.e.f. 30.12.99.
2. Mrs. Shalini Awasthi, Lecturer in Heritage Management/Tourism w.e.f. 23.12.99.
3. Mrs. Sima Yadav, Lecturer in Historical Archaeology w.e.f. 23.12.99.
4. Mr. Arvind Kumar Dubey, Research Assistant in Museum Studies/Tourism w.e.f. 24.12.99.

Accordingly, the above persons are confirmed against the post and w.e.f. the date mentioned against their names and taken on the strength of the Institute.

A Sinha
(A.K. Sinha)

Copy to:

1. Vice-Chairman, DIHRM
2. Director, DIHRM
3. Persons concerned
4. Pay & Accounts Section
5. Guard File
6. Personal File

A Sinha
(A.K. Sinha)

Self attested
R. J 9/4/23

Encl-3

दिल्ली इंस्टीट्यूट आफ हेरीटेज रिसर्च एण्ड मैनेजमेन्ट
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Phones : (11) 6563689, 6567326, Fax: (11) 656 36 79
E-mail: dihrm@ndf.vsnl.net.in

Ref. No. : Selec.Committee-2002/5/614
Dated : 22.10.2002

OFFICE MEMO

Under Rule 12(i) (a) of the memorandum of the Association and Rules and Regulations of the Delhi Institute of Heritage Research & Management (DIHRM), the Director of the Institute has approved the recommendations of the Selection Committee held on 21.10.2002 at 10.30 a.m. and has accordingly sanctioned the appointments of the following on the post and pay scale indicated against each on the terms and conditions as noted below with effect from the date of their joining the duties in the Institute:

1. Dr. Sima Yadav, Reader in Ancient Indian History, Culture and Archaeology, Pay Scale Rs. 12000-18000.
2. Dr. Shalini Awasthi, Reader in Ancient Indian History, Culture and Archaeology, Pay Scale Rs. 12000-18000.
3. Dr. Ravindra Kumar, Reader in Heritage Management/Conservation, Preservation of Monuments and Buildings, Pay-Scale 12000-18000.

The terms and conditions of their appointments shall be as follows:

1. The order of seniority will remain same as in the case their position in Lecturership.
2. They will be on probation for a period of one year, extendable to two years.
3. In addition to the basic pay they shall be entitled to allowances as admissible under rules of the Institute.
4. The terms and conditions of their service will be governed by the Rules, Regulations, Bye-laws and Memorandum of Association of the Institute.

A. Ashana
(Ashwani Asthana)
Office Superintendent

Copy:
1. Vice-Chairman, DIHRM
2. Director, DIHRM
3. PAO Section, DIHRM
4. Person concerned
5. Guard File

self attested 9/4/23

A. Ashana
(Ashwani Asthana)
Office Superintendent

31/C

End-7

DELHI INSTITUTE OF HERITAGE RESEARCH & MANAGEMENT

(GOVT. OF NCT OF DELHI)

(Affiliated to GGS Indraprastha University)

18-A, SATSANG VIHAR MARG, QUTUB INSTITUTIONAL AREA, NEW DELHI - 110067
Phones : (11) 26567324, 26567326, Fax : (11) 2656 36 79, E-mail: dihrm@bol.net.in

Ref. No.: F.2(314)/Admn/11/1673
Dated : 16.1.2014

OFFICE-MEMO

I am directed to inform you that, as per decision of the Board of Management, DIHRM in the meeting held on 21.08.2013, it has been approved that the services of the following incumbent Readers shall stand terminated as Readers by treating their appointment as Readers void *ab initio* and reverting them to the post of Lecturers/Assistant Professors from 22.10.2002.

1. Dr. Ravindra Kumar
2. Dr. Shalini Awasthi
3. Dr. Sima Yadav

All the above mentioned Readers may be paid arrears of salary under the 6th Pay Commission on their substantive post of Lecturers/Assistant Professors. They shall continue to officiate against the post of Associate Professors, and they shall also be entitled to get the benefit through Career Advancement Scheme (CAS) adopted and approved by the Institute.

Recovery of pay and allowances recommended by audit in their report 2007-2009 will remain suspended till their claims under the CAS are considered as per Selection Committee recommendation in the light of UGC guidelines and prescribed procedures, subject to audit. Form of screening of eligibility for Career Advancement is enclosed herewith.

(R.K. Trivedi)
Admin – I

Copy for information to:

1. Vice Chairman, DIHRM
2. Director, DIHRM
3. Registrar, DIHRM
4. Persons concerned
5. AAO/Account Section
6. Personal File
7. Guard File

self attested
R.K. 9/4/23

(R.K. Trivedi)
Admin – I

Appendix-7

भारत रत्न डा बी.आर.
अम्बेडकर विश्वविद्यालय, दिल्ली



Bharat Ratna Dr B.R.
Ambedkar University, Delhi

The 18th Board of Studies meeting of the School of Undergraduate Studies, Dr. B. R. Ambedkar University Delhi was held on 14th December 2023 at 11 am in Committee Room-II, Kashmere Gate Campus, Delhi -110006.

The following members were present in the meeting:

S.no.	Name of the member
1.	Dr. Urfat Anjem Mir, Dean (O) School of Undergraduate Studies (Chairperson)
2.	Prof. Roma Chatterjee, Former Professor, Department of Sociology,, Delhi School of Economics, University of Delhi (External subject expert- Special Invitee)
3.	Prof. Dileep Shakya, Department of Hindi, Jamia Millia Islamia, New Delhi (External subject expert and member of the BOS)
4.	Prof. Gopal Ji Pradhan, School of Letters (Internal Member of BOS)
5.	Prof. Dhirendra Datt Dangwal, School of Liberal Studies (Internal Member of BOS)
6.	Prof. Geetha Venkataraman, School of Liberal Studies (Internal Member of BOS)
7.	Prof. Satyaketu Sankrit, Dean, Academic Affairs and Dean, School of Letters (AC Member)
8.	Prof. Tanuja Singh, School of Undergraduate Studies (Special Invitee)
9.	Dr.. Rachna Chaudhary, Dean (O) School of Human Studies (Internal Member of BOS)
10.	Dr. Sunita Singh, Dean (O) School of Education Studies (AC Member)
11.	Dr. Oinam Hemlata Devi, Associate Professor & Dean, School of Human Ecology (Internal Member of BOS)
12.	Dr. Pallavi Chakravarty, Assistant Professor & Program Coordinator, BA (H) in History, SUS, (Special Invitee)
13.	Dr. Kopal, Assistant Professor & Program Coordinator, BA (H) in English, SUS, (Special Invitee)
14.	Dr. Taposik Banerjee, Assistant Professor & Program Coordinator, BA (H) in Economics, SUS, (Special Invitee)
15.	Dr. Preeti Sampat, Assistant Professor & Program Coordinator, BA (H) in Sociology, SUS, (Special Invitee)
16.	Dr. Deepti Sachdev, Assistant Professor & Program Coordinator, BA (H) in Psychology, SUS, (Special Invitee)
17.	Dr. Sapna Dudeja Taluja, Assistant Professor & Program Coordinator, BA (H) in SSH, SUS, (Special Invitee)
18.	Dr. Pawan Kumar, Assistant Professor & Program Coordinator, BA (H) in Political Science, SUS, (Special Invitee)

28/12/2023

19.	Dr. Balchand Prajapati, Assistant Professor & Program Coordinator, BA (H) in Mathematics, SUS, (Special Invitee)
20.	Dr. Manoj Kumar, Assistant Professor and Dy. Dean, SUS, (Special Invitee)
21.	Dr. Anoop Kr Koileri. V, Assistant Professor and Dy. Dean, SUS, (Special Invitee)
22.	Dr. Dinesh Taneja, Director, IT Services (Special Invitee)

Leave of Absence - External Members

Prof. Ranbir Singh, Department of Political Science, Kurukshetra University and Prof. Kumud Sharma, Faculty of Arts, University of Delhi, could not attend the meeting due to their preoccupation.

Leave of Absence - Internal Members

Dr. Sanju Thomas, Assistant Professor, School of Letters (SOL), Dr. Anushka Singh, Assistant Professor, School of Law, Governance and Citizenship (SLGC) and Dr. Parag Waknis, Dean (O), International Affairs Division and Associate Professor, School of Liberal Studies (SLS) could not attend the meeting due to their preoccupation/leave. However, Dr. Anushka Singh shared her comments on courses through email in response to the agenda items circulated.

Opening Remarks of the Dean (O) SUS

At the outset, the Dean (O) SUS extended a warm welcome to all members of the Board of Studies (BOS) as well as the special invitees and after ascertaining the quorum, the agenda items were taken up for consideration and deliberation.

Agenda Item No. 1: To consider the courses of 3rd and 4th semester of BA (H) History Programme under FYUP, SUS.

Dr. Pallavi Chakravarty presented the courses of the 3rd and 4th semester of BA (H) History Programme under FYUP, SUS and the Board members made the following general observations:

- Discussion on the New Assessment Policy of the University was followed by deliberations on the possibility and pros & cons of 2 assessments of 50% per semester. Certain members felt that it may not be a good idea from the students' perspective to start with a 50 percent weight assessment activity rather a lesser weight assessment activity may be given at the beginning of the semester.
- The courses should be presented in the format prescribed for Academic Council and other university level bodies to maintain uniformity across programmes and schools.
- The interdisciplinary flavor of the History courses presented for approval was in general appreciated by the board members. However, the need to include specific critical readings and not just canonical ones, highlighting "gender as an analytical category" was also suggested.

Resolution no. 1:
The Board members resolved that the revised course outlines incorporating the suggestions in the prescribed format should be circulated along with the minutes to the members of the BOS for approval. Subsequently, the revised course outlines of the 3rd semester DSC 4: Medieval India 1 (Annexure I), DSC 5: Medieval World (Annexure II) DSC 6: Delhi in History (Annexure III) and 4th semester DSC 7: Medieval India 2 (Annexure IV), DSC 8: Early Modern World (Annexure V) and DSC 9: India, 1700-1857 (Annexure VI) were circulated through email along with the draft minutes and the Board members accorded their approval through email reply to the 3rd and 4th Semester courses mentioned above.

Agenda Item No. 2: To consider the courses of 3rd and 4th semester of BA (H) English Programme under FYUP, SUS.

Dr. Kopal presented the courses of the 3rd and 4th semester of BA (H) English Programme under FYUP, SUS and the Board members made the following observations:

- The need to make a comparative table to enable analysis of changes made in the older approved course "Drama down the ages" while framing the new one titled, "Introduction to drama" was stressed. Change of content, title, semester in which it was/will be offered as well as reasons for change, all were to be mentioned.

- The title of the course "DSC 6: Drama Down the Ages" has been revised to "Introduction to Drama." Since this is a new course designed for the FYUP students and the programme aims to introduce the students to the major literary and cultural forms in the form of introductory courses, it was felt that instead of a historical grounding in the Western drama in a course titled "Drama Down the Ages", a course introducing the form of drama would serve the vision of the structuring of the programme better. This course also gives us the opportunity to include a module on the Classical Indian theatrical tradition along with the Western theatrical tradition.

- It was stated that new courses must go through necessary advance approvals or be note-sheeted (clearly stating the reasons) in case of urgency arising due to administrative delays in organizing the BOS.
- Regarding DSC5 "American Literature" and DSC4 "The Epic," it was reported that these are older courses which will now be continued in the FYUP programme structure.
- Regarding DSC 11: "Folk, Oral, Indigenous, Popular Cultures," it was highlighted that since these are highly contested categories, there is a need to include readings that problematize these terms like Alan Dundes' "Who are the Folk?", excerpts from Vladimir Propp's *Morphology of the Folktale*, and Albert Lord's *The Singer of Tales*.
- The course DSC 11 Folk, Oral, Indigenous, Popular Cultures" is proposed to be shifted from the fifth semester to the fourth semester as DSC7 course in the programme structure approved by the Academic Council in its 30th meeting held on 12/05/2023 to provide an introduction to culture studies and enable students to pursue advanced level courses as well as research in this upcoming area.

Resolution no. 2:

i. **The Board members resolved that the revised course outlines incorporating the suggestions in the prescribed format should be circulated along with the minutes to the members of the BOS for approval. Subsequently, the revised course outlines of the 3rd semester Introduction to Drama (Annexure VII), American Literature (Annexure VIII), The Epic (Annexure IX) and 4th semester Folk, Oral, Indigenous, Popular Cultures (Annexure X), Genres of Fiction (Annexure XI) and Understanding Poetry (Annexure XII) were circulated through email along with the draft minutes and the Board members accorded their approval through email reply to the 3rd and 4th Semester courses mentioned above.**

ii. **The Board members also resolved to endorse the request of the programme committee to change the title of the course from "DSC 6: Drama Down the Ages" to "Introduction to Drama" and change within semesters of the course DSC11 "Folk, Oral, Indigenous, Popular Cultures" from semester 5 to semester 4, as DSC 7 in FYUP programme structure of BA (H) English and recommend the changes to the Academic Council for consideration and approval.**

Agenda Item No. 3: To consider the courses of 3rd and 4th semester of BA (H) Economics Programme under FYUP, SUS.

Dr. Taposik Banerjee presented the courses of the 3rd and 4th semester of BA (H) Economics Programme under FYUP, SUS.

- The Programme coordinator proposed a change in the title for the DSC4 course "Statistics" to "Statistical Methods for Economics" in the programme structure approved by the Academic Council in its 30th Meeting held on 12/05/2023 for the Economics programme for the following reasons –

  Other disciplines also offer statistics courses, and one of them, the Psychology programme, has a course with the identical title, "Statistics." To prevent any potential confusion, the economics program committee deemed it necessary to alter the course name. The Statistics course within the Economics programme is structured and delivered with consideration for the specific requirements of students studying Economics, utilizing relevant software tools in the teaching process.

- The DSC9 course "Econometrics-I" for the BA (H) Economics programme has been erroneously titled as 'Introduction to Econometrics' in the course outline presented in the BOS meeting. It should be considered as a typographical error.

Resolution no. 3:

i. **The Board members resolved that the revised course outlines incorporating the suggestions in the prescribed format should be circulated along with the minutes to the members of the BOS for approval. Subsequently, the revised course outlines of the 3rd semester courses, Statistical Methods for Economics (Annexure XIII), Microeconomics-I (XIV), Macroeconomics-I (Annexure XVI) and 4th semester courses, Microeconomics-II (Annexure XV), Macroeconomics- II (Annexure XVI1) and Econometrics-I (Annexure XVIII) were circulated through email along with the draft minutes and the Board members accorded their approval through email reply to the 3rd and 4th Semester courses mentioned above.**

ii. **The Board also resolved to endorse the request of the programme committee to change the title for the course DSC4 "Statistics" to DSC4 "Statistical Methods for Economics" in the programme structure and recommend the same for the consideration and approval of the Academic Council.**

Agenda Item No. 4: To consider the courses of 3rd and 4th semester of BA (H) Sociology Programme under FYUP, SUS.

Dr. Preeti Sampat presented the courses of the 3rd and 4th semester of BA (H) Sociology Programme under FYUP, SUS and the Board members made the following observations:

- Regarding "Conceptualizing Rural and Urban Societies," course, it was suggested to include readings on slums like Kalpana Sharma's book on Dharavi or Baviskar or



Professor Chatterjee's piece on slums to highlight issues of identity as a slum dweller, notions of precarity and so on. Overall, all the courses were complimented for their content and structure.

- The number of assessment activities and weightage should also be as per the Dr. B.R Ambedkar University Delhi Assessment Evaluation and Student Progression Policy.

Resolution no. 4:

The Board members resolved that the revised course outlines incorporating the suggestions in the prescribed format should be circulated along with the minutes to the members of the BOS for approval. Subsequently, the revised course outlines of the 3rd semester: Conceptualizing Rural and Urban Societies (Annexure XIX), Marriage, Kinship and Family Forms (Annexure XX), Politics, Law and Society (Annexure XXI) and 4th semester Caste in Contemporary India (Annexure XXII), Religion and Society (Annexure XXIII) and Gender and Society (Annexure XXIV) were circulated through email along with the draft minutes and the Board members accorded their approval through email reply to the 3rd and 4th Semester courses mentioned above.

Agenda Item No. 5: To consider the courses of 3rd and 4th semester of BA (H) Psychology Programme under FYUP, SUS.

Dr. Deepti Sachdev presented the courses of the 3rd and 4th semester of BA (H) Psychology Programme under FYUP, SUS and the Board members made the following general observations:

- Regarding "Social Psychology," it was suggested that few Indian theorists may be included, enabling familiar context based discussions in the classroom.
- Regarding "Understanding Childhood," the absence of Sudhir Kakar, Saraswathi and Vyogotsky's work was stressed. The need to discuss how many children in India do not experience 'childhood' was also emphasized. The program coordinator agreed that the inclusion of Sudhir Kakar's "inner world" shall be looked into. It was suggested that few Indian theorists who discuss the sociology of childhood and agency of the child could also be added to the course to give an interdisciplinary perspective in keeping with the vision of the University.

Resolution no. 5:

The Board members resolved that the revised course outlines incorporating the suggestions in the prescribed format should be circulated along with the minutes to the members of the BOS for approval. Subsequently, the revised course outlines of the 3rd semester: DSC 4 Social Psychology (Annexure XXV), DSC5: Statistics (Annexure XXVI), DSC6: Methods in Psychology (Annexure XXVII) and 4th semester DSC7: Understanding Childhood (Annexure XXVIII), DSC8: Experiments in Psychology (Practical-1) (Annexure XXIX) and DSC9: Understanding Abnormality (Annexure

XXX) were circulated through email along with the draft minutes and the Board members accorded their approval through email reply to the 3rd and 4th Semester courses mentioned above.

Agenda Item No. 6: To consider the courses of 1st, 3rd and 4th semesters of BA (H) Political Science Programme under FYUP, SUS.

Dr. Pawan Kumar presented the courses of the 1st, 3rd and 4th semesters of BA (H) Political Science Programme under FYUP, SUS and the Board members made the following observations:

- It was suggested that the objective in course designing should be more critical: to include the margins, the dynamic part of Muslim upbringing in Indian socio-political scenario and readings such as *Feminism in India: Tale and its Telling* may be included. The need to establish connections between modules and courses, between immediate and larger political contexts, to add more depth and content from a critical perspective was emphasized.
- Regarding "Human Rights in India," it was stressed that the course must look at who is 'the human', critically analyze the very category of the human and most importantly, include marginal perspectives like that of disability.
- Regarding "Comparative Government and Politics," it was highlighted that a certain 'decolonization perspective' may be added.
- Regarding "Indian Political Thought," organizing content under themes including thinkers in a manner that linkages could be established and focusing on critical analysis as learning outcomes, should be clearly stated.
- The title of the course DSC 8 "Theories of International Relations", has been proposed to be changed to DSC8 "International Relations" as the programme committee thinks that Theories of International Relations would be theoretically too intense for undergraduates and it can be taken up in the MA Programme later. So "Theories" from the title is proposed to be removed so that the focus of the course could be on major developments of International Relations during different time periods, which would make the course more interesting for the undergraduates.

Resolution no. 6:

i. **The Board members resolved that the revised course outlines incorporating the suggestions in the prescribed format should be circulated along with the minutes to the members of the BOS for approval. Subsequently, the revised course outlines of the 1st semester Human Rights in India (Annexure XXXI), 3rd semester: Western Political Thought (Annexure XXXII), State Politics in India (Annexure XXXIII), Comparative Government and Politics (Annexure XXXIV), Globalization and Politics (Annexure XXXV) and 4th semester Indian Political Thought (Annexure XXXVI), International Relations (Annexure XXXVII), Public Administration (Annexure XXXVIII) and Understanding Ambedkar (Annexure XXXIX) were circulated through email along with the draft minutes and the**

Board members accorded their approval through email reply to the 1st, 3rd and 4th Semester courses mentioned above.

ii. **The Board members further resolved to approve the course titled Human Rights in India (Annexure XXXI) as part of AEO courses for the First Semester of FYUP programme structure, and the course titled Globalization and Politics (Annexure XXXV) and Understanding Ambedkar (Annexure XXXIX) as part of GE courses for the 3rd and 4th semesters respectively under FYUP programme structure.**

iii. **The Board members also resolved to endorse the request of the programme committee and recommend the change in the title of the course DSC 8 "Theories of International Relations", to DSC8 "International Relations", to the Academic Council for consideration and approval.**

Agenda Item No. 7: To consider the "Introduction to Cyber Security" as Skill Enhancement Category course of the 3rd semester under FYUP, SUS proposed by BA (H) SSH Programme.

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Dr. Dinesh Taneja presented the courses under Skill Enhancement Category of the 3rd semester under FYUP, SUS.

- The Board members found the course to be very contemporary and essential for all cohorts as a general life Skills Enhancement course.

Resolution no. 7:

The Board members appreciated the course content and resolved to approve the 3rd semester course titled Introduction to Cyber Security attached as Annexure XL as Skill Enhancement Category course under FYUP, SUS.

Agenda Item No. 8: To consider the courses of 3rd and 4th semester of BA (H) Mathematics Programme under FYUP, SUS.

Dr. Balchand Prajapati presented the courses of the 3rd and 4th semester of BA (H) Mathematics Programme under FYUP, SUS.

The board members considered the courses and since the courses retained the spirit and pattern of the older passed courses, the courses were approved.

Resolution no. 8

The Board members resolved that the revised course outlines in the prescribed format should be circulated along with the minutes to the members of the BOS for approval. Subsequently, the revised course outlines of the 3rd semester Numerical Analysis (Annexure XLI), Analysis II (Annexure XLII), Algebra II (Annexure XLIII) and 4th semester Probability and Statistics (Annexure XLIV), Analysis III (Annexure XLV) and Algebra III (Annexure XLVI) were circulated through email along with the draft minutes

and the Board members accorded their approval through email reply to the 3rd and 4th Semester courses mentioned above.

Agenda Item No. 9: To consider any other matter with the permission of the chair.

- There was no other agenda item for discussion.

With no other agenda item for consideration, the meeting ended with a vote of thanks to all the members of the BOS and all the special invitees. The efforts of Dr. Anoop Kr. Koileri. V, Dy. Dean SUS and Dr. Sapna Dudeja Taluja P.C. BA (H) SSH in assisting the Board of Studies by taking notes of the deliberations and preparing the draft minutes is especially acknowledged.

The minutes are issued with the approval of the members of BOS, SUS.

28/12/2023

(Dr. Urfat Anjem Mir)

Chairperson

Dean (O) School of Undergraduate Studies

Attachments

1. **Email approval of BOS members.**

Annexure I

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA History
Course title	Medieval India 1 (DSC4)
Course code	NSUS1HS404
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Already on
Course coordinator and team	Prof Tanuja Kothiyal

1. How does the course link with the vision of AUD?
   It is taught as a core course for BA History and with readings covering a vast range of secondary and primary sources it fits well with the interdisciplinary vision of AUD.

2. How does the course link with the specific programme(s) where it is being offered?
   It is part of our UG course structure where we study thematically political, cultural and economic history of India and chronologically it fits well after courses on early Indian history.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes it is in continuation with the BA courses taught in 1st and 2nd semesters in History programme.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Must be taken in programme sequence by BA Hons. History students. May be elected by other UG students in years II or III of their programme.

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

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

7. **Course Details:**
   a. Summary: This course covers the period from 7th to 15th centuries.

b. Objectives: This course introduces undergraduate students to polity and administration in India, between 8th and 15th centuries CE, that is from the decline of Harshavardhana's empire to the decline of the Delhi Sultanate. This period that witnessed the rise and fall of several states provides an opportunity to study social and economic processes that became the basis of political shifts. The course begins by questioning chronological frameworks through the idea of "Early Medieval" that underlines the continuities between "ancient' and "medieval" in political, social and economic spheres. The existing historiography of polity of the end of first millennium CE has focused on theories like Feudalism, Segmentary State and Integrative approaches. The historiography of politics in the beginning of the second millennium CE pegs itself on shifts manifested with the emergence of Islamicate polity. However, if studied in continuity this period is one that witnessed the emergence of enduring political and administrative structures, inclusive of older and newer forms of political practices and expressions. The emergence of these structures involved the coming together of sedentary agrarian frontier of the Indo-Gangetic basin, mobile nomadic frontiers of Central and Western Asia, and oceanic frontiers of the Indian Ocean. Moreover, this period witnessed emergence of several regional polities bringing together local and universal forms of political practices and expressions. This course examines the polity and society in this period through an engagement with concepts like kingship, authority, patronage, language and religion among others. The course studies the formation of regional and supra regional polities as well as centralised states through their interactions with each other. It explores political processes and institutions not merely through histories of events but also through studying the continuities and breaks in literary and architectural forms.

c. Expected learning outcomes:

- To understand the historiography of chronological division of Indian history and the idea of Early Medieval and Medieval
- To explore the emergence and development of precolonial political processes and administrative structures in this period.
- To explore connections between Indian political and social systems and larger world systems in this period.
- To learn to explore premodern sources like inscriptions, coins, literature, music, buildings, paintings etc. as sources for understanding political processes.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

An overall assessment of the political history of this period covering a very vast span.
Excerpts from some primary sources will be provided.
Course will involve visits to monuments of the period located in the vicinity of the University.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

Module Wise content

Brief description of modules/topics:

Unit 1 (2 weeks)
Locating Early medieval India?
Mapping the "Early Medieval" in time and space
Post-Harsha Polities: Emergence of new political groups in Gujarat, Rajasthan, Deccan
South Indian Polities: Pallavas, Cholas, Cheras
The tripartite warfare (Gurjara Pratiharas, Rashtrakutas and Palas).

Readings

Ali, Daud, 'The Historiography of the Medieval in South Asia', in *JRAS*, Series3, 22, 1, (2012) pp 7-12.

Chattopadhyaya, B D, 1992. *The Making of Early Medieval India*, (New Delhi: OUP), Introduction.

Singh, Upinder, 2008. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century* (New Delhi: Pearson) (Chapter 10)

Thapar, Romila 1992. *Early India,* (New Delhi: Penguin) (Last four chapters).

Unit 2 (3 weeks)
Origin of Rajputs and early Rajput state formation.
Models of State Formation in early medieval India: Feudalism, Segmentary state and Integrative approaches
Political processes in South India and South-Eastern India: temples, cities and states (Eastern Gangas, Kakatiyas, Hoysala).
Political Processes in Eastern India: Bengal and Assam
Temple Architecture in Early medieval India

Readings

Singh, Upinder, 2008. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century* (New Delhi: Pearson) (Chapter 10)

Thapar, Romila 1992. *Early India,* (New Delhi: Penguin) (Last four chapters).

Veluthat, Kesavan, 1993, *The Political Structure of Early Medieval South India,* (Delhi: OUP). Chaps 1, 4, 5.

Supplementary Readings

Chakravarti, Ranabir. 1999. 'Early Medieval Bengal and the Trade in Horses': *Journal of the Economic and Social History of the Orient* , 1999, Vol. 42, No. 2 (1999), 194-211.

Chattopadhyaya,B. D., 'Political Processes and Structure of Polity in Early Medieval India: Problems of Perspective'*Social Scientist,* Vol. 13, No. 6 (Jun., 1985), pp. 3-34.

Guha, Amalendu, 1983. 'The Ahom Political System: An Enquiry into the State Formation Process in Medieval Assam (1228-1714)' *Social Scientist* , Vol. 11, No. 12 (Dec., 1983), 3-34.

Kulke, Herman, 1995. 'The Early and Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India' in *The State in Indian History 1000-1700,* ed. Herman Kulke, (New Delhi: OUP), 1-47.

Lahiri, Nayanjot, 1984. 'The Pre-Ahom Roots of Medieval Assam', *Social Scientist* , Vol. 12, No. 6 (Jun., 1984), 60-69.

Mukhia, Harbans, 1995. 'Was there Feudalism in Indian History' in *The State in Indian History 1000-1700*, 86-133.

Sharma, R S, 1995. 'How Feudal was Indian Feudalism?' (revised and updated 1992) in *The State in Indian History 1000-1700*, 48-85.

Stein, Burton, 1995. 'The Segmentary State: Interim Reflections', in *The State in Indian History 1000-1700*, 134-161.

Unit 3 (3 weeks)

What is "Medieval"?

The emergence of Delhi Sultanate: Early interactions with Islamicate polity and society (Arab, Turkish, Mongol, Persian and Afghan influences).

Mamluks: State and politics in early Delhi Sultanate.

Readings

Eaton, Richard, *India in the Persianate Age,* (London: Allen Lane), Chapter 1.

Jackson, Peter, 1999. *The Delhi Sultanate: A Political and Military History*, CUP, 1-149.

Talbot, Cynthia and Catherine Asher, 2022. *India Before Europe*, (Cambridge: CUP), Chapter 2.

Supplementary Readings

Ahmad, Aziz, 1985. 'Epic and Counter-Epic in Medieval India' *Journal of the American Oriental Society*, Sep. - Dec., 1963, Vol. 83, No. 4 (Sep. - Dec., 1963), 470-476.

Eaton, Richard, 2008. 'Temple Desecration and Indo-Muslim States', in., *Piety and Politics in the Early Indian Mosque,* ed. Finbarr B. Flood, (New Delhi: Oxford University Press), 64-96.

Patel, Alka, 2007. 'Architectural Cultures and Empire: The Ghurids in Northern India (ca. 1192–1210)' *Bulletin of the Asia Institute* , 2007, New Series, Vol. 21 (2007), 35-60.

Sears, Tamara, 2009. 'Fortified Mathas and Fortress Mosques: The Transformation and Reuse of Hindu Monastic Sites in the Thirteenth and Fourteenth Centuries' *Archives of Asian Art*, 2009, Vol. 59 (2009), 7-31.

Thapar, Romila, 2004. *Somnath: The Many Voices of a History,* (New Delhi: Penguin).

Welch, Anthony, Hussein Keshani, Alexandra Bain, 2002. 'Epigraphs, Scripture, and Architecture in the Early Delhi Sultanate' *Muqarnas*, Vol. 19 (2002), 12-43.

Unit 4 (3 weeks)
Warriors to Sultans: Politics, Piety and Patronage in late Sultanate (Khaljis and Tughlaqs)
Rural and Urban Administration in Khalji and Tughlaq states
Provincialisation of Delhi and emergence of regional states in late 14th century

Readings

Eaton, Richard, *India in the Persianate Age,* (London: Allen Lane), Chapter 2.

Jackson, Peter, 1999. *The Delhi Sultanate: A Political and Military History*, CUP, 150-296.

Talbot, Cynthia and Catherine Asher, 2022. *India Before Europe*, (Cambridge: CUP), 25-53.

Habib, Irfan, 1992. "Formation of the Sultanate Ruling Class of the Thirteenth Century", *Medieval India 1: Researches in the History of India*, (New Delhi: OUP), 1-21.

Digby, Simon, 2004. 'Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century, *Journal of the Economic and Social History of the Orient*, Vol. 47, No. 3, 298-356.

Unit 5 (3 weeks)
Vijayanagara: The city of Victory
Regional States in early 15th century: Rajputana, Gujarat, Malwa, Jaunpur
Region, state, language and literature in the 15th century.

Readings

Eaton, Richard, *India in the Persianate Age,* (London: Allen Lane), Chapter 3.

Talbot, Cynthia and Catherine Asher, 2022. *India Before Europe*, (Cambridge: CUP), Chapters 3 and 4.

Supplementary Readings

Eaton, Richard, 2015. 'The Rise of Written Vernaculars: the Deccan, 1450-1650,' in *After Timur Left: Culture and Circulation in Fifteenth- Century India* eds. Francesca Orsini and Samira Sheikh, (Delhi: OUP), 111-29.

Kapadia, Aparna, 2014. 'Universal Poets, Local Kings: Sanskrit, the Rhetoric of Kingship, and Local Kingdoms in Gujarat, in *After Timur Left,* 213-241.

Stein, Burton, 2005. *New Cambridge History of India: Vijayanagara* (Cambridge, CUP).

Wagoner, Phillip B, 1996. "Sultan among Hindu Kings": Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara, *The Journal of Asian Studies,* Vol. 55, No. 4 (Nov., 1996), 851-880.

Assessment Details with weights:

S.No	Assessment	Date/period in which assessment will take place	Weightage
1	Mid-semester examination/assignment	Week 6 or 7	50%
2	End-semester examination	During designated end-semester period	50%

8. **Pedagogy:**
   a. Instructional strategies: Class lectures, Field Trip.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

   c. Expertise in AUD faculty or outside : AUD faculty and invited lectures by specialists

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

1/2/24

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

Annexure II

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Hons. History
Course title	Medieval World (DSC5)
Course code	NSUS1HS405
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for BA Hons History students and elective for BA students
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2023
Course coordinator and team	Yogesh Snehi

1. How does the course link with the vision of AUD? The course promotes analytical capacity in the field of world history. It fosters interpretive intelligence among students to approach global history. In this sense, it connects to AUD's vision of advancement of knowledge, skill, equity and social justice

2. How does the course link with the specific programme(s) where it is being offered? It is one of the core courses in BA Hons. History programme, and is part of the basket of world history courses.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course is part of a sequence of BA History courses and is preceded by 'Ancient Societies', 'Early India' and runs parallel to 'Medieval India' (courses designated in Semester 1, 2 and 3 for BA History Hons. students).

4. Specific requirements on the part of students who can be admitted to this course: No (Pre-requisites; prior knowledge level; any others – please specify)

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Third (Monsoon) semester-long course

7. **Course Details:**
   a. Summary:

   The course focuses on the making of the 'middle ages' and seeks to decolonise the Eurocentric notions of the medieval world by shifting the historical gaze towards Africa and Asia. The themes included for discussion range from investigating the phenomena of human migration, cultural (including religious) movements, inventions and technological diffusions, patterns of economic activity (e.g., agriculture, trade) and political conflict, trade patterns and intellectual debates that help shape the medieval world. Historical events and processes that will be considered include the following: collapse of the western

Roman empire and the waning of Classical Antiquity, 300 - 500 CE; expansion of Islami and Christian polities 600 -1500 CE in relation to 'civilizational' identities; European Crusades in 'the Holy Land' and in Europe; causes and consequences of China's expansion during the late Tang and Song dynasties (including the rise of the Mongols) b paying attention to the 'Nomad paradox'; patterns of global trade around 1400 CE and its connections with the east; besides investigating older debates related to Feudalism, Renaissance, medieval cities, Black Death.

b. Objectives:

To familiarise students with structures and dynamics of the history of the 'medieval' world by focusing on relations among societies and civilizations. Models of historical periodization are explored to help achieve better understanding of large-scale processes in relation to temporally specific historical events.

c. Expected learning outcomes:

1. Students appreciate world or global history c. 500 – 1500 CE as 'connected histories' rather than a sum of regional and national histories.
2. Students learn models of *historical periodization* that can be applied to one or to several global regions and discover the historicity of geographical-cultural formations such as 'Europe' and 'Asia'. The course attempts to decolonise the study of the medieval world.
3. Students grasp what is revealed and obscured by scholars' use of terms such as 'Westernization' and 'Southernization'; similarly, they learn to apply concepts such as 'Romanization', 'Christianization', 'Islamization' and 'feudalism' in ways that strengthen understanding of contemporary events as well as historical processes.
4. Students understand historical phenomena through such concepts as environment, pastoralism, tribal formation, gender and class.
5. Through writing assignments, students hone critical reading skills and develop academic writing abilities.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into 10 modules which are arranged both chronologically and thematically. The modules start from discussion on the historiography around periodization of the 'medieval' and ends with a discourse on decolonising the study of 'middle ages'.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:
Module [No.] [Module Title] [No. of classes needed]
[Detailed description of module]
Module Objective:
Essential readings with page numbers:

Unit I (Week I & II): Debating the 'medieval' in the middle ages [Three classes]
Unit II (Week II & III): The beginnings of the 'Medieval': Europe after Rome [Three classes]

Unit III (Week IV & V): Meccan Trade and the Rise of Islam in Arabia [Three classes]
Unit IV (Week V, VI & VII): Barbarians and the Nomad Paradox: Berbers, Huns, Vikings, Turks and Mongols [Four classes]
Unit V (Week VII & VIII): Feudalism in a global context: princes, prelates, and landlords [Three classes]
Unit VI (Week IX & X): Al-Andalus and the making of Europe: Muslims, Jews and Christians [Three classes]
Unit VII (Week X & XI): World at 1400: Political Geography of the 'Old World' [Two classes]
Unit VIII (Week XI & XII): Global Middle Ages: Production, Trade, Travel, Patronage [Three classes]
Unit IX (Week XIII & XIV): Environment, Pandemics and Demography: The end of the Medieval World [Three classes]
Unit X (Week XIV & XV): Decolonising knowledge: Intellectual currents in the non-European world; Ibn Khaldun; Al-Beruni, Timbuktu [Three classes]

f. Suggested readings:

Bentley, Jerry H. "Hemispheric Integration, 500-1500 C.E." *Journal of World History* 9, no. 2 (1998): 237–54. **Essential**
Boaventura de Sousa Santos. *Decolonising the university: The challenge of deep cognitive justice*. Cambridge: Cambridge Scholars Publishing, 2018.
Carol Lansing and Edward D. English, eds. *A Companion to the Medieval World*. West Sussex: John Wiley & Sons, 2012.
Carolyn Merchant, 'Hydraulic Technologies and the Agricultural Transformation of the English Fens,' *Environmental Review*, 7/2 (1983), pp. 165-78
Chris Wickham. *Medieval Europe*. New Haven: Yale University Press, 2016. **Essential**
David Levering Lewis. *God's Crucible: Islam and the Making of Europe, 570-1215*. New York: WW Norton & Company, 2009.
David Nicholas. *The Later Medieval City: 1300-1500*. London: Routledge, 2014.
David O. Morgan and Anthony Reid, eds. *The New Cambridge History of Islam: Volume 3, The Eastern Islamic World, Eleventh to Eighteenth Centuries*. Cambridge: Cambridge University Press, 2010.
Derek Keene. 'Feeding Medieval Cities, 600 – 1500'. London: Inst. of Hist. Research, 1998.
Eric R. Wolf. *Europe and the People without History*. Berkeley: Univ of California Press, 1982. **Essential**
George Holmes, ed. *The Oxford Illustrated History of Medieval Europe*. London: Oxford University Press, 1988.
Harbans Mukhia, ed. *The Feudalism Debate*. New Delhi: Manohar, 1999.
Henri Pirenne. *Economic and Social History of Medieval Europe*. London: Taylor & Francis, 2015 (reprint).
Hugh Kennedy and John Keegan. *Mongols, Huns and Vikings: Nomads at war*. London: Cassel and Co, 2002. **Essential**
Isabella Lazzarini, ed. *THE LATER MIDDLE AGES*. London: Oxford University Press, 2021.

J. H. Bentley. 'Cross-Cultural Interaction and Periodization in World History', *American Historical Review*, 101/3 (1996), pp. 749-70.
J. L. Abu-Lughod. *Before European Hegemony.* New York: Oxford UP, 1989.
Lester K. Little, ed. *Plague and the end of antiquity: the pandemic of 541-750.* Cambridge: Cambridge University Press, 2007. **Essential**
Linda Shaffer. 'Southernization', *Journal of World History*, 5/1 (1994), pp. 1-21.
Ling Zhang. 'Changing with the Yellow River..... ' *Harvard Journal of Asiatic Studies*, 69/1 (2009), pp. 1–36
Marshall GS Hodgson. *Rethinking world history: essays on Europe, Islam and world history.* Cambridge: Cambridge University Press, 1993. **Essential**
Maud Pérez-Simon. "The Khan as 'Meta-Emperor' in Marco Polo's Devisement du Monde." *The Medieval History Journal* 20, no. 2 (2017): 385-410. **Essential**
Miri Rubin. *The Middle Ages: A Very Short Introduction.* London: Oxford University Press, 2014.
Norman F. Cantor. *In the wake of the plague: the Black Death and the world it made.* New York: Simon and Schuster, 2001.
Patrick Manning. 'The Problem of Interactions in World History', *American Historical Review*, 101/3 (1996), pp. 771-82. **Essential**
Peter Brown. " "Mohammed and Charlemagne" by Henri Pirenne." *Daedalus* (1974): 25-33. **Essential**
Peter Jackson. "The Crusades of 1239–41 and their Aftermath." *Bulletin of the School of Oriental and African Studies* 50, no. 1 (1987): 32-60. **Essential**
Peter Linehan, Janet L. Nelson, Marios Costambeys, eds. *The Medieval World.* London: Taylor & Francis, 2018. **Essential**
Peter N. Stearns (ed.). *World History in Documents: A Comparative Reader.* New York: NYU Press, 1999.
Philip D. Curtin. *Cross-cultural trade in world history.* Cambridge: Cambridge University Press, 1984. **Essential**
Richard M. Eaton, *Islamic History as Global History.* Washington: American Historical Assoc., 1994.
Rosamond McKitterick. *The Early Middle Ages: Europe 400-1000.* London: Oxford University Press, 2001.
Rosenwein, Barbara H.. *A Short History of the Middle Ages.* United Kingdom: University of Toronto Press, 2022. **Essential**
Shamil Jeppie and Souleymane Bachir Diagne. *The meanings of Timbuktu.* Cape Town: University of Cape Town, 2010. **Essential**
Victor Lee Burke. "THE RISE OF EUROPE." *Humboldt Journal of Social Relations* (1994): 1-30.
William R. Jones. "The image of the barbarian in medieval Europe." *Comparative Studies in society and history* 13, no. 4 (1971): 376-407. **Essential**

(ii) Assessment Plan (weight, mode, scheduling) for the course:

S.No	Assessment	Date/period in which assessment will take place	Weightage
1	Mid-semester examination	Week 6 or 7	50%
2	End-semester examination	During designated end-semester period	50%

8. Pedagogy:

a. Instructional strategies: Lectures and class discussions.

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

c. Expertise in AUD faculty or outside: Faculty specialising in teaching medieval history courses in the SUS and SLS.

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

Yogesh Snehi

Signature of Course Coordinator(s) [Dr. Yogesh Snehi]

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

Annexure III

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA History
Course title	Delhi in History (DSC6)
Course code	NSUS1HS406
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Already on
Course coordinator and team	Dr Dharitri Narzary Chakravartty and Dr Pallavi Chakravarty

1. How does the course link with the vision of AUD?
   It was mandated that as a state government university of Delhi a course on Delhi should be introduced and so this was made.

2. How does the course link with the specific programme(s) where it is being offered?
   It is part of our UG course structure where we study thematically political, cultural and economic history.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   AUD is a university established by the Government of Delhi and primarily for the students of Delhi. A course on the historic city of Delhi fits in perfectly with this ideal. At the same time, AUD is a university which has envisioned a different kind of learning to be imparted to its students – interdisciplinary and at the same time, essentially hands-on. These essential elements are encapsulated in this course which is not strictly speaking just about the history of Delhi rather it is about its continuing legacy, thus involving interdisciplinary approach in its pedagogy and also an active component of fieldwork.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Must be taken in programme sequence by BA Hons. History students. May be elected by other UG students in years II or III of their programme.

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

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

7. **Course Details:**
   a. Summary:

   b. Objectives: This course has been designed with the aim of introducing students to a history of Delhi through the many centuries of its existence. Since it is wide in scope

hence instead of a chronological history, it will be a thematic understanding of the city's long history—its several cities; its culture; important historical moments and their impact on the city; and the contemporary problems of urbanisation.

c. Expected learning outcomes:

- To familiarise the students with the city of Delhi and its past.
- To help students understand the basics of field-based research.
- To enable students to better understand their immediate surroundings and spaces through a close analysis of the city they live in: elements urban history, social history, field knowledge etc allowing for the first-hand practical based learning.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
There are two components in this course—one involves a classroom environment where students are taught a history of Delhi city through textbooks; the second component involves taking the students on field visits to explore by themselves what they have learnt in class from textbooks. This component also involves introductory lessons on Oral history methodology and other alternate sources used by historians—cinema and literature. The course also includes screening of films on Delhi as well as guest lectures on various themes
on Delhi and its cultural heritage.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

Module Wise content

Module 1: The Multiple Cities of Delhi

- Upinder Singh (ed), *Delhi:Ancient History,* ND: Social Science Press (2006) [pp 14-28; 36-40; 53-61; 68-118; 119-178; 207-212]
- Upinder Singh, *Ancient Delhi,* ND: OUP (2006)
- Upinder Singh (ed), *Delhi:Ancient History,* ND: Social Science Press (2006) [pp. 185-207]
- Sunil Kumar, *The Present in Delhi's Past* [ch 1]
- HC Fanshawe, *Delhi Past and Present* London (1902) [pp 17-74]
- Stephen P Blake. *Shahjahanbad: The Sovereign City in Mughal India 1639-1739, Cambridge CUP 1991* [pp. 1-26]
- Shyama M Chenoy, *Shahjahanabad A City of Delhi, 1638-1857.*
- Narayani Gupta, *Delhi Between Two Empires, 1803-1931,* ND:OUP (1998) [ch 2]
- Percival Spear and R E Frykernberg in *Delhi Omnibus* [select Chapters on Imperial Delhi]

Module 2: The Delhi Renaissance-Socio-Cultural Portraits

- Narayani Gupta, *Delhi Between Two Empires, 1803-1931,* ND:OUP (1998) [ch 2]
- C M Naim, *Urdu Texts and Contexts: The Selected Essays of C M Naim,* ND: Permanent Black (2004) [79-95; 250-75]
- Margrit Pernau, The Delhi College: Traditional Elites, the Colonial State, and Education Before 1857.
- Pavan K Verma, *Ghalib: The Man, The Times,* ND: Penguin (1989)
- Ralph Russell, *Ghalib: Life, Letters and Ghazals,* ND: OUP (2003)
- Nayanjyot Lahiri, Commemorating and Remembering 1857: The Revolt in Delhi and Its Afterlife, World Archaeology, Vol. 35, No. 1, The Social Commemoration of Warfare (Jun., 2003), pp. 35-60

Module 3: Art and Architecture

- Stephen P Blake. *Shahjahanbad: The Sovereign City in Mughal India 1639-1739, Cambridge CUP 1991*
- Shyama M Chenoy, *Shahjahanabad A City of Delhi, 1638-1857.*
- Thomas Metcalfe in Delhi Omnibus on Imperial Architecture

Module 4: Habitats, Violence and Displacement [these themes are covered under the following events—1947 Partition and Displacement; 1975-77 Emergency; 1984 Anti-Sikh Pogrom]

- Gyanendra Pandey, *Remembering Partition* [ch on Delhi]
- V N Datta in R E Frykenberg (ed) Delhi Through the Ages.
- Vazira Zamindar, *The Long Partition,* [ch on Delhi]
- Anis Kidwai tr by Ayesha Kidwai, *In Freedom's Shade* (Azadi Ki Chaon Main) [chs on camps and villages of Delhi]
- Ravinder Kaur, Since 1947, [ch 4 on rehabilitation of Harijan refugees]
- Emma Tarlo, *Unsettling Memories: Narratives of the Emergency in Delhi* University of California Press (2003) [pp 121-178]
- The Wrecking of Delhi, Economic and Political Weekly,Vol. 13, No. 25 (Jun. 24, 1978), pp. 1019-1021.
- Emma Tarlo 'Welcome to history : a resettlement colony in the making' in Tarlo, Vidal and Dupont eds, *Delhi: Urban Spaces and Human Destinies*
- Uma Chakravarti, 'Long Road to Nowhere: Justice Nanavati on 1984', Economic and Political Weekly, Vol. 40, No. 35 (Aug. 27 - Sep. 2, 2005), pp. 3790-3793+

3795.

- Veena Das, *Life and Words: Violence and the Descent Into the Ordinary*, Berkeley: University fo California Press (2007) [pp. 184- 222].

Module 5: The Travails of Urbanization

- http://sarai.net/sarai-reader-02-cities-of-everyday-life/ [relevant articles on Delhi]
- Various Authors, *Trickster Delhi*, Sarai (2002)
- Isher Judge Ahluwalia, P K Mohanty et al, *Urbanisation in India: Challenges, Opportunities and Ways Forward*, ND: Sage 2014
- Nida Kirmani, History, Memory and Localised Constructions of Insecurity, Economic and Political Weekly, Vol. 43, No. 10 (Mar. 8 - 14, 2008), pp. 57-64
- Shahid Amin, 'Past Remains' in India International Centre Quarterly,Vol. 27/28, Vol. 27, no. 4/Vol. 28, no. 1: The Human Landscape (Winter 2000/Spring 2001), pp. 235-241
- Nayanjyot Lahiri, Monumental Follies, India International Centre Quarterly , WINTER 2006-SPRING 2007, Vol. 33, No. 3/4, India 60 (WINTER 2006-SPRING 2007), pp. 128-139
- Seminar Magazine, *The First City*. (2002); *Dilli Meri Jaan* (2011); *Safe Cities* (2013); *Democratizing Heritage* (2018)

S.No	Assessment	Weightage
1	Assignment 1	50%
2	End Semester Exam	50%

8. **Pedagogy:**
   a. Instructional strategies: Class lectures, Field Trip.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

   c. Expertise in AUD faculty or outside : AUD faculty and invited lectures by specialists

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

Bhchaudhury 1/7/24.

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

Annexure IV

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA History
Course title	Medieval India 2 (DSC7)
Course code	NSUS1HS407
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Already on
Course coordinator and team	Prof Tanuja Kothiyal

1. How does the course link with the vision of AUD?
   It is taught as a core course for BA History and with readings covering a vast range of secondary and primary sources it fits well with the interdisciplinary vision of AUD.

2. How does the course link with the specific programme(s) where it is being offered?
   It is part of our UG course structure where we study thematically political, cultural and economic history of India and chronologically it fits well after courses on early Indian history.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes it is in continuation with the BA courses taught in 1st and 2nd semesters in History programme and more significantly in direct continuity with the 3rd semester course on its immediate preceding period.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   Must be taken in programme sequence by BA Hons. History students. May be elected by other UG students in years II or III of their programme.

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

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

7. **Course Details:**
   a. Summary: This course covers the period from 15th to 18th centuries.

b. Objectives: *This course follows up on the course Medieval India 1: Polity and Administration (8th to 15th Centuries) and traces the emergence of varying political structures in the following centuries as attempts to garner a comprehensive view of this period. The course begins by understanding these centuries in the context of early modernity by exploring connections across large contemporary empires, like the Mughal, Safavid and Ottoman. Further, the course focuses on relationships between the Mughal empire and different regions in this period, and the ways in which they viewed each other. It traces the multiple ways in which ideas like kingship, sovereignty, authority, legitimacy, justice, etc. were defined by various polities in this period. Further the course along with tracing the shifts in Mughal polity, also explores the emergence and role of polities that emerged from the contradictions generated within the Mughal empire.*

c. Expected learning outcomes:

- 1. To locate the period between 15th and 18th centuries in a world historical context through debates on early modernity and connectedness.
- 2. To explore the emergence and development of late medieval political processes and administrative structures.
- 3. To explore the relationships between empire and regions.
- 4. To learn to explore premodern sources like inscriptions, coins, literature, music, buildings, paintings etc. as sources for understanding political processes.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

An overall assessment of the political history of this period covering a very vast span.
Excerpts from some primary sources will be provided.
Course will involve visits to monuments of the period located in the vicinity of the University.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

Module Wise content

Brief description of modules/topics:

Unit 1 The Long 15th century

Discussing the "Early Modern" in Indian history
Rajputs, Afghans and the shaping of warrior identity in the 15th century
Recentering Sultanate: Delhi under Lodhis
Bahmani Sultanates in Deccan

Readings:

Eaton, Richard, 2020, *India in the Persianate Age,* (London: Allen Lane), Chapter 3, 4.

Gommans, Jos J L, 1998. 'The Silent Frontier of South Asia, ca. A.D. 1100–1800', *Journal of World History* 9, no. 1 (1998), 1–23.

Kolff, Dirk H A, 1990. 'A warlord's fresh attempt at empire', *The Mughal State* ed. Alam and Subrahmanyam, New Delhi: OUP, 75-114.

Meena Bhargava and Pratyay Nath, 2022. Introduction: History and the Politics of Periodization, New Delhi: Cambridge University Press, 1-43

Sreenivasan, Ramya, 2014. 'Warrior tales at hinterland courts in North India c 1370-1550, in *After Timur Left*, 242-72.

Subrahamanyam, Sanjay, 1998. 'Hearing Voices: Vignettes of Early Modernity in South Asia, 1400-1750', *Daedalus*, Summer, 1998, Vol. 127, No. 3, Early Modernities (Summer, 1998), 75-104.

Talbot, Cynthia and Catherine Asher, 2022. *India Before Europe*, (Cambridge: CUP), Chapter 5.

Unit 2: The Making of the Mughal Empire

Central Asian Polity and its fallout in India.
Debates on nature of the Mughal empire
Empire and Kingship: The making of the Mughal polity under Babur and Humayun.
The Sur Interregnum: Shaping of Agrarian policies.

Readings

Eaton, Richard, 2020, *India in the Persianate Age*, (London: Allen Lane), Chapter 5.

Fisher, Michael, 2019. *A Short History of the Mughal Empire*, Bloomsbury, Chapters 1,2,3.

Talbot, Cynthia and Catherine Asher, 2022. *India Before Europe*, (Cambridge: CUP), Chapter 5.

Tripathi, R P, 'Turco-Mongol Theory of Kingship' *The Mughal State* ed. Alam and Subrahmanyam, New Delhi: OUP, 115-125.

Unit 3: The Millennial Sovereigns

Formulation of Imperial authority under Akbar and Jahangir.
The Mughal Court: Emperor as Empire
Empire and Space: Subas and their administration
Empire and Structure: Revenue and Military Fiscal Administration (Mansabdari, Jagirdari, Zamindari)

Shahjahanabad: Imperial city of the Golden Age?
European companies in the Mughal Empire

Readings

Alam, Muzaffar, "The Pursuit of Persian: Language in Mughal Politics." Modern Asian Studies 32 (1998): 317–349.

Busch, Allison, 2010. 'Hidden in Plain View: Brajbhasha Poets at the Mughal Court' *Modern Asian Studies* 44, no. 2 (2010): 267–309.

Eaton, Richard, 2020, *India in the Persianate Age*, (London: Allen Lane), Chapter 6.

Fisher, Michael, 2019. *A Short History of the Mughal Empire*, Bloomsbury, Chapters 4, 5, 6,7.

Khan, Iqtidar Alam, 1992. 'The Mughal Assessment System during Akbar's Early Years, 1556-1575', in *Medieval India 1: Researches in the History of India*, ed. Irfan Habib, (New Delhi: OUP).

Lal, Ruby, 2005. 'Historicizing the Harem: The Challenge of a Princess's Memoir', Vol. 30, No. 3 (Fall, 2004), pp. 590-616.

Richards, J F, 'The Formulation of hnperial Authority under Akbar and Jahangir' *The Mughal State* ed. Alam and Subrahmanyam, New Delhi: OUP, 126-166.

Sinopoli, Carla M, 1994. 'Monumentality and Mobility in Mughal Capitals' *Asian Perspectives*, Fall 1994, Vol. 33, No. 2, SPECIAL ISSUE: REGIONAL PERSPECTIVES ON STATES IN ASIA (Fall 1994), 293-308.

Talbot, Cynthia and Catherine Asher, 2022. *India Before Europe*, (Cambridge: CUP), Chapter 6.

Unit 4: Empire and its Regions:
Battles of Succession and Rise of Aurangzeb
Reshaping of Imperial Policies under Aurangzeb
Deccan: Shivaji and making of Maratha State
Punjab: The Rise of Sikhs
North India: Rajputs and Jats, the western Himalayas
Bengal and Assam

Readings

Eaton, Richard, 2020, *India in the Persianate Age*, (London: Allen Lane), Chapter 8.

Fisher, Michael, 2019. *A Short History of the Mughal Empire*, Bloomsbury, Chapters 8 and 9.

Shiekh, Samira, 2018. 'Aurangzeb as seen from Gujarat: Shi'i and Millenarian Challenges to Mughal Sovereignty' *JRAS, Series 3*,1-25.

Talbot, Cynthia and Catherine Asher, 2022. *India Before Europe*, (Cambridge: CUP), Chapters 7 and 8.

Unit 5: The Mughal world in the 18th century

Theories of Decline/Disintegration
The Later Mughals
Regional powers in the early 18th Century: Awadh, Hyderabad, Bengal, Marathas
Courts, Towns and Political Culture in the early 18th century

Readings

Alavi, Seema (ed.), 2002. *The Eighteenth Century in India*, (Delhi: OUP).

Marshall, P J, 2005. *The Eighteenth Century in Indian History*, (Delhi: OUP).

Assessment Details with weights:

S.No	Assessment	Date/period in which assessment will take place	Weightage
1	Mid-semester examination/Assignment	Week 6 or 7	50%
2	End-semester examination	During designated end-semester period	50%

8. **Pedagogy:**
   a. Instructional strategies: Class lectures, Field Trip.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

   c. Expertise in AUD faculty or outside : AUD faculty and invited lectures by specialists

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

Signature of Course Coordinator(s) 1/2/24

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

Annexure V

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Liberal Studies/ School of Undergraduate Studies
Programme(s)	BA History Programme
Course title	Early Modern World (DSC8)
Course code	NSUS1HS408
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2024
Course coordinator and team	Dr Dhiraj Kumar Nite

1. How does the course link with the vision of AUD?
   It promotes analytical capacity in the field of world history, and a global approach in interpretive intelligence. In this sense, it connects to AUD's vision of advancement of knowledge, skill, equity and social justice.

2. How does the course link with the specific programme(s) where it is being offered?
   It is one of the core courses in BA History Pogramme, and is part of the basket of world history.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   It is a progression in BA History Programme from the course on Medieval World.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Must be taken in programme sequence by BA Hons. History students. May be elected by other UG students in years II or III of their programme.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   As per the admission policy.

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Winter Semester-long. Regular teaching mode.

7. **Course Details:**
   a. Summary: To familiarize students with structures and dynamics of the history of the 'early modern' world by focusing on relations among societies and civilizations during the later 15thc and early 18thc. Models of historical periodization are explored to help achieve better understanding of large-scale processes in relation to temporally specific historical events. Course focuses on phenomena of human migration, cultural (including religious) movements, inventions and technological diffusions, state

formation, patterns of economic activity (e.g., agriculture, crafts, trade and commerce, proto-industrialisation) and ecological/environmental patterns as connected to use of resources. Historical events and processes that will be considered include the following: waning of medieval civilisation and its feudal order; causes and consequences of Western European expansion and European colonizations of the Americas and related interactions between Europe, Asia and Africa; an 'Industrious Revolution' emerging in several regions of the world by the 18thc. Here, modernity is not viewed as a force imposed by the West on 'the Rest'. Rather, it was something emerging from the new pattern of interactions between commercial and industrial societies of the northern and western hemispheres and the peoples of the East and South, who witnessed a comparatively advanced early modern past.

b. Objectives: To familiarize students with structures and dynamics of the history of the 'early modern' world by focusing on relations among societies and civilizations during the later 15thc and early 18thc. It promotes analytical capacity based on a global historical perspective.

c. Expected learning outcomes:

1. Students appreciate world or global history as 'connected histories' rather than a sum of regional and national histories.

2. Students learn models of *historical periodization* that can be applied to one or to several global regions and discover the historicity of geographical-cultural formations such as 'Europe' and 'Asia'.

3. Students grasp what is revealed and obscured by scholars' use of terms such as 'Westernization' and 'Southernization'; similarly, they learn to apply concepts such as feudalism, capitalism, absolutist state, parliamentary government, liberalism, rationalism, humanism in ways that strengthen understanding of contemporary events as well as historical processes.

4. Students understand historical phenomena through such concepts as environment, gender, empire, nation-state and class.

5. Through two writing assignments, students hone critical reading skills and develop academic writing abilities.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):
It has modules spread over the entire semester. These modules are thematic and chronological in their focuses.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:
(i) Module-wise Format with following details for each module:
Module [No.] [Module Title] [No. of classes needed]
[Detailed description of module]
Module Objective:

Unit I (WEEK I): Periodizing global history; cross-cultural interactions as focus of global history; 'Southernization'

Unit II (WEEKS II – III): The Emergence of Early Modern in 'Europe', 'Asia' and 'America': Cities, Countryside, Climate, Environment and Demography. Terms of world trade before European hegemony.

Unit III (WEEKS IV – V): Asia and Western Europe in comparison: the Agrarian changes, Proto-industrialisation and Proto-capitalism in Western Europe and Asia. Expansion of Western Europeans, Eurasians, Chinese, and Ottomans.

Unit IV (WEEKS VI – VII): Connecting the Old World and the New. The 'Atlantic slave system' and a global economy. The Slave economy on the plantation in the Americas, Africa and Asia.

Unit V (WEEKS VIII – XI): the Meaning of Modernity, Tendencies and Geographies of Early Modern World. The Humanist Revolution: Renaissance, Reformation, the Copernican revolution.

Unit VI (WEEK X): Strands of Enlightenment thoughts and practices.

Unit VII (WEEK XI – XII): Political strives for absolutism, liberty, equality, fraternity, laissez faire, prosperity and happiness

Unit VIII (WEEKS XIII – XIV): The Industrious Revolution, the First Industrialisation, 'Great Divergence', and the end of 'early' modernity

Unit IX Conclusions and review (WEEK XV).

f. Essential readings with page numbers:

Suggested readings:

Bentley, J. H. 'Cross-Cultural Interaction and Periodization in World History', *American Historical Review*, 101/3 (1996), pp. 749-70

Eaton, Richard M. *Islamic History as Global History* (Washington: American Historical Assoc., 1994)

Manning, Patrick. 'The Problem of Interactions in World History', *American Historical Review*, 101/3 (1996), pp. 771-82

Prak, Maarten. 'Citizenship in Pre-Modern Eurasia: A Comparison Between China, the Near East and Europe' (2011):

Price, Richard. 'Africans Discover America: the Ritualization of Gardens, Landscapes and Seascapes by Suriname Maroons,' in *Sacred Gardens and Landscapes* (Dumbarton Oaks, 2007), pp. 221 – 38.

Shaffer, Linda, 'Southernization', *Journal of World History*, 5/1 (1994), pp. 1-21

Corbelly, JC. and CJ Sullivan, *The Early Modern World, 1450-1750: Seeds of Modernity,* Bloomsbury, 2022. **(essential)**

Stearns, Peter N. (ed.), *World History in Documents: A Comparative Reader* (New York: NYU Press, 1999), excerpts from Chaps. 14 – 16 ('Europeans and American Indians', 'The Spread of Slavery and the Atlantic Slave Trade', 'Forced Labor')

Abu-Lughod, J. L. *Before European Hegemony* (New York: Oxford UP, 1989) **(essential)**

Anderson, Perry. *Lineages of the Absolutist State* (London: Verso, 1974)

Cameron, Euan (ed.), *Early Modern Europe: An Oxford History* (New Delhi: Oxford UP, 2003)

Friedrichs, Christopher J. 'What Made the Eurasian City Work? Urban Political Cultures in Early Modern Europe and Asia', in: Glenn Clark, Judith Owens and Greg T. Smith (eds), *City Limits: Perspectives on the Historical European City* (Montreal and Kingston: McGill-Queen's UP, 2010), 29-64

Pomeranz, Kenneth and Steven Topik, *The World That Trade Created,* 3rd edn (New York: Taylor and Francis, 2013)

Gay, Peter, *The Enlightenment, a Reinterpretation: The Science of Freedom,* 1976. **[essential]**

Vries, Peer, *Escaping Poverty: The Origin of Modern Economic Growth,* Vandenhoeck & Ruprecht. (*State, Economy and the Great Divergence: Britain and China, 1680s-1850s,* Bloomsbury, 2015.)

Pomeranz, K, *The Great Divergence: Western Europe, China and Japan and the Making of Modern World Economy,* 2002. **[essential]**

Engrman. G and K Sokoloff. 2012. *Economic Development in the Americas since 1500: Endowment and Institutions,* Cambridge University Press.

Braudel, Fernand. *Civilisation and Capitalism, vol. III: the perspective of the world,* 1984. [chapters – 4, 5, 6.]

de Vries, Jean. 2008. *The Industrious Revolution: Consumer Behaviour and the Household Economy from 1650 to the Present.* Cambridge University Press.

Frank, Gunder, 1998. *Reorient: the global economy in the Asian age.*

Harman, Chris, 2002. *The People's History of World,* (Chapters on Slave trade, and Central America in the 15thc – 17thc).

Mills, John, *The World Between 1400-1700.* Cambridge University Press, 2006. **(essential)**

Parthasarati, P. *Why Europe Grew Rich. Asia Did not?* Cambridge University Press, 2011.

g. Assessment Plan (weight, mode, scheduling) for the course:

S.No	Assessment	Date/period in which assessment will take place	Weightage
1	Written assignment 1	Week 4 or 5	35%
2	Presentation of assignment to the class	Week 11 or 12	20%
4	End-semester examination	During designated end-sems. Period	45%

h. **Pedagogy:**

a. Instructional strategies: regular lectures interspersed with question and answer.

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

c. Expertise in AUD faculty or outside: Within AUD.

d. Linkages with external agencies (e.g., with field-based organizations, hospit[redacted] others): N/A.

Signature of Course Coordinator(s): Dr Dhiraj Kumar Nite 1/12/24

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

Annexure VI

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA History
Course title	India, 1700-1857 (DSC9)
Course code	NSUS1H409
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Already on
Course coordinator and team	TBD

1. How does the course link with the vision of AUD?
   'India c.1700-1857' offers a glimpse into the varying socio-historical processes of early colonial India for our Undergraduate students. As will be observed from the readings there is a great deal of interdisciplinary approach followed in teaching this course which is the distinct pattern of AUD.

2. How does the course link with the specific programme(s) where it is being offered?
   Chronologically it fits into the transition from medieval to modern period. It is a core course.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes it is in continuation with the other core courses of History already expected to be done by students.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   Must be taken in programme sequence by BA Hons. History students. May be elected by other UG students in years II or III of their programme.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   No specific number.
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester
7. **Course Details:**
   a. Summary:
   'India c.1700-1857' offers a glimpse into the varying socio-historical processes of early colonial India for our Undergraduate students. It further aims to explore the emergence

and development of diverse political as well as social processes along with structures of power, coercion and governance during the early colonial rule and the ways in which the subject population of India negotiated and opposed this historical change.

b. Objectives:

This course explores the complex dimensions of the transition in India from the late Mughal period to the ascendancy of British power till the revolt of 1857. It has two main components. While it traces the trajectory of the processes of British colonization of India, it also seeks to throw light on the varied experience of colonialism by the subject population. It begins with the debates on the decline of the Mughal Empire and the nature of eighteenth century Indian society. It then discusses the pattern of British conquest of India in the global context of trade, warfare and empire- building. It seeks to understand the processes by which the East India Company moved from trade to territorial control. The course gives equal importance to the various aspects of the impact of early colonial rule and the ways in which the subject population of India internalised, questioned and opposed colonial rule. It discusses the nature of popular protests from the eighteenth century till the revolt of 1857

c. Expected learning outcomes:

- The student would have understood the institutions of colonial order.
- The student would have understood the early forms of resistance to colonial rule.
- The students would have understood the impact of colonial rule in India.

d. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

Module Wise content

Module One-

India in the eighteenth century: Mughal Empire – 'collapse' or 'decentralisation'? The debate on the nature of the 18th c: continuity vs. change, the validity of the notion of the dark century.

This module introduces students to some of the major debates on the transition from one empire to another, i.e. from the Mughal to the British in the eighteenth century.

Readings: selected writings by Seema Alavi, Peter Marshall, Irfan Habib, Michael Fisher and C.A. Bayly.

Module Two

The East India Company: from trade to territorial control.

This module explores the world of the East India Company as it began its trading operations in India and the circumstances that led to the establishment of Company Raj.

Readings: relevant writings by Ishita-Banerjee Dube, Sugata Bose and Ayesha Jalal, Sekhar Bandyopadhyay, Dharma Kumar, C.A. Bayly.

Module Three
The foundations of the colonial state: land revenue systems, early colonial trade, the evolution of the army, judiciary and colonial administration.
The third module traces the emergence of structures of colonial administration and the myriad ways in which colonial state power was exercised

Readings: relevant writings by Seema Alavi, Ishita-Banerjee Dube, Sekhar Bandyopadhyay

Module Four
The ideologies of colonial governance.
This module traces some key ideas that informed the exercise of power by the colonial state e.g. Orientalism, Utilitarianism, Evangelicalism, racism, ideas of improvement and progress, new notions underlying law, justice and private property.

Readings: selected writings by Sumit Sarkar, Sugata Bose and Ayesha Jalal, Sekhar Bandyopadhyay, Ishita-Banerjee Dube

Module Five
The emergence of the middle classes in India: impact of print culture and western education, early social and religious reform.

Readings: relevant writings by Sumit Sarkar, Sekhar Bandyopadhyay, Ishita-Banerjee Dube, Sugata Bose and Ayesha Jalal.

Module Six
Protest and Rebellion: pre-1857 tribal and peasant protests. The causes, nature and trajectory of the revolt of 1857. The module analyses the forms and nature of popular opposition to the company rule with a special focus on the rich historiography on the revolt of 1857.

Readings: selected writings by Sugata Bose and Ayesha Jalal, Ishita-Banerjee Dube, Biswamoy Pati, Rudrangshu Mukherjee, Ranajit Guha and Sabyasachi Bhattacharya.

Reading list:

Core Readings:

1. Sugata Bose and Ayesha Jalal, *Modern South Asia* (Delhi, OUP, 1999), chapters 7-9.
2. Ishita Dube-Banerjee, *A History of Modern India* (Delhi, CUP, 2014), chapters 1-3.

3. C.A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British* Expansion 1770-1870 (New Delhi, OUP, 1992), chapters 1-3.
4. Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India* (New Delhi, Orient Longman, 2004), chapters 1-3.
5. Sanjay Sharma, *Famine, Philanthropy and the Colonial State: North India in the Early Nineteenth Century* (Delhi, OUP, 2001), esp. chapters 3 & 4.
6. Dharma Kumar (ed.), *The Cambridge Economic History of India Vol. 2* (Cambridge, CUP, 1982), chapters related to the period up to 1857.
7. Rudrangshu Mukherjee, "*Rebels and the Raj: The Revolt of 1857 and its Representations*" Theme 11 in the NCERT History textbook for Class XII, Part III.
8. Sabyasachi Bhattacharya (ed) *Rethinking 1857* (Delhi, Orient BlackSwan, 2007), esp. the introduction.

Suggested readings:

9. Seema Alavi (ed), *The Eighteenth Century in India,* (Delhi OUP, 2002), esp. the Introduction.
10. P.J. Marshall (ed.), *The Eighteenth Century in Indian History: Evolution or Revolution?* (New Delhi, OUP, 2003)
11. *Subaltern Studies Vols. 1 & 4* from a boxed set of 10 volumes (Delhi, OUP). Introduction (Vol. 1) and the article by Gautam Bhadra (Four rebels of eighty fifty-seven in Vol. 4)
12. Michael H. Fisher (ed.), *The Politics of British Annexation of India 1757-1857* (Delhi, OUP, 1996), esp. the Introduction.
13. Michael H. Fisher, *A Short History of the Mughal Empire* (I.B. Taurus, London, 2016), chapter 10: The Thinning of the Empire, 1707-1857.
14. Ashis Nandy, *The Intimate Enemy: Loss and Recovery of Self Under Colonialism* (New Delhi, OUP, 2001), Preface and Chapter 1.
15. Prachi Deshpande, 'The Making of an Indian Nationalist Archive: Lakshmibai, Jhansi, and 1857", *The Journal of Asian Studies*, Vol. 67, No. 3 (August) 2008: 855-879.
16. Mahmood Farooqui, *Besieged: Voices from Delhi 1857* (New Delhi, Penguin, 2010), esp. the Introduction.
17. Radhika Singha, *A Despotism of Law: Crime and Justice in Early Colonial India* (Delhi, OUP, 2000), chapter 1 & 2.
18. Rudrangshu Mukherjee, *Mangal Pandey: Brave Martyr or Accidental Hero?* (New Delhi, Penguin paperback, 2005).
19. Gautam Bhadra, 'Four rebels of eighteen fifty-seven' in Ranajit Guha (ed). *Subaltern Studies*, IV (Delhi, OUP, 1985).
20. Seema Alavi, *The Sepoys and the Company: Tradition and Transition in Northern India 1770-1830* (Delhi, OUP, 1995), chapters 1, 2 & 5.

21. Sumit Sarkar, *Modern Times: India 1880s - 1950s, Environment, Economy, Culture* (Ranikhet, Permanent Black, 2014), chapters 1 and 5.
22. David Arnold, *The New Cambridge History of India: III.5, Science, Technology and Medicine in Colonial India* (Cambridge, CUP, 2000), chapters 1-3.
23. Biswamoy Pati (ed.), *The 1857 Rebellion* (New Delhi, OUP, 2007), esp. the Introduction.

S.No	Assessment	Weightage
1	Assignment 1	50%
2	End Semester Exam	50%

8. **Pedagogy:**
   a. Instructional strategies: Class lectures, Field Trip.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

   c. Expertise in AUD faculty or outside : AUD faculty and invited lectures by specialists

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

Signature of Course Coordinator(s) 1/2/24.

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

Annexure IX

Dr. B. R. AmbedkarUniversityDelhi

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	The Epic (DSC4)
Course code	NSUS1EN204
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG, Semester III
Proposed date of launch	MS 2023
Course coordinator and team	Dr. Amit Singh

1. How does the course link with the vision of AUD?

   This course is in sync with the vision of the university dedicated to promoting arts and humanities through its teaching learning environment.

2. How does the course link with the specific programme(s) where it is being offered?

   Being one of the most significant ad oldest genres of literature, this course fits well into the English Programme at AUD.

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

   This course introduces students to on one of the oldest genres of literature, and hence it may enhance the understanding of other genres of literature which are introduced to them through courses such as "Introduction to Literary and Cultural Forms", "Understanding Poetry", "Literatures of the India Subcontinent", along with some courses offered in the History Programme.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   None.

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

   As per SUS norms.

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

7. **Course Details: All headings to be filled**

a. **Summary:**

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, from the oldest texts located in ancient civilizations to therecent and representative texts.

b. **Objectives:**

1. To introduce students to the basics of epics and epic traditions across cultures.
2. To familiarize students with the form of epic and sensitize them towards its significance in our routine lives.
3. To engage students in the reading of great epics.
4. To draw parallels between various epics and the ones with which one has grown up.
5. To prepare students for some of the other courses closely connected to the genre of epic.

c. **Expected learning outcomes:**

By the end of the course "The Epic", students will be able to:

1. To understand the chief elements/ characteristics of epic genre.
2. To investigate the epic traditions that are part of their consciousness through an informed engagement with their implications.
3. To understand and appreciate debates surrounding oral versus written traditions as well as the nuances of poetic sequence/ epic cycles that encompass particular moments shaping human history.
4. To investigate the processes through which epics get adapted by newer media and genre, and thus be acquainted with the requirements of other courses on epic, especially the ones on their retellings.
5. To be able to investigate the epic genre further.

d. **Overall structure** (course organisation, rationale of organisation; outline of each module):

The course will be transacted in the following modules:

Module 1 (Weeks 1 through 2): Introduction-This module will focus on the origin and development of epic tradition, difference between primary and secondary epics, debates around oral versus written traditions, an understanding of epic cycle/ sequence, and the significance of epics in our times. This module will primarily be transacted through class lectures.

Module 2 (Weeks 3 through 6): *TheEpicofGilgamesh*- This module intends to impart a deep understanding of *The Epic of Gilgamesh*that happens to be the oldest extant and decipherable text available to human civilization. It seems a significant point of departure for students for two reasons: 1) Since its discovery in the mid-19th Century, this epic has opened up new windows to literary studies 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 word and it introduces the students of literature to significant key concepts related to the study of epics.

Module 3 (Weeks 7 through 10): *TheIliad*- This module investigates Homer's *The Iliad*, which is based on the Poetic Sequence of the Trojan War, 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.

Module 4 (Weeks 11 through 14): *The Legend of Ponnivala*: This module is based on a Tamil epic and it introduces students to Indian and folk epic traditions: This epic tradition shifts focus to India, and it introduces students to the South Indian folk epic tradition, while substantiating how native elements, both human and non-human, form the crux of civilizational aspirations and resilience.

Module 5 (Weeks 15 through 16):Conclusion: This concluding module would attempt a comparative analysis of epics across milieu and media while recapping insights from the previous modules.

Core Reading (with no. of pages): Indicative List

Reading List

Atikal, Ilanko. *Cilappatikaram: The Tale of an Anklet*. Trans. R. Parthsarathy. New Delhi: Penguin India, 2004, Page 1-440.

Beck, Brenda. *The Legend of Ponnivala*. Vols. 1 & 2. Toronto: Sophia Hilton Foundation, Page 1-900.

Dawood, N. J. Trans. *Tales from the Thousand and One Nights*. London: Penguin, 1973, Page 7-23, 106-112, 243-302, 372-407.

George, Andrew. Trans. *The Epic of Gilgamesh*. London: Penguin, 2003, Page 10-208.

Homer. *The Iliad*. Trans. E. V. Rieu. London: Penguin, 2003, Page 7-479.

Secondary Reading List:

Dutt, Michael Madhusudan. *MeghnadBadhKavya*. 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.

Heaney, Seamus. Trans. *Beowulf: A New Verse Translation*. New York: W. W. Norton & Company, Inc., 2000, Page 1-102.

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.

Konstan, David and Kurt A. Raaflaub. *Epic and History*. Oxford: Blackwell Publishing, 2010, Page 1-44.

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 HaruoShirane. 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	Weightage
1.	Carry Home assignment	25%
2.	Project/ Presentation	25%
3.	End semester Examination	50%

e. Instructional strategies: How it is taught?

This course will be transacted through in-depth and interactive readingof the concerned texts. The students will be encouraged to investigate the significance of the epic tradition in their daily lives.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
g. Primary and secondary texts, books related to the subject and most critically, high-end audio-visual equipment in the classroom, i.e. Projector and screen
h. Expertise in AUD faculty or outside: Dr. BhoomikaMeiling and Prof.TaujaKothyal

i. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Students will be encouraged to identify and engage with the living epic traditions of India.

31/01/24 (PC English)

Dr. 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:

Suggestions:

Signature of the Dean of the School

Annexure VIII

Dr. B. R. AmbedkarUniversityDelhi
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	**American Literature (DSC5)**
Course code	NSUS1EN205
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG, Sem III
Proposed date of launch	MS2023
Course coordinator and team	Dr. BhoomikaMeiling and Dr.UshaMudiganti

1. How does the course link with the vision of AUD?

   The course is designed to engage students with some canonical works by introducing various perspectives on the study of these texts. It seeks to help the students locate the linkages between politics, philosophy, arts and literature. With a focus on developing a deep understanding of the shifts in literature and culture brought about by significant political events, the course participates in the vision of AUD to encourage critical thinking.

2. How does the course link with the specific programme(s) where it is being offered?
   This course seeks to study the foundations of what is now known as the American Renaissance. Through a study of this period which has the powerful lectures and essays of Emerson defining the quintessential American intellectual on one end of the spectrum and Mark Twain's 'regional' novels on the other, the students are expected to forge an understanding of the cultural and historical processes which have shaped the American democratic ethos. The course also includes some post-Civil War narratives which offer a critique of the picture of American democracy presented in the Renaissance writings. Students will also be familiarized with Transcendentalism, Abolitionist Movement, American Romanticism, Dark Romanticism and Individualism in this course.
   As part of BA programme in English, the course seeks to introduce the students to this significant period of change in American literary history which had very far reaching reverberations.

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

   As a period course which studies American Romanticism, 'American Literature' is closely associated with 'The Romantic Age' offered at the second semester level. This course also offers very important preparation for some other courses of BA hons. in English such as 'Genres of Fiction', 'Understanding Poetry' and 'Modernism'.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
None

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

As per SUS norms

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

7. **Course Details: All headings to be filled**

Summary: This course focuses on the period around the American Civil War which is often also referred to as the American Renaissance. By reading some literature which preceded this period and some which came later, one seeks to understand the concept of Renaissance itself and the politics that defines this concept. Along the way it expects the students to form an idea about the foundations of an identity of American literature independent of its European predecessors. It also seeks to sensitize them towards the meaning of democracy and how it has evolved, suffered setbacks and often even been questioned in the nineteenth century in United States of America.

a. Objectives: The course will provide a broad understanding of the literary debates which precede and parallel the growth of American Renaissance. Students will be familiarized with different literary forms, especially the short story and free verse poetry, which underwent changes during this age. They will be introduced to the literary and philosophical trends which defined some very significant shifts in American literature.

b. Expected learning outcomes:

i) The students will develop an understanding of nineteenth century American Literature in terms of its linkages with the Abolitionist Movement, the Civil War and its aftermath.
ii) The students will also learn to analyse fiction and poetry in terms of their political and philosophical underpinnings.
iii) They will learn to make thematic connections between literature of the American Renaissance and literary writings of subsequent periods.
iv) They will understand the overlaps and distinctions between regular descriptive terms such as American Renaissance, American Romanticism and Dark romanticism.

c. Overall structure (course organisation, rationale of organisation; outline of each module): The course will be transacted in five modules. They are as follows:

I. An introduction to 'American Renaissance': Analysis and contextualization of the term American Renaissance. (Week 1-4)

The Rise of American Romanticism and Transcendentalism

Reading Emerson and Poe: Discussions on the quest for an American literary idiom

II. Reading short stories by Cooper, Melville and Hawthorne as experiential guides to the American way of life nineteenth century United States and its critique. (Week 5-7)

III. Politics in nineteenth century United States of America: Reading Thoreau and Douglass (Week 8)

IV. Politics in Fiction: Reading Mark Twain's *Adventures of Huckleberry Finn*(Week 9-11)

V. Individualism and Poetry: A. Reading Whitman (Week 12)

B. Reading Wheatley, Bradstreet and Dickinson (Week 13-14)

Conclusion and review (Week 15)

Primary Texts:

A reader will be provided to the students at the beginning of the course. It will include the following texts:

Ralph Waldo Emerson: "The American Scholar"
Edgar Allen Poe: "The Fall of the House of Usher"
James Fenimore Cooper: "The Lake Gun"
Herman Melville: "Bartleby, the Scrivener"
Nathaniel Hawthorne: Introduction to *The House of the Seven Gables,* "Rappaccini's Daughter", "My Kinsman, Major Molineux" and "Young Goodman Brown"
Henry David Thoreau: "Civil Disobedience", Excerpts from *Walden*
Frederick Douglass: Chapters 1-4, *Narrative of The Life of Frederick Douglass, An American Slave*
Selections from Walt Whitman's *Leaves of Grass*
Selections from Collected Poems of Phillis Wheatley, Ann Bradstreet and Emily Dickinson
Mark Twain: *The Adventures of Huckleberry Finn*

Secondary Reading List:

Ralph Waldo Emerson: "Divinity School Address", "Self-Reliance"
Harriet Jacob, *Incidents in the Life of a Slave Girl*
Abraham Lincoln: "Gettysburg Speech"
Selections from Margaret Fuller's *Women in the Nineteenth Century*

37)

The Emancipation Proclamation, 1863
Kate Chopin, "Desiree's Baby"
Journalistic pieces by Walt Whitman, Mark Twain and others

Critical Readings about the Period and its Authors:

Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance.* Ithaca, New York: Cornell University Press, 1975.

Carr, Julie and Jeffrey C. Robinson. Eds. *Active Romanticism: The Radical Impulse in Nineteenth-Century and Contemporary Poetic Practice*. Tuscaloosa: The University of Alabama Press, 2015.

Hughes. Glenn. *A More Beautiful Question: The Spiritual in Poetry and Art*. Columbia and London: University of Missouri Press, 2011.

Levy, Andrew. *The Culture and Commerce of the American Short Story*. Cambridge: CUP, 1993.

Mathiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman* (1941). New York: Kessinger Publishing, 2012.

Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism*. New York: Penguin, 1991.

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Mid Semester Exam	10th week	50%
2.	Class Presentations and Report*	16th week	50%

*The presentations will be based on nineteenth century American works of art, music and sculpture. Through this assessment situation, the students learn about the arts in general which were also in a flux owing to the rapid changes taking place in the polity and society.

d. Instructional strategies: How it is taught?
The classes will involve several in-depth close reading sessions interspersed with more general contextualization of texts in their socio-political and cultural background. The individual project work in close consultation with the instructor will be an important component of the teaching methodology.

e. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
f. Primary and secondary texts, books related to the subject and most critically, high-end audio-visual equipment in the classroom, i.e. Projector and screen
g. Expertise in AUD faculty or outside:
AUD faculty

36

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

BhoomikaMeiling/ UshaMudiganti
Signature of Course Coordinator(s)
31/01/24 (PC English)

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

Annexure VII

Dr. B. R. AmbedkarUniversityDelhi
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	Introduction to Drama (DSC6)
Course code	NSUS1EN206
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG 3rd semester
Proposed date of launch	MS2023
Course coordinator and team	Dr. Vikram Singh Thakur and Dr. Sanju Thomas

1. How does the course link with the vision of AUD?

   The course has been designed keeping in mind AUD's vision of exposing students to diverse cultures, communities and traditions in all its programmes. Keeping this in mind, the course draws on the dramatic traditions from various linguistic, literary and theatrical traditions. The course includes plays drawn from diverse cultures like India, Greece and Europe.

2. How does the course link with the specific programme(s) where it is being offered?

   The BA English programme intends to introduce students to various literary genres in the early phase of the English programme. It is with this intention that the course "Introduction to Drama" has been designed for the third semester students. The idea is to engage with this literary genre so that it gives students an opportunity to build up on the foundations of drama. Those who gain interest in the genre may opt for advanced elective courses on drama in the subsequent semesters. Some may even plan research in this area of study.

3. 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 intends to be introductory in nature and shall give way to other advanced courses on drama in later semesters.

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

None.

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

As per SUS norms

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

Semester long

7. **Course Details: All headings to be filled**

a. Summary: Drama is one of the oldest and most dynamic of literary genres.Drama finds its place not just in literary studies but performance studies as well. The oldest dramatic traditions are found in Sanskrit, Greek and Roman literatures and have origins in religious beliefs, rituals and festivals. The present course introduces students to drama written in various linguistic and theatrical traditions cutting across space and time. It will familiarize students with some significant Indian, Greek, British andNorwegian traditions of dramatic writing.

b. Objectives: The course aims to engage students of English literature with the literary genre called drama written in various languages and traditions from ancient to modern times. By the end of the course students would have familiarised themselves with various traditions of drama literature through various modes and styles of dramatic expression. They would also be able to analyse drama more critically and creatively.

c. Expected learning outcomes: The outcomes will be as follows:

i. Develop critical thinking and writing skills
ii. Identify drama and dramatic techniques
iii. Identify elements, nature and function of drama
iv. Read drama closely with attention to nuances of language, form and content
v. Synthesising ideas discussed in class with their reading of dramatic texts
vi. Gain confidence in public speaking by participating in class discussions.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course is divided into five modules.The first module sets the foundations of the course by dealing with the basictheory of drama. All other modules engage withsome significant dramatic traditionsacross cultures and civilizations that have impacted the art of dramatic writing and continue to do so. One dramatic text in each of the modules, except the first,shall be taken up for detailed discussion by the course instructor.

Module I: This is the introductory modulethat shall commence with the origins of drama moving on to the basic aspects of drama. Students shall be familiarised with dramatic concepts like imitation/mimesis, character, plot, action, dialogue, and setting. The module shall then introduce students to dramatic formslike tragedy, comedy, tragic-comedy, farce, pantomime,etc., and acquaint them with select modern movements in drama that changed the conventions of theatre. **(Week 1-2)**

- What is Drama and what is theatre
- Elements of drama
- Nature of drama
- Function of drama
- Types of drama
- Dramatic techniques
- Appreciating drama

Reading:

_____. "The Play" (Chapters 3).*The Essential Theatre. 11th Edition.*

Cengage, 2015, pp. 39-57.

Module II: Classical Indian Drama (Week 3–5)

This module is intended to introduce students to one of the oldest forms of dramatic expression in the world – Classical Indian Drama. Students will learn about the historical, cultural, dramatic and performative aspects of Sanskrit drama and theatre.The module shall take upKalidasa's*Abhijnansakuntalam* for detailed class discussion

Plays:

Kalidasa.*Shakuntala*. Tr. Vinay Dharwadker. Translated from the Sanskrit and Prakrit, with

an Afterword and Notes. Penguin Classics, 2016.

Suggested Readings/Viewing:

Bharatmuni. Selections from *TheNatyasatra*. Tr. AdyaRangacharya, New Delhi: Munshiram

(31)

Manoharlal, 2016 (1984).

Schuyler, Montgomery. "Introductory Sketch of the Sanskrit Drama." *A Bibliography of the Sanskrit Drama*. New York: AMS Press, 1965.

Patel, Jabbar (dir.) *Indian Theatre*. 1988. A documentary produced by Films Division.

Module III: The Greek Tragedy (Week 6-7)

The third module shall introduce students to the Greek understanding of drama. While students shall be familiarised with various forms of Greek drama, the module's primary focus shall be on the Greek tragedy. They shall be acquainted with the theory of Greek tragedy through Aristotle's *Poetics*. For class discussions in this module, Sophocles's*Oedipus the King* shall be taken up in detail.

Play:

Sophocles. "Oedipus the King".*The Theban Plays*, tr. Ruth Fainlight and Robert J. Littman. Baltimore: The Johns Hopkins University Press, 2009.

Suggested Reading/Viewing:

Aristotle. Selections from *Poetics*. OUP, 2013.

Ruth Fainlight and Robert J. Littman ."Introduction". *The Theban Plays*, tr. Ruth Fainlight and Robert J. Littman. Baltimore: The Johns Hopkins University Press, 2009.

"Democrats" (Episode1), *Ancient Greece: The Greatest Show on Earth* (2013). A documentary produced by BBC 4.

Module IV: Shakespeare (Week 8-10)

No course on drama can be complete without a study of William Shakespeare. Drama in England flourished in the hands of Elizabethans like Marlowe and Shakespeare. Students, in this module, shall be introduced to the Shakespeare's dramatic art. While they would be acquainted with the Shakespearean tragedy, the focus of the module is in his comedies. In order to understand Shakespeare's conception of comedy, the class discussions shall take up a detailed analysis of *A Midsummer Night's Dream*.

Play:

Shakespeare, William. *A Midsummer Night's Dream*. Ed. Barbara A Mowat and Paul Werstine. NY: Simon and Schuster, 2016.

Suggested Reading/Viewing:

Mullan, John. "An Introduction to Shakespeare's Comedy." The British Library, 2016.

Lyndy Saville (prod. & dir.). *William Shakespeare: The Time and Life of the World's Greatest Writer* (Documentary).

Module V: Modern Drama (Week 11-13)

Late 19th century Europe witnessed the emergence of a new kind of drama that was located within the realist movement and found its expression in varied creative expressions. Drama moved away from older conventions to representations and critiques of the modern society. Engaging with some of these issues in the late 19th century Europe, this module shall take up Henrik Ibsen's *A Doll's House* for a detailed discussion in class.

Play:

Ibsen, Henrik. "A Doll's House" *A Doll's House and Other Plays*, tr. Deborah Dawkin and Erik Skuggevik. Penguin, 2016.

Suggested Reading/Viewing:

Hemmer, Bjorn. "Ibsen and the Realistic Problem Drama". *The Cambridge Companion to Ibsen. Ed. James McFarlane*. New York: Cambridge University Press, 1994

Wattis, Nigel (prod. & dir.) *Henrik Ibsen: The Master Playwright* (Documentary, 1988)

Supplementary Readings:

Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Termsx*. 10thedn.

Boulton, Marjorie. "Literature that Walks".*The Anatomy of Drama*. Oxon: Routledge, 1980 (1960).

Brecht, Bertolt. "Theatre for Pleasure or Theatre for Instruction", in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

Esslin, Martin. "The Theatre of the Absurd", *The Tulane Drama Review*, Vol. 4, No. 4 (May, 1960), 3-15.

_____. *An Anatomy of Drama*. New York: Hill and Wang, 1976.

Leggatt, Alexander. *The Cambridge Companion to Shakespearean Comedy*. Cambridge: Cambridge University Press, 2002.

(29)

Moi, Toril. *Henrik Ibsen and the Birth of Modernism*. OUP, 2006.

Schuyler, Jr., Montgomery."Introductory Sketch of the Sanskrit Drama". *ABibiliography of the Sanskrit Drama*, New York: AMS Press Inc., 1965.

Dharwadker, Aparna. "Realism and the Edifice of Home". Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947, New Delhi: OUP, 2006.

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period of assessment	Weightage
1.	Mid-semester exam	7th week	50%
2.	End-semester Exam	As per AUD calendar	50%

e. Instructional strategies: How it is taught?

Although the lecture method will be used for teaching, students would be expected to participate in class discussions. The course shall make use of documentaries on theatre and playwrights, play performances and dramatic readings to enhance students' understanding of plays and their contexts.

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.

g. Expertise in AUD faculty or outside: In house expertise

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

31/01/24 (PC English)

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

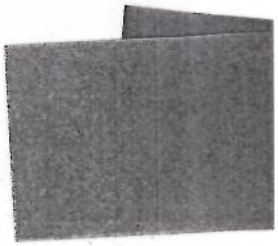
Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

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



Annexure X

Dr. B. R. AmbedkarUniversityDelhi

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	Folk, Oral, Indigenous, Popular Cultures (DSC7)
Course code	NSUS1EN207
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG, Semester V
Proposed date of launch	MS 2023
Course coordinator and team	Diamond Oberoi Vahali and Dr. Amit Singh

1. How does the course link with the vision of AUD?
   In some respects this course is close to the vision of the Centre for Community Knowledge at AUD as it values a different set of knowledge system which is fluid and does not follow a rationalist framework.

2. How does the course link with the specific programme(s) where it is being offered?

   In accordance with the broad vision of the BA English programme that values diversity of forms, this course, introduces students to an altogether different set of literary and cultural forms. It hopes to highlight the diverse linguistic, oral, popular and artistic expressions existing in distinct cultures across communities in India and elsewhere.

3. 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

   Yes, it connects to anMA English course called "Folklore and Folkloristics" and a MA History course called "Oral Epics in India".

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

   No.

(25)

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

   As per SUS norms

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester Long

7. **Course Details: All headings to be filled**

Summary:

This course aims at interrogating the dynamics of the oral, the indigenous, the folk and the popular. It will attempt to sensitize students towards the linkages between these categories and their relation with the written word, the mainstream, the 'high' culture and 'representative' aesthetics and the 'official' art and literary forms of a people. As the categories dealt with in this course are extremely complex and often highly debatable, students will be given a critical and a theoretical insight into these debates. Moreover, oral transmission of stories can also be through graphics and visual artistic forms, dance, music and rituals. This course will look into the various songs, stories, paintings, dance, music, tapestries, folklore and rituals that circulate in tribal cultures across space and time and will discuss as to how several communities survive as communities because they are bound up by their oral epics, myths and narratives. The course will bring to the fore the songs of the itinerant street singers, the folklore and tales of the mystics, lovers, as well as those of ordinary people and will see how the folk imagination weaves tales as if it were weaving a tapestry. References in the Indian context may be made to traditional forms of narration like the *Dastangoi*, *Qissagoi*, *Brihat Katha*, *Panchtantra* and tales of different languages and regions. References may also be made to the Aborigine African, Australian, New Zealand (Maori), Canadian and Latin American storytelling traditions and cultures. The course may also attempt to look at a few Indigenous systems of healing and nurturing. Thus this course will delve into the indigenous, folk and mass imagination in its varied manifestations.

b. Objectives:

1. To familiarize students to the folk, oral, indigenous and popular art forms and literature.
2. To analyze the interfaces that exist between these forms.
3. To understand the subtle distinctiveness of each form and its significance for people and communities.
4. To prepare students for a deeper understanding of these forms in a cultural relativist manner.
5. To acquaint students with the richness of textual, performative and visual texts of these four forms.

c. Expected learning outcomes:

By the end of the course "Folk, Oral, Indigenous, Popular Cultures", students will be able to:

1. To understand the chief elements/ characteristics of these forms and traditions.
2. To develop deep insights into culture and its vast diversity.
3. To get acquainted to varied forms of literary expressions embedded in these forms and traditions.
4. To engage and appreciate the debates surrounding oral versus written traditions from the perspectives of these four forms.
5. To critically engage with the issues of representation, selection and omission in the literary traditions.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course is spread across five modules. The first module will serve as an introductory module, followed by a module on the concept of the oral which will serve as an overarching concept across all modules. The third module will introduce the concept of the indigenous, which will be followed by a module on the folk and subsequently the popular.

Modules and Indicative Reading List: Keeping the time constraint in mind, only some of the readings listed will be discussed in detail, the remaining readings will be dealt through student presentations.

Module I

Critical, Conceptual and Theoretical frameworks

This module will serve as an introductory module and will attempt to clarify the distinctions between the four forms.Itwill develop a theoretical and a critical framework for the course as it will provide the fundamental basis on which it is based.

The Oral refers to the spoken as distinct from the written. It is thestorehouse of a culture's collective memory, from where in the primal myths and narratives are passed down to generations.

A related category to the oral is that of the **Indigenous** which emerges from the idea of the Aborigine culture and tradition and involves oral forms of narration in the native tongue of the

(93)

group. This literature refers to renderings that exist and circulate primarily within a tribe or a community. Indigenous forms are linked inextricably with closed communities and therefore, with issues of ethnicity. In this respect Indigenous as a form belongs essentially to specific communities and tribes which are mostly spread across diverse geographical regions, for instance the Bhils as a tribe are spread across Gujarat, Rajasthan, Maharashtra, Madhya Pradesh yet they all share the Bhil *Bharat.*

Folk forms are distinct from the indigenous because they are artistic expressions of the people of a particular geographical region. Propagated in the vernacular of a region, folklore voices the concerns, often even mundane and routine in the form of stories, songs, dance, dramatic performances, paintings, riddles, jokes and proverbs. The folk thus primarily refers to a geographical region, for instance the folklore of Haryana, which is shared by all the inhabitants of Haryana irrespective of specific tribal communities living there. Just like the indigenous, the folk also is integrally tied up with the oral.

The popular has a strong interface with the folk, but is often a more compromised form of the same. The Popular is the more commercial, pervasive and mass media based younger cousin of the folk. It is distinct from the folk in terms of its tremendous reach to a huge audience often through media like films, television, radio, cheap paperbacks, comic books, cassettes, compact discs and now even internet. Folk lore often acts as an important source for the popular. As a cultural category the popular is fraught with politics of consensus and commerce. It has also been problematized as a space where blatant cultural homogenization is encouraged.

Though these four forms; folk, Oral, indigenous and popular can be theorized distinctly yetthe distinctions are often blurred and there are constant overlaps.

Basic theoretical readings on all four concepts will be included in this module.

Bettelheim, Bruno. "A Pocketful of Magic". *Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Alfred A. Knofp, 1976.

Bourdieu, Pierre. "Introduction". *Distinction: A Social Critique of the Judgement of Taste.* Cambridge, MA: Harvard University Press, 1979.

Devy, G.N. ed. "Introduction". *Painted Words: An Anthology of Tribal literature.* New Delhi: Penguin Books, 2002.

Ramanujan, A. K. "Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation." *The Collected Essays of A.K. Ramanujan. New Delhi: Oxford University Press, 2004.*

Thiong'o, Ngugiwa. "Notes Towards a Performance Theory of Orature". *Performance Research* 12.3 (2007): 4-7. Web. 11 Feb. 2013. http://www.ohio.edu/people/hartleyg/ref/Ngugi_Orature.html

Ao, Temsula. 1999. *The Ao-Naga Oral Tradition*. Baroda: Bhasha Publications, 1999.

Discussion on the concept of Oral history and orality- Jan. M. Vansina, *Oral Tradition as History.*

Module II: ORAL

The oral as a literary form is distinct as it travels across time and space, across the borders of various forms and in the process becomes a dialogic means through which the epics and the myths speak to each other. All literature, no matter in what form it is written, embodies within itself elements of the oral. This module will focus on the concept of orality in literature. It will discuss a number of origin myths from around the world besides focusing on Sufi and Bhakti traditions.

Select Creation Myths.

"Vachanas of Mahadeviyakka". *Cultural Diversity, Linguistic Plurarity and Literary Traditions in India*. Ed. Sukrita Paul Kumar, Vibha S. Chauhan, Bodh Prakash, 1981.

Selections from *AnhadGarje*, (4 cassettes). Sahmat, Delhi.

Zirimu, Pio. "Oral Power and Europhone Glory: Orature, Literature, and Stolen Legacies" in *Gunpoints, and Dreams: Towards a Critical Theory of the Arts and the State in Africa.* Oxford: Clarendon Press, 1998.

Ramanujan, A. K. "Three Hundred Ramayanas: Five Examples and Three Thoughts on

Translation." *The Collected Essays of A.K. Ramanujan. New Delhi: Oxford University Press, 2004.*

Thiong'o, Ngugiwa. "Notes Towards a Performance Theory of Orature". *Performance Research* 12.3 (2007): 4-7. Web. 11 Feb. 2013. <http://www.ohio.edu/people/hartleyg/ref/Ngugi_Orature.html>

Ao, Temsula. *The Ao-Naga Oral Tradition*. Baroda: Bhasha Publications, 1999.

Lord, Albert Bates, Stephen Arthur Mitchell, and Gregory Nagy. *The Singer of Tales*. Vol. 24. Harvard University Press, 2000.

Discussion on the concept of Oral history and orality- Jan. M. Vansina*Oral Tradition as History*

Module III: INDIGENOUS

This module will develop the concept of the Indigenous by discussing indigenous literatures from around the world, specifically Native American literature, African indigenous literature and Australian Aboriginal Literature. It will also focus on tribal literatures in India.

Selection from *Bharath: An Epic of DungriBhils*, Ed. Dr. Bhagwandas Patel, Trans. Nila Shah, Bhasha Research and Publication Centre, India, 2012.

Duane Niatum. Ed. *Harper's Anthology of Twentieth Century Native American Poetry.* San Francisco: Harper, 1988.

Heiss, Anita and Peter Mirtin McGill. Eds. *Anthology of Australian Aboriginal Literature.* London: Queen's University Press, 2008.

Seathl. "A Simple Philosophy". Contemporary English. New Delhi: OUP, 1991.

Module IV: FOLK

This module will include folktales and films based on folktales as well as a few theoretical readings. Itwill also discuss folk songs and folk music specifically from India.

Dandetha,Vijay.'Duvidha'. Web. 11 Feb. 2013. <http://www.manushi-india.org/pdfs_issues/PDF%20files%2062/the_dilemma_short_story-vijay_dan_detha.pdf>

Dangrembga, Tsitsi.*KareKareZvako*(Long Time Ago) *Mother's Day* (a Shona (African) Folk Tale.

Dundes, Alan. "Who are the folk?" in *Interpreting Folklore*. Indiana University Press, 1980.

Gupta, Sudheer. Dir. A*nantKalakar* 2006.

Kaul, Mani. Dir. *Duvidha*. 1973.

Ramanujan, A. K. *A Flowering Tree and Other Oral Tales from India*. Berkley: University of California Press, 1997.

Virmani, Shabnam.dir. *ChaloHamara Des*. 2008

V., Propp. *Morphology of the Folktale*. Austin: University of Texas Press, 1968.

Module V: POPULAR

This module will further theorize on the concept of the popular. It will try to trace the genesis of the popular from within the dynamics of the folk. Besides this aspect, it will focus on the popularity of two popular films which were major Box office hits and trendsetters during their times. This module will also discuss a novel, the Berlin wall graffiti and popular music.

Anand, Vijay. Dir. *The Guide*. Navketan Films. 1965.

Barjatya, Sooraj. Dir. *Hum Aapke Hain Kaun*. Rajshri Productions. 1994.

Berlin Wall Graffiti.

(19)

Chauhan, Anuja. *Zoya Factor.* New Delhi: Harpercollins, 2014. India, a Joint Venture with India Today Group, 2008. Print.

Radway, Janice. *Reading the Romance: Women, Patriarchy, and Polular Literature*. Chapel Hill: University of North Carolina Press, 1984.

Selections from popular music in India and the songs of Elvis Presley, Michael Jackson, Madonna, Lady Gaga, Justin Beiber may be discussed through presentations.

Core Reading (with no. of pages): **Indicative List**

Reading List:

Anand, Vijay. Dir. *The Guide.* Navketan Films. 1965.

Ao, Temsula. 1999. *The Ao-Naga Oral Tradition.* Baroda: Bhasha Publications, 1999.

Barjatya, Sooraj. Dir. *Hum Aapke Hain Kaun.* Rajshri Productions. 1994.

Berlin Wall Graffiti.

Bettelheim, Bruno. "A Pocketful of Magic". *Uses of Enchantment: The Meaning and and Importance of Fairy Tales*. New York: Alfred A. Knofp, 1976.

Bourdieu, Pierre. "Introduction". *Distinction: A Social Critique of the Judgement of Taste.* California Press, 1997.

Chauhan, Anuja. *Zoya Factor.* New Delhi: Harpercollins, 2014. India, a Joint Venture with India Today Group, 2008. Print.

Dandetha,Vijay.'Duvidha'. Web. 11 Feb. 2013. <http://www.manushi-india.org/pdfs_issues/PDF%20files%2062/the_dilemma_short_story-vijay_dan_detha.pdf>

Dangrembga, Tsitsi.*KareKareZvako*(Long Time Ago) *Mother's Day* (a Shona (African) Folk Tale.

Devy, G.N. ed. "Introduction". *Painted Words: An Anthology of Tribal literature.* New Delhi:

Bhasha Research and Publication Centre, India, 2012.

Penguin Books, 2002.

Discussion on the concept of Oral history and orality- Jan. M. Vansina*Oral Tradition as History.*

Duane Niatum. Ed. *Harper's Anthology of Twentieth Century Native AmericanPoetry.* San Francisco: Harper, 1988.

Gupta, Sudheer. Dir. A*nantKalakar* 2006.

Heiss, Anita and Peter Mirtin McGill. Eds. *Anthology of Australian Aboriginal Literature.* London: Queen's University Press, 2008.

Kaul, Mani. Dir. *Duvidha.* 1973.

Radway, Janice. *Reading the Romance: Women, Patriarchy, and Polular Literature.* Chapel Hill: University of North Carolina Press, 1984.

Ramanujan, A. K. "Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation." *The Collected Essays of A.K. Ramanujan. New Delhi: Oxford University Press, 2004.*

---. *A Flowering Tree and Other Oral Tales from India.* Berkley: University of California Press, 1997.

Seathl. "A Simple Philosophy". Contemporary English. New Delhi: OUP, 1991.

Selection from *Bharath: An Epic of DungriBhils*, Ed. Dr. Bhagwandas Patel, Trans. Nila Shah, Bhasha Research and Publication Centre, India, 2012.

Selections from popular music in India and the songs of Elvis Presley, Michael Jackson, Madonna, Lady Gaga, Justin Beiber(through presentations).

Thiong'o, Ngugiwa. "Notes Towards a Performance Theory of Orature". *Performance Research* 12.3 (2007): 4-7. Web. 11 Feb. 2013. <http://www.ohio.edu/people/hartleyg/ref/Ngugi_Orature.html>

V., Propp. *Morphology of the Folktale.* Austin: University of Texas Press, 1968.

Virmani, Shabnam. Dir. *ChaloHamaraDesh*, 2008.

Assessment structure (modes and frequency of assessments):

(17)

S. No.	Assessment	Weightage
1.	Carry Home assignment	25%
2.	Project/ Presentation	25%
3.	End semester Examination	50%

a. Instructional strategies: How it is taught?

This course will be transacted through in-depth and interactive reading of the concerned texts. The students will be encouraged to investigate the significance of the epic tradition in their daily lives. Basic theoretical concepts will be explained through power point presentations and through lectures. Selected readings will be dealt in great detail. As the reading list under each category is vast, some of the readings will be dealt through student presentations.Diversity of perspectives will be invited through discussions. A few songs and extracts from films will be screened.

b. 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.

c. Expertise in AUD faculty or outside: Dr. BhoomkaMeilingandProf.TanujaKothiyal

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

31.01.24 (PC English)

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:

Annexure XI

Dr. B. R. AmbedkarUniversityDelhi

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	Genres of Fiction (DSC8)
Course code	NSUS1EN208
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG, Semester IV
Proposed date of launch	WS2024
Course coordinator and team	Dr. BhoomikaMeiling and Dr. Usha Mudiganti

1. How does the course link with the vision of AUD?

   The course is designed to engage students with some canonical works in three different forms of fiction: the novel, the novella and the short story. By introducing various perspectives on the study of these works, it seeks to help the students draw connections between the origins of fiction and the socio-politico-cultural background which encouraged its growth over the past three and a half centuries. This would necessitate establishing links between the rise of the middle class, nationalism, women authors, colonial literatures, etc. With myriad connections being made to theories related to several areas, geographies and disciplines, the course fits into the vision of AUD to go beyond the Eurocentric approach in favour of a more diverse study of literature.

2. How does the course link with the specific programme(s) where it is being offered?

   This course introduces the students to two of the most recently developed genres in literature: the Novel and the Short Story. Being very popular and accessible genres of literature, no study of literature is complete without a thorough understanding of their respective histories and forms.

   The course also covers some important phases in the growth of fiction which are not discussed in other period or theme based courses. The rise of the novel will be studied in detail in this course. It aims to enhance students' understanding of the literary ethos, especially in Europe during the late seventeenth century and the eighteenth century. Hence, to a fair extent, they will be able to fill the gap between 'Literatures of the Renaissance' and 'The Romantic Age' which they have studied at the level of second semester. Similarly, while discussing the rise of short fiction in late eighteenth century and the growth of fiction across the nineteenth century and early twentieth century, the course will provide the students some readiness for courses placed in later semesters such as 'Modernism', 'Postcolonial Literatures' and 'Literature and Cinema'.

   While the beginnings of the novel form are often traced to the Japanese, Chinese and Indian 'romances' of tenth and eleventh centuries, its origins cannot be studied in isolation from the print

(13)

market which originated in the fourteenth century in Europe. The course will take into cognizance the close ties between the publishing market and the emergence of the modern characteristics of the novel form in the late seventeenth century.

The course aims at analyzing the nexus between the rise of intermediate classes after Protestant Reformation, popularization of printing methods, dialects and reading cultures and the rise of the novel. In the process, students would be encouraged to research and seek the roots of the novel form in their own mother tongues. The presentations and assignments would therefore revolve around early novels in Indian languages while the classroom discussions would involve an exploration of early novels from Europe.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
As a genre course, 'Genres of Fiction' is closely associated with the other genre courses offered to students of BA Major in English such as those on the epic, drama and poetry.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
None

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

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

7. **Course Details: All headings to be filled**

   a. **Summary**: The early moorings of the novel form definitely lie in the romance tradition which flourished first in the Asian story-telling traditions and later in their European counterparts. The shift from orality to written documentation produced some remarkable romances such as *Tale of Genji*(1010) and *HayyibnYaqdhan* (12th century) which are now being proclaimed as earliest novels. Whatever be the origins, the rise of the novel is organically associated with the rise of print capitalism. While *Don Quixote* (1605) and *Oroonoko*(1688) are good examples of early experiments with a new form, the 'rise' of the novel takes place definitely in the eighteenth century. This course begins by perusing this event through an analysis of the milieu of the early novel in Europe. It aims at analyzing the nexus between the rise of intermediate classes after Protestant Reformation, popularization of printing methods, dialects and reading cultures and the rise of the novel. Further, the course traces briefly the trajectory of growth of fiction from the eighteenth to the late nineteenth century by discussing the rise of the Short story in Europe and America and the nineteenth century response to Realism through a reading of George Eliot and Charles Dickens. The course branches into the colonial period with a brief study of the Short story form in the Indian Subcontinent.

b. Objectives: The course will provide a broad understanding of the genres of fiction.Students will learn about the origins of the Novel form and the Short Story. They will gain an understanding of the link between politico-religious and social changes which in turn cause shifts in the cultural productions of any period.

c. Expected learning outcomes:

1. The student will acquire a foundational knowledge of the genres of fiction
2. The student will be able to form connections between various genres of fiction and the rise of the novel form
3. The student will learn about the forms the genres of fiction took over three centuries in Europe and America.
4. The student will become aware of the influence of colonisation on the genre of fiction

d. Overall structure (course organisation, rationale of organisation; outline of each module): The course will be transacted in five modules. They are as follows:

I. The Rise of the Novel: An introduction with detailed references to Renaissance, Protestant Reformation, popularization of printing methods, dialects and reading cultures. (Week 1 and 2)

Readings:

Pavel, Thomas. "The Novel in Search of Itself: A Historical Morphology" in Franco Morretti. *The Novel. Vol .II.* New Jersey, Princeton UP, 2006. 3 – 31.

Eagleton, Terry. "What is a Novel?" *The English Novel.* Malden: Blackwell, 2005. 1 – 21.

II. Early Novel: An introduction to debates surrounding the early novel. (Week3- 4)

Reading:

Behn, Aphra. *Oroonoko* (1688). Ed. Maureen Duffy. London: Methuen, 1986.

III. The Novel in the Nineteenth Century: Understanding Realism and its Limitations (Week 5-8)

Readings:

Eliot, George. *Silas Marner* (1861). New Delhi: Penguin, 2003.

Dickens, Charles. *Hard Times* (1854).New Delhi: Penguin, 2003.

IV. Origins and Growth of Short Fiction: Understanding the growth of short fiction (short story and novella) and its close connection with the proliferation of journals, dailies and magazines. (Week 9-12)

Readings:

Washington, Irving. 'The Legend of the Sleepy Hollow'. 1820. Web. 13 Apr. 2015. <https://www.gutenberg.org/files/41/41-h/41-h.htm>

Chopin, Kate. 'The Story of an Hour'. 1894. Web. 23 Aug. 2023. <https://archive.vcu.edu/english/engweb/webtexts/hour/>

Dostoevsky, Fyodor. "White Knights". 1848. Web. 13 Apr. 2015. <http://www.gutenberg.org/files/36034/36034-h/36034-h.htm>

Saki, "The Open Window". 1914. *Beasts and Super-beasts*. Web. 10 May 2023. <https://www.gutenberg.org/cache/epub/269/pg269-images.html>

V. Short Fiction in the Indian Sub-continent (Week 12-15)

Readings:

Ramanujan, A.K. "Introduction". *Folktales from India.* New Delhi: Penguin, 2009.

Detha, Vijaydan. *The Garden of Tales: The Best of VijaydanDetha.* New Delhi: Harper Perennial India, 2023. (Selections).

Guleri, Chandradhar Sharma. "UsneKahaTha" (1915) in *UsneKahaThaAur Anya Kahaniyaan*. New Delhi: Rajpal and Sons, 2014.

Manto, Sadat Hasan. *Black Margins*.New Delhi: Katha, 2009.

Clarke, Arthur C. "The Star". 1955. *The Nine Billion Names of God: The Best Short Stories of Arthur C. Clarke* .1967: rpt. NY: Signet/NAL, 1974: 235-240.

Assessment structure (modes and frequency of assessments):

For the project, students would be encouraged to research and seek the roots of the novel form in their mother tongues. This assessment would therefore revolve around early novels in Indian languages while the classroom discussions would involve an exploration of early novels from Europe.

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	End Semester Exam	As per SUS calender	50%
2.	Individual project	11th week	50%

e. Instructional strategies: How it is taught?
The classes will involve several in-depth close reading sessions interspersed with more general contextualization of texts in the socio-political and cultural background. The individual project work in close consultation with the instructor will be an important component of the teaching methodology.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
g. Primary and secondary texts, books related to the subject and most critically, high-end audio-visual equipment in the classroom, i.e. Projector and screen
h. Expertise in AUD faculty or outside:
AUD faculty
i. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

BhoomikaMeiling/ UshaMudiganti 31/01/24 (PC English)
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 sub 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 across Schools, may need to be taken through the Boards of Studies of the resp Schools. The electives shared between more than one programme should have 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

Annexure XII

Dr. B. R. AmbedkarUniversityDelhi

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	Understanding Poetry (DSC9)
Course code	NSUS1EN209
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	DSC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG, Sem IV
Proposed date of launch	MS2023
Course coordinator and team	Dr. Amit Singh and Dr. Kopal

1. How does the course link with the vision of AUD?

This course is in sync with the vision of the university dedicated to promoting arts and humanities through its teaching learning environment.

2. How does the course link with the specific programme(s) where it is being offered?

Poetry is one of the most prominent and indispensable genres in literature; A course on poetry is indispensable in any literature programme/ department. This course fulfils this requirement in the English Programme at AUD.

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

The course connects to two core courses offered in the English Programmeat AUD: "Drama Down the Ages'' and "Genres of Fiction" that introduce major literary forms to the students.

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

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

No

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per the university norms.

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

Semester Long

7. Course Details:

a. Summary:

The course "Understanding Poetry" is designed for BA English literature students and aims to provide a comprehensive understanding of the poetic form, techniques and traditions. This course will take students on a journey from elementary concepts to more advanced experimentations, allowing them to develop a solid foundation in analyzing and appreciating poetry through close reading techniques. It wili begin with investigating the limitations and possibilities of defining poetry. As the course progresses through a range of poetic forms and techniques, the students will learn to move from the grain and texture of the text towards the work's cultural context continually to answer questions of social importance of poetry and role of criticism. The course also aims to encourage students to find links between poetry as a language and poetry as a discourse.

b. Objectives:

1. To introduce students to the fundamental elements of poetry, including rhyme, meter, imagery, and figurative language.
2. To familiarize students with various poetic forms and structures, enabling them to recognize and analyze their impact on the meaning and effect of a poem; to develop students' skills in reading and analysis, enabling them to identify and interpret poetic devices, symbolism, and the effectiveness of poetic techniques.
3. To expose students to experimental and avant-garde forms of poetry, expanding their understanding of the possibilities of the poetic form.
4. To cultivate critical thinking skills in analyzing and evaluating poetry, enabling students to articulate and support their interpretations with evidence from the text.

c. Expected learning outcomes:

By the end of the course "Understanding Poetry," students will be able to:

1. Identify and analyze the fundamental elements of poetry, including rhyme, meter, imagery, and figurative language.
2. Understand the historical and cultural contexts that influence poetic expression and recognize the connections between poetry and its sociocultural milieu.
3. Demonstrate knowledge of different poetic forms and structures and analyze how they contribute to the overall meaning and effect of a poem.
4. Examine experimental and avant-garde forms of poetry and evaluate their impact on traditional poetic conventions.

5. Apply (close) reading techniques to analyze and interpret individual poems, identifying poetic devices, symbolic meanings, and the effectiveness of poetic techniques.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will be transacted through class lectures and exercises/activities spread across four modules. The course begins with the definition, concept, categorization and theorization of poetry as a form and expression. The next two modules deal with the poetic devices, techniques and forms of poetry. The last module engages with the questions of performance in/and poetry through major traditions associated with the form.

e. Contents (week wise plan with readings):

Module 1: (Weeks 1 through3)

Introduction- Definition, Concept and Categorization: Through class lectures an introduction to poetryvia these three important axes will be attempted. The students will also be briefly introduced to the ideas of major critics and theorists like Plato, Aristotle, Horace, Longinus, Sydney, Blake, Coleridge, Wordsworth, Arnold, Leavis, Eliot, Fry, et al.After the introductory class interactions, students will be encouraged to participate in discussion on their understanding of poetry and the associated critical questions.

Suggested Reading List:

Eagleton, Terry. *How to Read a Poem*. Oxford: Blackwell Publishing, 2007.

Hopkins, David. *The Routledge Anthology of Poets on Poets*. London: Routledge, 1990.

Kapoor, Kapil. *Canonical Texts of English Literary Criticism*. New Delhi: Academic Foundation, 1995.

Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. Oxford: Oxford University Press, 2001.

Module 2: (Weeks 4 through 7)

Ways of Understanding Poetry- In this module, students will be thoroughly introduced to the elements of poetry and poetic composition with a special focus on style, technique, scansion, metrics, etc. Students will be encouraged to apply their knowledge and understanding in the analyses of at least one poem per category that hasn't been discussed in class.

i) Tone and Attitude: John Milton's "On His Blindness" orRobert Herrick's "The Bad Season Makes the Poet Sad".
ii) Mood: W. H. Auden's "Musee des Beaux Arts" or Thomas Hardy's "The Oxen"
iii) Setting: Arnold's "Dover Beach"or Tennyson's "Ulysses"
iv) Theme: George Meredith's "Lucifer in Starlight" or William Blake's "London"
v) Figures of Speech: Langston Hughes's "Harlem" or Peter Meinke's "Progress".
vi) Tropes:Rabindranath Tagore's "Kabuliwallah" or Sylvia Plath's "Mirror".
vii) Imagery: Edgar Allan Poe's "To Helen" or Emily Dickinson's "After Great Pain".
viii) Symbolism:Edwin Muir's "Horses" or Joy Harjo's "She Had Some Horses".
ix) Enactment: Jimmy Durham's "Columbus Day" or WislawaSzymborska's "Under One Certain Little Star".
x) Metrics: Alexander Pope's "Sound and Sense", Elizabeth Barret Browning's "How Do I Love Thee", and William Shakespeare's "Flowers".
xi) Rhyme and Rhythm: "Agha Shahid Ali's "Postcard from Kashmir" or P. B. Shelley's "Ode to the West Wind".

Suggested Reading List:

Brooks Jr., Cleanth and Robert Penn Warren. *Understanding Poetry: An Anthology for College Students*. New York: Henry Holt and Company, 1938.

Dev, AnjanaNeira, AnuradhaMarwah and Swati Pal. *Creative Writing: A Beginner's Manual*. Delhi: Dorling Kindersley (India) Pvt. Ltd, 2009.

Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy. Eds. *The Norton Anthology of Poetry*. NewYork: W. W. Norton and Company, 2005.

Gill, Richard. *Mastering English Literature*. London: Macmillan Education Limited, 1985.

Kaminsky, Ilya and Susan Harris. Eds. *The ECCO Anthology of International Poetry*. New York: HarperCollins Publishers, 2010.

Leech, Geoffrey N. *A Linguistic Guide to English Poetry*. London: Longman, 1969.

Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. Oxford: Oxford University Press, 2001.

Module 3: Forms of Poetry (Weeks 8 through 15):This module will investigate select forms of poetry through some representative examples as well as the insights/ skills developed in the previous module.

A) Narrative: Excerpts from *The Rime of Ancient Mariner* (1798) or Alexander Pushkin's *The Gypsies* (1827).

B) Lyric: Selections from A. E. Housman's *AShropshire Lad* (1896) or W. H. Auden's "If I Could Tell You" (1940).

C) Elegy: Thomas Gray's*Elegy Written in a Country Churchyard* (1751).

D) Ode: John Keats's "Ode to a Nightingale" (1819) or "To Autumn" (1819).

E) Pastoral: Selections from Virgil's *Eclogues* (c. 1 BC) or Alexander Pope's *Pastorals* (1709).

F) Sonnet: Shakespeare'sSonnet 1 (1609) and Sonnet 154 (1609).

G) Villanelle: Dylan Thomas' "Do Not Go Gentle into That Good Night" (1951) or Selections from Annie Finch and Marie-Elizabeth Mali's *Villanelles* (2012).

H) Haiku: Selections from Matsuo Basho's *The Narrow Road to the Deep North* (1702) or YoshaBuson's Picture Scrolls.

I) ConcretePoetry: George Herbert's "Easter Wings" (1633) or Louis Little Coon Oliver's "The Sharp-breasted Snake".

J) Blank Verse: Selections from John Keats's *Hyperion* (1820) or W. B. Yeats's "The Second Coming" (1920).

K) Free Verse: Selections from *Leaves of Grass* (1855) by Walt Whitman or T. S. Eliot's "The Hollow Men" (1925).

L) Songs: Selections from Bob Dylan's "It's Alright, Ma I'm Only Bleeding (1964)", Woody Guthrie's "This Land is Your Land" (1944), Leonard Cohen's "Anthem" (1992), Bhupen Hazarika's "Dola" (2001) and "AwaraHoon" (2001).

Suggested Reading List:

Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy. Eds. *The Norton Anthology of Poetry*.

New York: W. W. Norton and Company, 2005.

Kaminsky, Ilya and Susan Harris. Eds. *The ECCO Anthology of International Poetry*.

New York: HarperCollins Publishers, 2010.

Module 4: Conclusion (Weeks 15 through 16): Along with the wrapping up, students will be encouraged in this module to investigate poetry and the poetic expression present in different forms, like slams, performance, *mushairas*, *kavisammelans*, etc.

Core Reading (with no. of pages): **Indicative List**

(3)

Reading List:

Brooks Jr., Cleanth and Robert Penn Warren. *Understanding Poetry: An Anthology for College Students*. New York: Henry Holt and Company, 1938.

Dev, AnjanaNeira, AnuradhaMarwah and Swati Pal. *Creative Writing: A Beginner's Manual*. Delhi: Dorling Kindersley (India) Pvt. Ltd, 2009.

Eagleton, Terry. *How to Read a Poem*. Oxford: Blackwell Publishing, 2007.

Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy. Eds. *The Norton Anthology of Poetry*. New York: W. W. Norton and Company, 2005.

Gill, Richard. *Mastering English Literature*. London: Macmillan Education Limited, 1985.

Hirsh, Edward. *How to Read a Poem.NY: Harcourt*,1999.

Hopkins, David. *The Routledge Anthology of Poets on Poets*. London: Routledge, 1990.

Kaminsky, Ilya and Susan Harris. Eds. *The ECCO Anthology of International Poetry*. New York: HarperCollins Publishers, 2010.

Kapoor, Kapil. *Canonical Texts of English Literary Criticism*. New Delhi: Academic Foundation, 1995.

Kennedy, X. J., and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Pearson, 2013.

Leech, Geoffrey N. *A Linguistic Guide to English Poetry*. London: Longman, 1969.

Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. Oxford: Oxford University Press, 2001.

Assessment (weights, modes, scheduling)

- Fortnightly Writing Exercises 25%
- Project/ Presentation 25%
- End Semester Examination 50%

8. Pedagogy:

a. Instructional strategies:

Assessment: Written examination/ assessments coupled with project based exercises.

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: Dr. AkhilKatyal, Dr. Shad Naved, and Dr. Anita Cherian.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): The poetry reading and/ or performance groups may be involved.

31/01/24 (PC English)

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

Annexure XIII

Dr. B. R. Ambedkar University Del

Proposal for Launch of a Cou

(To be approved by the Academic Co

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B.A Honours
Course title	Statistical Methods for Economics
Course code	NSUS1EC104
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for Economics (H); Elective for other disciplines
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon Semester 2024
Course coordinator and team	Saranika Sarkar & Krishna Ram

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This is an introductory course which provides a foundation for further courses in econometrics as well as for the discussion of empirical evidence in other courses.
   It overlaps with the introductory undergraduate courses in statistics offered by other disciplines.

2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Mathematics at the 10+2 level.

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 course, classroom teaching and computer lab workshops.

5. How does the course link with the vision of AUD?
   This is a basic tools course. In consonance with AUD's vision it equips students to ground their understanding of social realities in concrete facts while at the same time being aware of the limitations and blind spots of the methodologies they are employing.

6. How does the course link with the specific programme(s) where it is being offered?
   The availability of data and computing power is making economics increasingly an empirical subject. The courses in the B.A. (H) Economics programme make use of statistical evidence to illustrate economic ideas wherever relevant and this course equips students to evaluate such evidence. It also provides the groundwork on which the core course on econometrics builds.

7. **Course Details:**

   a. Summary:

(25)

This is an introductory course in statistics that introduces students to exploratory statistics and statistical inference as well as the use of statistical computing systems.

b. Objectives:

i. To develop the practical skills of data exploration and visualization.
ii. To introduce the basic ideas of probability theory used in statistics and econometrics as well as in economic theory.
iii. To introduce students to the conceptual foundations of statistical estimation and inference.
iv. To develop basic skills in mathematically analysing statistical procedures using tools from probability theory.

c. Expected learning outcomes:

i. Students should be able to use standard statistical software to interactively explore data sets and to identify and present their salient features.
ii. Students should be familiar with basic concepts from probability theory and be able to use them in calculations.
iii. Students should be able to carry out basic estimation and inference tasks and report and interpret results in a way that shows an appreciation of the concepts involved.
iv. Students should be aware of common pitfalls in the use and interpretation of statistical methods and be able to identify misuse of statistics in popular media as well as in published literature.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course has three main themes — data exploration and visualization, probability theory and statistical inference — to be covered in that order. Details of the themes are given below.

e. Contents (week wise plan with readings):

Core Reading

- [MMC] Moore, D.S., McCabe, G.P. and Craig, B.A. (2009), *Introduction to the Practice of Statistics,* 6th edition, W.H. Freeman and Co.
- [MM] Millier, I and Miller, M. (2014), *John E. Freund's Mathematical Statistics with Applications,* 8th edition, Pearson.

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1	Introduction and visualization of univariate data.	Sources of data: observational and experimental; Kinds of variables: continuous and discrete. Histograms and frequency tables; use of statistical software.	[MMC], Sec. 1.1, 22 pages	Tufte, E. (2001). *The Visual Display of Quantitative Information,* 2nd ed., Graphics Press; Cleveland, W.S. (1994) *The Elements of Graphing Data,* 2nd ed., Hobart Press
2	Numerical summaries of univariate data	Common measures of central tendency and dispersion; box plots; use of statistical	[MMC], Sec 1.2, 18 pages	

		software.		
3	Numerical summaries and visualization of bivariate data	Scatterplots; correlation coefficients; least-squares regression; use of statistical software.	[MMC], Sec 2.1-2.3, 40 pages	
4, 5/1	Probability Axioms	Sample space and events; the axioms of probability and some of their immediate consequences; conditional probability and Bayes' theorem	[MM], Ch. 2, 40 pages	Stanford Encyclopedia of Philosophy (2011), "Interpretations of Probability", https://plato.stanford.edu/entries/probability-interpret/
5/2,6	Random Variables	Definition of a random variable; discrete and continuous random variables; distribution and density functions; multivariate distributions; marginal and conditional distributions.	[MM], Ch. 3, 40 pages	Aldous, D. "Probability and the Real World" (website) https://www.stat.berkeley.edu/~aldous/Real_World/RW.html
6, 7/1	Mathematical expectation	Definition and properties; moments; Chebychev's inequality and the derivation of the weak law of large numbers; product moments; conditional expectations	[MM], Ch. 4 excluding 4.5, 25 pages	
7/2,8/1	Special distributions	Discrete uniform; Bernoulli; Binomial; Uniform; Normal including the statement of the Central Limit Theorem without proof.	[MM], Sec 6.2-6.4, 7.2, 7.5; 13 pages.	
8/2	Sampling distribution	Sampling and the notion of sampling distribution; Sampling distribution of the mean of an IID sample drawn from a Normal distribution with known variance.	[MM], Sec 9.1-9.2, 9 pages	
9	Point estimation and confidence intervals	Sampling distribution; Unbiasedness, efficiency and consistency of estimator; Construction of confidence interevals; Illustrated for the mean of an IID sample from a Normal distribution with known variance.	[MMC], Sections 5.2, 6.1. 22 pages	Salsburg, D. (1992) *The Lady Tasting Tea: How Statistics Revolutionized Science in the Twentieth Century,* Holt Paperbacks
10,11	Hypothesis tests – I	Null and alternative hypothesis; test statistics; Type I and Type II errors; P-values	[MMC], Section 6.2-6.4, 33 pages.	Ziliak, S.T. and McCloskey, D. (2002) *The Cult of Statistical Significance,* University

(23)

		and statistical significance. One-sided and two-sided tests; Power of a test and the choice between test statistics; Common pitfalls in hypothesis testing; All illustrated with tests for population mean.		of Michigan Press; Wasserstein, R. L., & Lazar, N. A. (2016). "The ASA's statement on *p*-values: context, process, and purpose. "*The American Statistician*, *70*(2), 129-133.
12	Hypothesis tests - II	t-test for sampling from Normal distribution with unknown variance; comparing two means; using the central limit theorem in large samples; use of statistical software.	[MMC], Chapters 7.1-7.2, 40 pages.	

8. **Pedagogy:**
   a. Instructional strategies: Lectures. In weeks 1-3 and 12, laboratory sessions with hand-on training in the basic use of statistical software.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector. For weeks 1-3 and 12, computer laboratory with at least one computer for every two students and appropriate statistical software.

   c. Expertise in AUD faculty or outside: Capabilities exist in AUD faculty to teach this course.

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

9. **Assessment Structure**

   One Mid semester of 50% weightage and one End Semester of 50% weightage.

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

Annexure XIV

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Economics
Course title	Microeconomics-1
Course code	NSUS1EC105
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr. Taposik Banerjee and Dr. Robin Singhal

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

   This course builds on Principles of Microeconomics offered in the 1st semester of the BA Economics programme 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)
   Principles of Microeconomics, Mathematics at the 10+2 level

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):
   A semester long course to be offered in the third semester.

5. How does the course link with the vision of AUD?

   AUD envisions a graduate with certain minimum understanding of how the society and economy functions. This course contributes the basic core knowledge and understanding required towards development of students in the four year undergraduate programme in economics.

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

   The course Microeconomics-1 is an essential component of the economics programme. The purpose of the course is to give students a thorough understanding of the fundamental concepts of economics that are used to analyse the behaviour of individual decision makers, both consumers and producers, within the larger economic system. This course contributes in creating the basic analytical framework for other core and elective courses of the BA Economics programme that are offered in subsequent semesters.

7. **Course Details:**
   a. Summary:

      The two courses, Microeconomics 1 and 2 together will help students learn the fundamental theories of microeconomics. In this course the students are introduced to the utilitarian and non-utilitarian analysis of consumer behaviour in the economy. Further, the course introduces the theory of firm and the technological relationship that is embodied in production and cost functions.

b. Objectives:

1. To develop an understanding about the functioning of market mechanism through forces of demand and supply.
2. To develop analytical perspective about market equilibrium and analyse comparative statics on account of changes in market conditions.
3. To describe and illustrate the basic concepts fundamental to economic decision making in the case of consumers.
4. To explain the basic production and cost concepts in relation to the time period.
5. To develop insights for the application of micro-economic analyses to economic and social problems.

c. Expected learning outcomes:

At the end of the course students should be able to

i. Provide a rational explanation of behaviour of the individuals consumers.
ii. Provide a rational explanation of the behaviour of the firms that interact in an economy.
iii. Calculate equilibrium price and quantity in a market by analysis demand and supply functions.
iv. Describe the mechanism behind different forms of market.
v. Use mathematics in formalising and analysing an economic problem.
vi. Develop and sustain an argument using the concepts that are commonly used by economists.
vii. Discuss the limitations and the domain of application of standard economic theories.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will consist of four main modules :

1. Principles of Demand, Supply and Market Equilibrium.
2 Theory of Consumer Behaviour
3. Theory of Production
4. Theory of Cost

e. Contents (week wise plan with readings):

The main textbooks for the course will be:

Hall R. Varian (2014) Intermediate microeconomics with Calculus, 1st ed. W. W. Norton & Co.

R. Pindyck, D. Rubinfeld (2013) Microeconomics, 8th ed, Pearson.

Reference books

Arredondo, F. Garcia (2020) Intermediate Microeconomic Theory - Tools and Step-by-Step Examples, MIT Press.

Snyder, C., Nicholson, W. (2008). Microeconomic Theory, 10th ed. Cengage Learning.

Week*	Plan/ Theme/ Topic	Core Reading [HRV]	Additional Suggested Readings [PR]	Assessment (weights, modes, scheduling)
1	Introduction to microeconomics, Preferences	HRV: Ch 3	Ch.1, 2, 3	
2	Utility functions, Indifference curves	HRV: Ch 4	Ch. 3	
3-4	Budget constraint, Utility maximisation, Choice	HRV: Ch 2,5	Ch. 3	

5	Demand function, Income and Substitution effects	HRV: Ch 6	Ch. 4	
6-7	Slutsky equation	HRV: Ch 6,8	Ch. 4	
8	Review			Test 1: (30%)
9-10	Demand elasticities, Consumer surplus	HRV: Ch 14, 15	Ch. 4	
11	Revealed preference	HRV: Ch 7	Ch. 3	
12	Technology and Production function	HRV: Ch 19	Ch. 6	Test 2: (30%)
13-14	Cost functions and cost curves	HRV: Ch 20, 21, 22	Ch. 7	
15	Review			Test 3: (40%)

8. **Pedagogy:**
   a. Instructional strategies: lectures.

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

   c. Expertise in AUD faculty or outside: Economics faculty at AUD are competent to handle the course.

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

      NA.

9. **Assessment Structure**

One Mid semester of 50% weightage and one End Semester of 50% weightage.

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

Annexure XVI

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Economics
Course title	Macroeconomics I
Course code	NSUS1EC106
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA
Proposed date of launch	Monsoon 2023
Course coordinator and team	Dr. Parag Waknis & Dr. Jyotirmoy Bhattacharya

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

   The course draws on the introduction to subject provided in the course 'Principles of Macroeconomics.' It complements 'Macroeconomics II' which emphasises microfoundations and intertemporal models.

2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   B.A. Economics core course 'Principles of Macroeconomics'

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):
   A semester long course.

5. How does the course link with the vision of AUD?

   Macroeconomics—the study of the dynamics of economic aggregates—is one of the foundational areas of economics. The attempt to understand macroeconomic phenomena has been one of the major drivers of modern economic theory and the fruits of this study have helped improve economic policy. This course directly ties up with AUD's vision of scholarship fulfilling social needs by providing tools to students to understand many of the central economic issues that confront all citizens in a modern economy. It also inculcates a rationalistic temper by demonstrating how social theories are critically examined with the help of logic and evidence.

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

   Macroeconomics is a foundation area in which economics is applied to public policy and its study provides an opportunity to students to apply the ideas learned in other areas such as microeconomics and mathematical methods of economics.

5)

7. **Course Details:**

a. Summary:

This course introduces students to alternative approaches to macroeconomics with an emphasis on the IS-LM/AS-AD approach. It also includes a brief introduction to open-economy macroeconomics.

Objectives:

1. To familiarise students with the historical development of macroeconomics.
2. To familiarise students with the major schools of 20th century macroeconomics and their interrelations upto the new classical school (later developments will be discussed in detail in 'Macroeconomics II'.)
3. To make students proficient in the use of the IS-LM/AS-AD model to discuss policy questions.

b. Expected learning outcomes:

At the end of the course students should be able to

i. Describe the historical evolution of macroeconomics as a discipline.
ii. To compare and contrast the assumptions and policy conclusion of the major schools of 20th century macroeconomics upto the new classical school.
iii. To describe the assumptions and mutual interrelations of the different parts of the IS-LM/AS-AD model.
iv. To use to above to answer simple comparative static questions.

c. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will consist of four main modules:

1. *Classical macroeconomics:* This discusses 'classical' macroeconomics as reconstructed in the Keynesians vs. classical debates. This will introduce classical themes such as the classical dichotomy, the quantity theory or money and labour market clearing.
2. *Keynesian macroeconomics:* This discusses the IS-LM/AS-AD version of the Keynesian model. The model is covered in detail with various comparative statics and policy analyses.
3. *Responses to Keynes and Keynesians:* This discusses monetarism and New Classical macroeconomics and challenges to the IS-LM/AS-AD tradition. This also makes students aware of how the IS-LM/AS-AD model was a specific interpretation of Keynes and how other interpretations of Keynes and Keynesian traditions also exist.
4. *Open-economy macroeconomics:* This continues the discussion of Module 2 to the open-economy context. It also briefly introduces international monetary institutions and their evolution in the post-Second World War period.

d. Contents (week wise plan with readings):

The main textbooks for the course will be:

[F] Froyen, Richard T. (2013) *Macroeconomics,* 10th ed., Pearson

[SV] Snowden, B. and Vane, H.R. (2005) *Modern Macroeconomics: Its Origins, Development and Current State,* Edward Elgar

Topic	Description	Readings
1.	Introduction: broad outline of the history of macroeconomics	[SV] Ch. 1 Woodford, M. (1999) 'Revolution and Evolution in 20th Century Macroeconomics', http://www.columbia.edu/~mw2230/macro20C.pdf
Module 1: Classical macroeconomics		
2.	Classical macroeconomics: output and employment	[F], Ch. 3
3.	Classical macroeconomics: money, price and investment	[F], Ch. 4
Module 2: Keynesian macroeconomics		
4.	The simple Keynesian model	[F], Ch. 5
5-6	The IS-LM model	[F], Ch. 6
7.	Policy in the IS-LM model	[F], Ch. 7
8-9.	The AS-AD model	[F], Ch. 8
Module 3: Responses to Keynes and Keynesians		
10.	Monetarism	[F], Ch. 9
11-12.	Comparison of Keynes, Keynesian and classical approaches	[F], Ch. 10, [SV] Ch. 2
13	New Classical economics	[F], Ch. 11
Module 4: Open-economy macroeconomics		
14.	Exchange rates and the international monetary system	[F], Ch. 14
15.	Monetary and fiscal policy in the open economy	[F], Ch. 15

8. **Pedagogy:**

(3)

a. Instructional strategies: lectures.

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

c. Expertise in AUD faculty or outside: Economics faculty at AUD are competent to handle the course.

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

NA.

9. **Assessment Structure**

One Mid semester of 50% weightage and one End Semester of 50% weightage.

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

Annexure XV

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Economics
Course title	Microeconomics - II
Course code	NSUS1EC107
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA
Proposed date of launch	Winter Semester
Course coordinator and team	Dr. Taposik Banerjee and Dr. Robin Singhal

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

   This course builds on Principles of Microeconomics (offered in the 1st semester) and Microeconomics I (offered in the 3rd semester) of the BA Economics programme in AUD. It develops basic ideas of individual decision making introduced in those two courses and applies them to the study of market.

2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Principles of Microeconomics, Microeconomics-I, Mathematics at the 10+2 level

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):
   It is a semester long course to be offered in the fourth semester.

5. How does the course link with the vision of AUD?

   AUD envisions a graduate with certain minimum understanding of how the society and economy functions. This course contributes the basic core knowledge and understanding required towards development of students in the four year undergraduate programme in economics.

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

   The course tries to give students a comprehensive and rigorous understanding of the economic approach and to encourage them to develop a critical perspective on the use of the approach to the analysis of markets and other institutions. It is expected that students who take this course would gain an understanding of the methodology used in mainstream economics to analyse and evaluate markets in particular and institutions in general.

7. **Course Details:**
   a. Summary:

      The two courses, Microeconomics 1 and 2 together will help students learn the fundamental theories of microeconomics. In this course, the students are introduced to the different

market structure, strategic aspects of decision making, general equilibrium and welfare.

b. Objectives:

1. To develop an understanding about the different market structures such as Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly (collusive/non-collusive).
2. To develop their ability to understand the key aspects and dimensions related to strategic decision making and covers topics such as dominant strategies, Nash equilibrium, repeated games, and sequential games
3. To describe the notion of efficiency and concepts of Pareto optimality using general equilibrium approach.
4. To explain the key aspects of the theory of welfare (such as first and second theorem of welfare economics, and fair allocation).
5. To develop insights about the limitations of the market mechanism and the relevance and significance of public intervention.

c. Expected learning outcomes:

At the end of the course students should be able to

i. explain the methodology used in mainstream economics to analyse and evaluate markets in particular and institutions in general.
ii. develop a comprehensive and rigorous understanding of the economic approach for micro-level analysis of strategic behaviour.
iii. illustrate the critical perspective on the use of the partial and general equilibrium approach to the analysis of the economic phenomenon.
iv. explain the limitations of market mechanism and causes of its failures in the efficient allocation of resources.
v. assess the role of the state and examine potential outcomes of state intervention using a suitable analytical framework.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will consist of four main modules :
1. Market Structures
2 Game Theory and Competitive Strategy
3. General Equilibrium
4. Market Failure

e. Contents (week wise plan with readings):
The main textbooks for the course will be:
[HRV] Hall R. Varian (2014) Intermediate microeconomics with Calculus, 1st ed. W. W. Norton & Co.
R. Pindyck, D. Rubinfeld (2013) Microeconomics, 8th ed, Pearson.
Reference books
Arredondo, F. Garcia (2020) Intermediate Microeconomic Theory - Tools and Step-by-Step Examples, MIT Press.
Snyder, C., Nicholson, W. (2008). Microeconomic Theory, 10th ed. Cengage Learning.

Week*	Plan/ Theme/ Topic	Core Reading (with chapter no.)	Additional Suggested Readings	Assessment (weights, modes, scheduling)

1-2	Perfect Competition	HRV: Ch-23, 24	PR: Ch-8, 9	
3	Monopoly	HRV: Ch-25	PR: Ch-10, 11	
4	Monopoly Behaviour/Monopolistic Competition	HRV: Ch 26	PR: Ch-12, 14	
5-7	Oligopoly	HRV: Ch-28	PR: Ch-12	
8	Review			Test-1 (30%)
9	Game Theory & Applications	HRV: Ch-29	PR: Ch-13	
10	General Equilibrium: Exchange	HRV: Ch-32	Gibbons, R. Ch-1	
11	General Equilibrium: Production	HRV: Ch-33	Gibbons, R. Ch-2	Test-2 (30%)
12	Pareto Optimality and Welfare: Social Choice	HRV: Ch-34		
13-14	Market Failures: Externalities	HRV: Ch-36		
15	Review			Test-3 (40%) Week-1-12

Note: *This is only a tentative week plan.

8. **Pedagogy:**
   a. Instructional strategies: lectures.

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

   c. Expertise in AUD faculty or outside: Economics faculty at AUD are competent to handle the course.

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

      NA.

9. **Assessment Structure**

One Mid semester of 50% weightage and one End Semester of 50% weightage.

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)

9)

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

Annexure XVII

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Economics
Course title	Macroeconomics II
Course code	NSUS1EC108
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA
Proposed date of launch	Winter 2024
Course coordinator and team	Dr. Parag Waknis & Dr. Jyotirmoy Bhattacharya

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

   The course draws upon the tools developed in the courses 'Mathematical Methods of Economics' and 'Microeconomics' and complements the courses 'Principles of Macroeconomics' and 'Macroeconomics I' in providing alternative perspectives on macroeconomics.

2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   B.A. Economics core course 'Microeconomics I'

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):
   A semester long course.

5. How does the course link with the vision of AUD?

   Macroeconomics—the study of the dynamics of economic aggregates—is one of the foundational areas of economics. The attempt to understand macroeconomic phenomena has been one of the major drivers of modern economic theory and the fruits of this study have helped improve economic policy. This course directly ties up with AUD's vision of scholarship fulfilling social needs by providing tools to students to understand many of the central economic issues that confront all citizens in a modern economy. It also inculcates a rationalistic temper by demonstrating how social theories are critically examined with the help of logic and evidence.

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

Macroeconomics is a foundation area in which economics is applied to public policy and its study provides an opportunity to students to apply the ideas learned in other areas such as microeconomics and mathematical methods of economics.

7. **Course Details:**

a. Summary:

This course introduces students to the study of macroeconomics using models based on explicit microeconomic foundations. It will use simple one- and two-period models to discuss the consumption-savings problems, investment problems and business cycle theory. It also includes a brief introduction to growth theory.

Objectives:

1. To familiarise students with the basic facts and frameworks of the theory of economic growth.
2. To familiarise students with the intertemporal micro-founded framework of macroeconomics.
3. To provide an introduction to the analysis of business cycle phenomena in the above framework.

b. Expected learning outcomes:

At the end of the course students should be able to

i. Describe basic facts about about growth from the past two centuries.
ii. To analyse questions related to growth in simple exogeneous and endogeneous growth models.
iii. To explain how household and firm decisions underlie the working of goods, labor and financial markets.
iv. To analyse business cycle problems in simple two-period intertemporal models.

c. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will consist of three main modules:

1. Microeconomic foundations: choices by consumers and firms which underlie macroeconomics
2. Growth theory: basic facts and models about economic growth
3. Business cycles: understanding business cycles with and without money in simple intertemporal models.

d. Contents (week wise plan with readings):

The main textbook for the course will be:

[W] Williamson, S. (2018) *Macroeconomics,* 6th ed., Pearson

Topic	Description	Readings
Module 1: Microeconomic Foundations		

1.	Consumers and firms in a one-period model	[W] Ch. 4
2.	Simple one-period macroeconomic model	[W] Ch. 5
3.	Search and unemployment	[W] Ch. 6
Module 2: Growth		
4.	Growth facts	[W] Ch. 7 & Acemoglu, D. (2009) *Introduction to Modern Economic Growth*, PUP, Chapter 1.
5.	The Solow model	[W] Ch. 7
6.	Endogenous growth	[W] Ch. 8
Module 3: Intertemporal models of business cycles		
7-8.	Two-period model of the economy	[W] Ch. 9
9.	Credit market imperfections	[W] Ch. 10
10.	Investment in an intertemporal model	[W] Ch. 11
11.	Money in an intertemporal economy	[W] Ch. 12
12.	Business cycles with flexible prices	[W] Ch. 13
13.-14	The New Keynesian model	[W] Ch. 14
15.	Inflation	[W] Ch. 15

8. **Pedagogy:**
   a. Instructional strategies: lectures.

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

   c. Expertise in AUD faculty or outside: Economics faculty at AUD are competent to handle the course.

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

      NA.

9. **Assessment Structure**
   One Mid semester of 50% weightage and one End Semester of 50% weightage.

(5)

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

Annexure XVIII

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B.A Honours
Course title	Econometrics 1
Course code	NSUS1EC109
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for Economics (H); Elective for other disciplines
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2024
Course coordinator and team	Krishna Ram & Saranika Sarkar

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course leverages the knowledge gained by students in NSUSEC to further their skills in quantitative economic analysis.
2. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   Successfully completion of Statistical Methods for Economics (NSUSEC)
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 course, classroom teaching and computer lab workshops.

5. How does the course link with the vision of AUD?
   -Ability to conduct empirical research is an integral part of economics training. As students of BA Economics Honours at AUD, this course will equip them with cutting edge quantitative skills enabling them to conduct, understand, communicate and use socially and economically relevant research. This speaks to the dual focus of AUD on academic excellence and social relevance of education.
6. How does the course link with the specific programme(s) where it is being offered?
   This course introduces students to empirical research techniques used in economic research. It will not only enable students to undertake small research projects themselves but also understand relevant empirical research covered in other economics courses.

7. **Course Details:**
   a. Summary:

   This course shall introduce the approach of unifying the theoretical and empirical dimensions of economic analysis. Basic econometric methods like simple and multiple linear regression analysis will be discussed with an emphasis on their applications and the issues that are confronted in the process.

   b. Objectives:

(3)

The main objective of this course is to introduce students to basic techniques of econometrics that are generally used for testing validity of any economic theory.

c. Expected learning outcomes: At the end of the course students will

i. Be able to describe basic econometric challenges involved in testing relationship between two or more economic variables.
ii. Be able to estimate and interpret linear regression models.
iii. Be able to interpret results of linear regression model generated through statistical software.
iv. Be able to assess and comment on the statistical significance of the results obtained.
v. Be able to describe the consequences of violation of standard assumptions underlying classical linear regression analysis.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

1. Nature and Scope of Econometrics Review of Statistical Concepts: Normal distribution; chi-sq, t- and F-distributions; Estimation of Parameters; Properties of Estimators; Testing of Hypotheses.
2. Simple Linear Regression Model: Two Variable Case, Estimation of Model by Method of Ordinary Least Squares; Properties of Estimators; Goodness of Fit; Tests of Hypotheses; Scaling and Units of Measurement; Gauss-Markov Theorem; Forecasting.
3. Multiple Linear Regression Model: Estimation of parameters; Properties of OLS Estimators; Goodness of Fit - R^2 and AdjustedR^2; Partial Regression Coefficients; Testing Hypotheses – Individual and Joint; Functional Forms of Regression Models; Dummy Variable Regression.

e. Violations of Classical Assumptions: Consequences, Detection and Remedies: Multicollinearity; Heteroscedasticity;

f. Contents (week wise plan with readings):

The main text of course will be:

Jeffery Wooldridge, *Introductory Econometrics: A Modern Approach, 7th ed.*
James H Stock and Marl W. Watson, (SW), *Introduction to Econometrics by 3rd ed.*

Additional reading:

Christopher Dougherty, *Introduction to Econometrics*, 4th edition, OUP, Indian edition, 2011

Week	Plan/ Theme/ Topic	Core Reading	Additional Suggested Readings
1	Nature and Scope of Econometrics, Economic Questions and Data Review of Probability: Random Variable,	Wooldridge, Ch-1 Stock and Watson (SW) Ch -1, 2	Dougherty, Review: random variables, sampling, and estimation

	Expected Value, Mean and Variance, Normal Distribution; Chi-Square, & T-test F-distributions;		
2	Review of Statistical Concepts: Estimation of Parameters; Properties of Estimators; Testing of Hypotheses. Comparing mean of different population, Scatterplots, sample covariance and sample correlation	SW, Ch-3	Dougherty, Review: random variables, sampling, and estimation
3	Simple Linear Regression Model: Two Variable Case, OLS Assumptions, Estimation of Model by Method of Ordinary Least Squares	SW- Ch 4 Wooldridge, Ch-2	Dougherty, Ch-1
4	Simple Linear Regression Model :Properties of Estimators; Goodness of Fit.	Wooldridge, Ch-2 SW- Ch 5	Dougherty, Ch-1
5	Simple Linear Regression Model :Regression through Origin, Regression on Constant, Hypothesis Tests, Gauss-Markov Theorem	Wooldridge, Ch-2 SW- Ch 5	Dougherty, Ch-2
6	Multiple Linear Regression: Estimation of Parameters, Interpretation of the OLS regression, Goodness of fit-R^2 and AdjustedR^2	Wooldridge, Ch-3 SW- Ch 6	Dougherty, Ch-3
7	Multiple Linear Regression Model: Inferences, Testing Hypotheses – Individual and Joint	Wooldridge, Ch-4 SW- Ch 7	Dougherty, Ch-3
8	Multiple linear Regression: Different functional form of linear regression model-Logarithmic Functional Form, Quadratic Regression Model, Model with Interaction Terms. Underfitting and overfitting of the models.	Wooldridge, Ch-6 SW- Ch 8	Dougherty, Ch-4
9	Multiple linear Regression: Model with Interaction Terms. Underfitting and overfitting of the models.	Wooldridge, Ch-6 SW- Ch 8	Dougherty, Ch-4, 6
10	Dummy Variable Regression Model	Wooldridge, Ch-7 SW- Ch 6	Dougherty, Ch-5
11	Violations of CLRM Assumptions: Multicollinearity	Wooldridge, Ch-3 SW- Ch 6	Dougherty, Ch-3
12	Heteroscedasticity	Wooldridge, Ch-8 SW- Ch 5	Dougherty, Ch-7

8. **Pedagogy:**
   a. Instructional strategies:
      - Class Room Teaching, Computer Lab classes
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
      Yes, STATA / R Software
   c. Expertise in AUD faculty or outside
      -NO

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
-NO

9. **Assessment Structure**

One Mid semester of 50% weightage and one End Semester of 50% weightage.

Krishna Ram & Saranika Sarkar
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

Annexure XIX

Dr. B. R. AmbedkarUniversityDelhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA (Hons) Sociology
Course title	Conceptualising Rural and Urban Societies (DSC4)
Course code	**NSUS1SC804**
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Disciplinary Specific Course (DSC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	July 2023
Course coordinator and team	SUS

1. How does the course link with the vision of AUD?
   AUD has a vision of engaging students in moving from the text to the context, and this course aptly fits into this broader framework. Through select readings, this course seeks to provide an understanding of rural and urban and their interrelationships/continuities in the contemporary.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is compulsory for 3rd-semester students in the BA Sociology programme. This course connects and builds to the other BA Sociology courses offered at AUD like Sociology of India, and Caste in Contemporary India within the BA Sociology programme. Apart from specific core courses on sociological theory and research methods, the BA Sociology programme envisages to provide the students with knowledge and understanding of various sociological themes and builds on the first-year Sociology courses like Introduction to Sociology and Sociology of India. This course attempts to understand rural and urban society/ies, its continuum and transformations in contemporary times.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course builds on first year ability enhancement courses such as Indian Society Continuity Change and Paradoxes and Environment Issues and Concerns.

(39)

4. 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.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Not more than 50

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester long. **3rd Semester (Monsoon Semester)**

7. **Course Details:**

a. Summary:

The course attempts to understand the two categories, Rural and Urban, as/in a dynamic, dyadic relationship rather than binary opposites. the course begins with an understanding of rural India and village ethnographies and addresses the urban context in relation to the rural. it also addresses the in-between liminal spaces, both rural and urban. With increased urbanisation worldwide and the resultant shrinking of rural, the focus has shifted from the latter. These landscapes are not merely about two distinct physical and social spaces but involve and are connected by a complex set of issues relating to livelihood, migration, development and environmental sustainability and politics of demography. Informed by micro-level data and research inputs, there has been a fresh theoretical reorientation towards understanding societies and their various stages in a non-linear framework. The course problematises the conventional unilinearity of rural-urban dichotomy and instead asks if it is at all possible to understand Delhi, for instance, without understanding the neighbouring rural Haryana, Punjab or Uttar Pradesh. Bangalore, urban and rural, have to be understood together to make sense of the forces which made the former a globally known city. The course interrogates some traditional premises of defining rural and urban as contrasting physical spaces. It goes on to map the shifts due to multiple transformations.

b. Objectives:

1. To enable the students to understand specific concepts and meanings that define the rural and the urban
2. To facilitate the students to comprehend the transformations occurring and the reasons therein
3. To enable the students to reflect and understand such changes by engaging in the 'context' via fieldwork
4. To make the students understand how the present urban and rural spaces get shaped and redefined

c. Expected learning outcomes:

By the end of the course, students will be able to

1. Develop an understanding of various concepts around the idea of rural and urban. The student will be able to capture and engage with the sociological aspects associated with rural and agrarian change.
2. The student will be able to understand the linkages between the rural and the urban and how these two actually complement and define each other. Also, the course essentially interrogates the constructed binary of rural-urban to enable them to reimagine Indian society.
3. Through a review of films and fieldwork exposure, the student will garner skills to comprehend the questions of transformations and liminality that generate change.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

Module I: What is rural?

This unit introduces the students to classical readings around 'the village' and its underlying social structure. Rural relationships are explained through concepts such as caste and the *jajmani*system that existed and changed over time. It provides students with a social landscape of the village as understood through relevant empirical literature.

Module II: Debunking stereotypes through texts and Popular representations

This unit examines changes in rural and agrarian contexts in relationship with the urban to unsettle the binary between the two contexts. Questions of culture, economy and migration are examined with key readings and review of films.

Module III: Understanding the Urban, Urbanism and Urbanisation

While introducing essential concepts such as urbanism and urbanisation through the existing literature, this unit discusses the changes occurring in social and political relationships in the Indian urban context. It explicitly examines the political economy, livelihood and space relations in cities and how they shape the urban as a complex social space of inequality.

Module IV: The liminal space beyond the Urban and Rural binary

The final unit examines liminal spaces made possible by rural and urban relations such as*mandis*, property markets and other social networks. These spaces transcend the stereotypical understanding of rural and urban spaces, enabling us to think afresh about rural and urban change and development in India.

e. Course contents detailed in module-wise format:

Unit I: What is rural?

This unit introduces the students to the classical readings around the village and its underlying social structure. Its relationships are explained through concepts such as caste and *jajmani*system that existed and changed over time. The attempt is to provide the students with a social landscape of the village as understood through the empirical literature.

1. Srinivas, M.N. 1976. *The Remembered Village*, Delhi: Oxford India: Ch 4: The Universe of Agriculture pp 112- 152; Ch 6: Relations between Castes (pp 182-233) Ch 7: Classes and Factions (pp 234-256); Ch 8: The Changing village (pp237-284)

2. Beteille, Andre. 1980. The Indian Village: Past and present in E.J. Hobsbawm et.al, Peasants in History, Published for Sameeksha Trust by Oxford University Press, Delhi.

3. Gupta, Dipankar, 2005, "Whither the Indian Village: Culture and Agriculture in Rural India," Economic and Political Weekly, Feb. 9.

Unit II: Debunking stereotypes through texts and Popular representations

This unit examines the changes in the rural and agrarian contexts in relationship with the urban through culture and economy with select readings and review of films.

1. Raymond Williams. 1973. *The Country and the City*. Oxford University Press. New York.

2. Shah A. M. 2012, The Village in the City and the City in the Village EPW Dec 2012 pp 17-19

3.Appadurai, A., 1989. "Transformation in the culture of agriculture." in *Contemporary Indian Traditions: Voices on Culture, Nature, and the Challenge of Change* (ed.) C. Borden: 173-184. Washington: Smithsonian Institution Press.

4. Kaul, P. (2023). 'Rural Frames: Bollywood's imagination of village India' in Santosh K. Singh (ed.) *Remembering India's Villages*, New Delhi, Routledge. ISBN: 9781032524627.

5. Review of Films(any 3)

1. *Do bighazameen*
2. *Paar*
3. *NayaDaur*
4. *Gaman*
5. *Ankur*
6. *PatherPanchali*

Unit III: Understanding Urban, Urbanism and Urbanisation

While introducing essential concepts such as urbanism and urbanisation through the existing literature, this unit discusses the changes occurring in social and political relationships in the Indian context. It looks explicitly at the political economy of cities and how it shapes the urban as a social space determined by migration, livelihoods and culture.

1. Louis, Wirth 1938 "Urbanism as a way of Life" in American Journal of Sociology, Vol. 44, No.1 (July), pp 1-24

2. Simmel, Georg, The metropolis and mental life.

3. Patel Sujata. 2017. Revisiting Urban India, *IIC Quarterly*, Vol 43 (3&4), Winter 2016- Spring 2017, pp 1-14.

4. Bhowmik, S. Street vendors in the urban economy. Available at https://www.udri.org/wp-content/uploads/Mumbai%20Reader/MR%2015/13%20Street%20Vendors%20And%20The%20Urban%20Economy_Sharit%20Bhowmik.pdf

5. Bhan, G., & Jana, A. (2015). Reading Spatial Inequality in Urban India. *Economic and Political Weekly*, *50*(22), 49–54. http://www.jstor.org/stable/24482492

Unit-IV: Towards the liminal space beyond the Urban and Rural

The unit examines spaces like *mandi*, market and farm networks as liminal spaces which transcend the prototype understanding of rural and urban spatial terms.

1. Chatterjee, R. and D. Mehta (2020). Plans, Habitation and Slum Redevelopment: The Production of Community (2020). In *Living With Violence: An Anthropology of Events and Everyday Life*. Routledge India.

2. Gururani, Shubhra (2020). Cities in a world of villages: agrarian urbanism and the making of India's urbanising frontiers in *Urban Geography*,7 (41), pp 971-989. https://doi.org/10.1080/02723638.2019.1670569

3. Krishnamurthy, M. (2018). Reconceiving the grain heap: Margins and movements on the market floor. *Contributions to Indian Sociology*, 52(1):28–52. doi: 10.1177/0069966717743382

4. Srivastava, S. (2023). Communal violence in Gurgaon:Mono-religious cosmopolitanism, *Indian Express*, 4th August.

\https://indianexpress.com/article/opinion/columns/communal-violence-in-gurgaon-mono-religious-cosmopolitanism-8875183/

Compulsory Field trip Project coordinated by the Course coordinator/s

Suggested readings

1. Rao, M.S.A, (Ed.) 1974, *Urban Sociology in India*. General Introduction: A case study for Urban studies in India. Orient Longman.

2. Redfield, R., & Singer, M. B. (1954). The Cultural Role of Cities. *Economic Development and Cultural Change*, *3*(1), 53–73. http://www.jstor.org/stable/1151661

(ii) Assessment Plan (weight, mode, scheduling) for the course:

The course evaluation will require three assignments in line with the university policy on assessment and evaluation. The course evaluation and assessment will involve three assessment situations: submissions, in-class tests, and a review of films and fieldwork as a compulsory assessment component coordinated by the course coordinator:

1.	Take-home assignment	30%
2.	Field assignment	30% (10% class presentation and 20% fieldwork report)
3.	End-semester exam	40%

8. **Pedagogy:**

a. Instructional strategies:

This is a four-credit course, therefore having weekly lectures of four hours. Class interaction is encouraged in these lectures.

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

Classrooms with overhead prjector

c. Expertise in AUD faculty or outside: Not required

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

Signature of Course Coordinator(s) PCBA Sociology

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

Annexure XX

Dr. B. R. AmbedkarUniversityDelhi

Proposal for Launch of a Course

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

School/Centre proposing the course	SUS
Programme(s)	BA (Hons) Sociology
Course title	Marriage, Kinship and Family Forms (DSC5)
Course code	**NSUS1SC805**
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Disciplinary Specific Course (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	TBD

1. How does the course link with the vision of AUD?

Apart from specific core courses on sociological theory and research methods, the BA Sociology programme envisages to provide the students with knowledge and understanding of various sociological themes and builds on the first-year Sociology courses like Introduction to Sociology and Sociology of India. Through select readings, this course seeks to provide an understanding of marriage, kinship and family relationships in the contemporary. AUD has a vision of engaging students in moving from the text to the context, and this course aptly fits into this broader framework.

2. How does the course link with the specific programme(s) where it is being offered?

The course introduces the students to sociological and anthropological writings on marriage, family and kinship, which equips them to understand the diversity and specificity of the social institutions of Marriage, Kinship, and Family forms and the basis of their practices from a Sociological perspective. It is a foundation course to help students to address some of the critical concerns in sociology including advanced Masters course – Relationships and Affinities.

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

No understanding of societal norms is complete without understanding how people are related to each other. This course introduces the students of sociology and other major programmes to some basic foundation concepts such as lineage, descent and alliance to understand how societies have created norms and rules about marriage. This foundational course is important to the students in Sociology as it will help them examine how customs, and norms around marriage are closely linked to inheritance and property. The course provides a useful entry point to understand and reflect on gendered norms around land rights, inheritance and understand how kinship studies can provide a useful entry point to understanding the relationship between gender and law. The course builds on first year ability enhancement courses such as Indian Society Contintinuity Change and Paradoxes.

4. 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.

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

Not more than 50

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

Semester long. **3rd Semester (Monsoon Semester)**

7. Proposed date of launch:

July 2023

8. Course Details:

a. Summary:

This course proposes to introduce the students to basic terms such as filiation, incest taboo, consanguinity, affinity, and approaches such as descent, alliance and cultural approach that shapes

kinship studies till 1970s. In doing so it becomes important to understand the specificities regarding forms of marriage and kin relations in India and elsewhere. A discussion on forms of marriage through a discussion on kinship map of India to matriliny to Muslim Kinship in Dravideanmileu provides the students with an understanding of diverse forms of marriage rules and kin ties. A reading of marriage forms can also provide critical insight into property rights, inheritance rules and the declining sex ratio. Related to this, is the concern about what constitutes becoming of a kin and finally, the course introduces the students to ideas of relationalities beyond biogenetic substances.

b. Objectives:

This course aims to introduce the general principles of kinship and marriage. The institution of marriage needs to be understood against the changing 'kinship structure of societies. Anthropologically, kinship has played a central role in understanding a society, particularly in study of households and understanding marriage patterns.

c. Course Outcomes:

By the end of this course, the students will be able to:

1. Grasp the general principles and theories on kinship and marriage from a sociological perspective,
2. Develop an analytical perspective on concepts relevant to understanding kinship, Marriage and Family
3. Describe the patterns of descent and alliance through multiple perspectives on the study of family, marriage and kinship and critically engage with their practices
4. Demonstrate sensibility towards the role of reproductive technologies in recasting kinship.

d. Overall structure

This course aims to demystify the term 'kin' through a close reading of kin terms and the three approaches - structural, functionalist and cultural perspective. These perspectives are important to understanding patterns of descent and alliance, two key ideas that shape kinship and political systems. Understanding kinship structures is important to understand and examine the polity of society. The roles assigned to different members and groups based on age and sex, production and reproduction in different societies will be examined to understand how does kin-ties impact on the making of the family and familial relations?

This course draws upon readings across geographical regions to show the complexities of notion of residence with particular reference to patrilineal and matrilineal societies. However, late twentieth century work on kinship studies showed that there needs to be a recasting of kinship if we are to unify the fields of gender and kinship. One of the significant new areas has been to unify gender and kinship studies and it has led to some fascinating work on revisiting what is a family? There is a significant body of work that reflects on families we choose (Weston 1991) and on new reproductive technologies that re-shape our readings of family and kinship. Does these works reproduce conventional ideas of family or do assisted technology help in creating a new idiom of family beyond the biogenetic?

(31)

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

e. Course Description

Module 1 : Introduction

1.1 Key terms : Descent , Consanguinity, Filiation, Incest taboo, Affinity, Family Residence

1.2 Approaches : Descent, Alliance and Cultural

Module 2 :Family, marriage and relationships

2.1 Family and forms of marriage : Reflections from India

2.2 Gender and Kinship

2.3 Becoming a Kin

Module 3 : New Trajectories in Kinship studies

3.1 Technology

3.2 Choice

Module 1 : Introduction (Week 1-Week 5)

1.1 Key terms : Descent , Consanguinity, Filiation, Incest taboo, Affinity, Family Residence

1.2 Approaches : Descent, Alliance and Cultural

In this section, the students will be introduced to the key ideas of kinship through the key approaches (functionalist and cultural) that shape studies on kinship and family till 1970s and how there is a shift post 1970s.

Essential Reading

Radcliffe- Brown,A.R. and Daryll Forde. 1950. "Introduction" in Radcliffe –Brown and Daryll Forde (eds) African Systems of Kinship and Marriage. London: Oxford University Press. Introduction pp 1-39

Evans-Pritchard, E.E., 2004(1940), "The Nuer of Southern Sudan", in Robert Parkin and Linda Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 64-78.

Fortes, Meyer, 1970, "The Structure of Unilineal Descent Groups" in Meyer Fortes, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, pp. 67-95.

Leach, Edmund, 1962, "On Certain Unconsidered Aspects of Double Descent Systems", Man, Vol. 62, pp. 130-134.

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chaps. 1 & 2, pp. 3-25.

Dumont, Louis, 1968, "Marriage Alliance", in David Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, pp. 19-23.

Schneider, David, 2004(1972), "What is Kinship All About?", in Robert Parkin and Linda Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 257-274.

Carsten, Janet. 1995. "The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi", *American Ethnologist*, Vol. 22, No. 2 (May, 1995), pp. 223-241.

Peletz, Michael G. 1995. 'Kinship Studies in Late Twentieth-Century Anthropology', *Annual Review of Anthropology*, Vol 24, pp 343-372

Module 2 : Family, marriage and relationships

How do we understand kin-relations? In this module we try and make an attempt to understand familial relations, forms of marriage and marital relationships drawing upon kinship map of India, and different kinds of marriage forms in Indian society. Any understanding of familial space needs a gendered reading and revisit some of the attempts to unify gender and kinship. One of the areas that demand a close reading is that forms of kin-ties are not universal, it requires a close reading of kin terms, genealogical terms, cultures of relatedness specific to each society. The concluding section of this unit introduces the students to kinship in Qatar, Srilankan Tamil Muslim community and Poland to introduce diverse meanings of kin and kin-ties.

2.1 Family and forms of marriage : Reflections from India (Week 6-10)

1.Karve, Iravati (1993). 'The Kinship Map of India' in Patricia Uberoi (ed.) *Family, Marriage and Kinship in India*. New Delhi: OUP.

2. Shah, A.M. 1998. 1998. "Changes in the Indian Family : An examination of some assumptions' in

3.Gough, Kathleen. E. 1959. "The Nayars and the Definition of Marriage" in *Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34.

4.Uberoi, Patricia. 1995. "When is marriage not a marriage? Sex, Sacrament and Contract in Hindu Marriage", *Contributions to Indian Sociology*,n.s. 29 1 and 2 :319-45

5.Chowdhry, Prem. 2004. "Caste panchayats and the policing of marriage in Haryana: Enforcing kinship and territorial exogamy", *Contributions to Indian Sociology*n.s. 38, 1 &2 :1-42.

6. Hussain Khan, C.G. 2003. "Muslim Kinship in Dravidian Milieu". *Economic and Political Weekly*, Vol. 38, No. 46, Pp 4902-4904

2.2 Gender and kinship (Week 11&12)

1.Rao, Nitya. 2005. "Kinship Matters: Women's Land Claims in the Santal Parganas, Jharkhand" *Journal of the Royal Anthropological Institute*, Vol. 11, No. 4, pp.725-746

29

2.Dube, Leela. 2000. "Doing Kinship and Gender: An Autobiographical Account" *Economic and Political Weekly*, Vol. 35, No. 46 pp. 4037-4047

3. Brunson, Jan. 2010. "Son Preference in the Context of Fertility Decline: Limits to New Constructions of Gender and Kinship" *Studies in Family Planning*, Vol. 41, No. 2, pp. 89-98

2.3 Becoming a kin (Week 13 &14)

1.El Guindi, Fadwa. 2012. "Milk and Blood: Kinship among Muslim Arabs in Qatar". *Anthropos*, Bd. 107, H. 2., pp. 545-555

2.Munck, Victor C. Del. 1996. " Love and Marriage in a Sri Lankan Muslim Community: Toward a Reevaluation of Dravidian Marriage Practices", *American Ethnologist*, Vol. 23, No. 4, pp. 698-716

3.Pine, Frances. 2007. "Memories of Movement and the Stillness of Place: Kinship Memory in the Polish Highlands" In*Ghosts of Memory. Essays on Remembrance and Relatedness.* Edited by Janet Carsten. Malden M.A. : Blackwell Publishing , Pp 104-125.

Module 3. New trajectories in Kinship studies (Week 15 &16)

In this module we explore new developments in kinship studies, particularly the role of technology and closely examine if it redraws ideas of kinship or draws upon 'biogenetic connections' (Levine 2008).

1.Levine, Nancy. 2008. "Alternative Kinship, Marriage, and Reproduction". *Annual Review of Anthropology*, Vol. 37 (2008), pp. 375-389

2.Weston, Kath. 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, pp 103-136

Additional Reading

Hayden, Corinne. 1995. "Gender, Genetics, and Generation: Reformulating Biology in Lesbian Kinship" *Cultural Anthropology*, Vol. 10, No. 1, pp. 41-63

8. Pedagogy:

a. Instructional design

This is a four credit course, therefore having weekly lectures of four hours. Class interaction is encouraged in these lectures.

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

Class rooms as required.

c. Expertise in AUD faculty or outside:Not required.

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

This is a lecture based coursework. There is no requirement for linkages with external agencies.

9. Assessment structure (modes and frequency of assessments)

Assignments and Grading:

The course evaluation will require three assessments in line with the university policy on assessment and evaluation. The assessment situations along with weightage as under.

Assessment Structure

1. Class Test	20%
2. Assignment	30%
3.End semester Exam	50%

The End semester will comprehensively assess the overall understanding of the students in terms of the course objectives and outcomes.

PCBA Sociology

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

Annexure XXI

Dr. B. R. AmbedkarUniversityDelhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA (Hons) Sociology
Course title	Politics, Law and Society (DSC6)
Course code	NSUS1SC806
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Disciplinary Specific Course (DSC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	All undergraduates
Proposed date of launch	July 2023
Course coordinator and team	TBD

1. How does the course link with the vision of AUD?
AUD has a vision of engaging students in moving from the text to the context, and this course aptly fits into this broader framework. Through select readings, this course seeks to provide an understanding of politics, law and society.

2. How does the course link with the specific programme(s) where it is being offered?
This course is compulsory for 3rd-semester students in the BA Sociology programme. This course connects and builds to the other BA Sociology courses offered at AUD like Sociology of India, and Caste in Contemporary India within the BA Sociology programme. Apart from specific core courses on sociological theory and research methods, the BA Sociology programme envisages to provide the students with knowledge and understanding of various sociological themes and builds on the first-year Sociology courses like Introduction to Sociology and Sociology of India. Theoretical perspectives that shape around politics and law with equality as a cherished goal will be the central peg in this course.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course builds on first year ability enhancement courses such as Indian Society Continuity Change and Paradoxes, Human Rights in India, State Politics in India and Understanding Ambedkar.

4. 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.

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

Not more than 50

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

Semester long, **3rd Semester (Monsoon Semester)**

7. **Course Details:**

a. Summary:

This course which the students in Sociology will learn in their 3rd semester, having completed the theory, method, concepts courses; will be building upon each of those previously transacted courses through the discourses that will bring together politics, law, state and how the three together impacts everyday social life and systems. This two intertwined axes through which this course will be transacted are representation and equality. Theoretical perspectives that shape around politics and law with equality as a cherished goal will be the central peg in this course. This will be complemented with discussions and analysis of political and legal struggles for equality and representation in the Indian context. State forms an important component throughout the course since the discourses are either emanating from or resistant to the state. Theoretical foundation around the classical understanding of politics, different kinds of political formations as well as the importance of politics of difference in contemporary debates on politics. Through the units on Women, Muslims, Languages and OBCs politico-legal questions on representation, segregation, pluralism and affirmative action are discussed.

b. Objectives:

1. To enable the students to understand theoretical perspectives on politics, state and society
2. To facilitate the students to comprehend the transformations occurring and the reasons therein
3. To enable the students to reflect and understand equality as a cherished political and social goal
4. To make the students understand political formations as well as the importance of politics of difference in contemporary debates on politics.

c. Expected learning outcomes:

1. Developing an understanding of the classical theoretical perspectives on politics, state and society
2. Developing an understanding of the contemporary politics of representation
3. Enabling students to read legal and policy documents prepared by Indian state or state commissioned committees
4. Developing reflective and analytical social scientific skills to engage with the above documents
5. Creating an interest and knowledge about different political and legal moments of the Indian democracy

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

Introduction to the Course

Aristotle's Political Theory Stanford Encyclopaedia of Philosophy

Ansari, Hamid Two Obligatory Isms: Why Pluralism and Secularism are Essential for our Democracy*Economic and Political Weekly* Vol. 52, Issue No. 31, 05 Aug, 2017 Guha, Ramchandra(2013) Indian Democracy's Mid-Life Crisis

Mehrotra, DeeptiPriya(2017) A light unto herself Seminar Issue 689

Crenshaw, Kimberle(2016) The urgency of Intersectionality, TED Women

Doshi, Tishani (2021) No Country for Women in *The Passenger India*, Europa Editions

Unit 1: Relationship between Politics and State

Marx, Karl (1852) The Eighteenth Brumaire of Louis Bonaparte pp 594-617 Online Version: Marx/Engels Internet Archive (marxists.org) 1995

Weber, Max (1918) *Politics as Vocation* Originally a speech at Munich University, 1918, published in 1919 by Duncker&Humblodt, Munich

Gramsci, Antonio (1971) *Selections from Prison Notebooks*, Elec Books, pp 445-542 Arendt, Hannah (1970) *On Violence* A Harvest/HBJ Books: San Diego pp 35-56 Gandhi, M K (1933) Hind Swaraj or India Home Rule, Navjivan Publishing House,Chapters 4, 14,17

Michel Foucault Birth of Biopolitics: Lectures at the Collège de France (1978-1979), trans. Graham Burchel (New York: Palgrave, 2007)

Ellen Carol Dubois, Kamaladevi Chattopadhyay, Vinay Lal (2016) A Passionate Life : Writings by and on Kamaladevi Chattopadhyay: Writings by and on Kamladevi Chattopadhyay, Zubaan: Delhi

Unit 2: Politics, Difference, Rights

Fanon Frantz (1986) Black Skin, White Masks (translated by Charles Lam Markman), Pluto Press: London pp 17-40 and 109-140

Ambedkar, B.R. (1927) Speech at Mahad Satyagraha

Ambedkar, B.R. (1949) Concluding Remarks in the Constituent Assembly

Jagger Alison M. (1983) *Feminist Politics and Human Nature*, Rowman and Allenheld: New Jersey, pp 173-206 and 207-248

Benhabib, Seyla(2015) *From the Right to Have Rights to the Critique of Humanitarian Reason*

Hooks, bell (1984) Feminist Theory: from margin to centre, Chap 9 and 10

Unit 3 Women and Representation

Report of the Committee on the Status of Women in India (1974) *Towards Equality*,Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi pp 283-305

Chaudhuri, Maitrayee (1999) Gender in the Making of the Indian Nation State,*Sociological Bulletin* Vol. 48, No. 1/2 (MARCH - SEPTEMBER 1999), pp. 113-133 (21 pages)

Women's Reservation Bill (The Constitution 108th Amendment Bill), 2008

*Sanshodhan*The Amendment film by GovindNihalini (1996)

Unit 4 Minorities, Tolerance and Inclusion

Social, Economic and Educational Status of Muslim Community in India: A Report (2006), Prime Minister's High Level Committee Cabinet Secretariat Government of India pp 49-86Jamil, Gazala (2017) Accumulation by Segregation: Muslim Localities in Delhi, Oxford University Press: New Delhi, Chapter 3

Pew Research Centre (2021) Religion in India: Tolerance and Segregation, https://www.pewresearch.org/religion/2021/06/29/religion-in-india-tolerance-and-segregation/

Donald, NidhinReligion as 'unsettled': Notes from Census and Anti-caste Mobilizations, Prabuddha: Journal of Social Equality (2018): 1 68-77

Jamil, Gazala The Capitalist Logic of Spatial Segregation: A Study of Muslims in Delhi, Economic and Political Weekly , JANUARY 18, 2014, Vol. 49, No. 3 (JANUARY

18, 2014), pp. 52-58

The Ghetto Girlfilm by AmbarienAlqadar (2012)

Unit 5 Languages and Pluralism

Judge, Paramjit (2021) Language Issue in Constituent Assembly Debates, Economic and Political Weekly, Vol. 56, Issue No. 14, 03 April

G N Devyinterview on People's Linguistic Survey of India

Through the Eyes of the AncestorsDocumentary on the exhibition curated by Museum of Voice and Adivasi Academy in Tejgadh, Gujarat (2012)

Unit 6 OBCs and Affirmative Action

Government of India Report on the Backward Classes Commission 1980 pp 1-30, 54-60 Balgopal, K The Anti- Mandal Mania, *Economic and Political Weekly* Vol. 25, No. 40 (Oct. 6, 1990), pp. 2231-2234

Jaffrelot, Christophe 'The Rise of Other Backward Classes in the Hindi Belt' *The Journal of Asian Studies*, Vol. 59, No. 1 (Feb., 2000), pp. 86-108 (23 pages)

Deshpande, Satish Who is Afraid of a Caste Census?

Concluding Class

Omvedt, Gail (2008) *Seeking Begumpura: The Social Vision of Anti-caste Intellectuals*, Navayana Publishers: New Delhi, pp 7-32 and 267-275

Assessment Details with Weights

The course evaluation will require three assessments in line with the university policy on assessment and evaluation. The assessment situations along with weightage as under.

Assessment Structure:

1. Reflexive Essay of 1000-1200 words on one of the readings of Unit 1: 30% weightage
2. Powerpoint Presentation on one event that brings politics, law and state in relation to each other. 10-12 slides explaining the theme, its relevance in contemporary times, what concepts is being explored in/through the event. PPTs should be a combination of images and texts, excerpts from news-reports should form an important part of the PPT, thereby learning the use of newspaper archives: 30% weightage
3. End-semester exam: 40% weightage

22

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

Class rooms as required.

f. Expertise in AUD faculty or outside: Not required.

g. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
This is a lecture based coursework. There is no requirement for linkages with external agencies.

Signature of Course Coordinator(s) PCBA Sociology

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

Annexure XXII

R. AmbedkarUniversityDelhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA (Hons) Sociology
Course title	**Caste in Contemporary India (DSC7)**
Course code	**NSUS1SC807**
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Disciplinary Specific Course (DSC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	February 2023
Course coordinator and team	SUS

1. How does the course link with the vision of AUD?
AUD has a vision of engaging students in moving from the text to the context, and this course aptly fits into this broader framework. Through select readings, this course seeks to provide an understanding of the complexities of caste as a social category, and its contemporary forms.

2. How does the course link with the specific programme(s) where it is being offered?
This course is compulsory for 3rd-semester students in the BA Sociology programme. This course connects and builds to the other BA Sociology courses offered at AUD like Sociology of India, Marriage Kinship and Family Forms and Conceptualizing Rural and Urban Society within the BA Sociology programme. Apart from specific core courses on sociological theory and research methods, the BA Sociology programme envisages to provide the students with knowledge and understanding of various sociological themes and builds on the first-year Sociology courses like Introduction to Sociology and Sociology of India. The course will begin with documenting

contemporary forms of manifestation of caste, and link them to the sociological and historical perspectives that provide explanations to the 'modernity of caste'.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course builds on several Sociology and Ability enhancement courses such as Indian Society Continuity Change and Paradoxes and Understanding Ambedkar.

4. 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.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Not more than 50

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester long. 4th **Semester (Winter Semester)**

7. **Course Details:**

a. Summary:

This course grapples with the complexities of caste as a social category, and its contemporary forms. The course will begin with documenting contemporary forms of manifestation of caste, and link them to the sociological and historical perspectives that provide explanations to the 'modernity of caste'. The course will move beyond the disciplinary boundaries and introduce the students to the various forms of social movements to the caste-based inequalities and the way these movements have perceived the origin, emergence and dynamics of the caste system.

b. Objectives:

1. To enable the students to understand the 'commonsense' of caste.
2. To facilitate the students to comprehend the sociological literatures on caste.
3. To enable the students to reflect and understand the role of power and politics in the historical persistence of caste-based inequalities.
4. To make the students understand new categories and concepts invoked to understand caste, as understood and articulated by the people who bear the brunt of the system.

c. Expected learning outcomes:

By the end of the course, students will be able to:

1. Develop an understanding of caste sociologically and through lived experiences. They will be able to capture and engage with the sociological aspects associated with the manifestations of caste inequalities and historical and contemporary social movements around caste relations.
2. The students will be able to understand caste as common sense and as social phenomena or lived experiences from the field, as well as conceptually through sociological analysis.
3. Students will learn to understand caste inequalities in rural and urban contexts, and the role of power, patriarchy and politics underpinning caste relations in India. Through a review of films and fieldwork exposure, the students will develop skills to comprehend key questions around liminality and social transformations that generate rural and urban change.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

Module-I: Caste and Commonsense

This module focuses on evaluating the commonsensical notions about caste. This is important not only because commonsensical notions of caste are popular and pervasive, but also because sociological investigations of caste seek to dismantle the commonsense on caste.

Module-II: Caste as Varna and as Jati: The Book View and the Field View?

This module problematizes the idea of caste attempts to introduce sociological literatures on caste that treat caste as 'Varna', and have subsequently been termed as the book view on caste. The module further examines M.N Srinivas' work, and what has been termed as the field view of caste that significantly differs from the book view.

Module-III: Caste, Rural and Religious: Debates on Consensus Vs. Confrontation

This module engages with two popular but misguided perceptions of caste, i.e. that it is something that exists in rural India and that it is a consensual system that is a part and parcel of Hindu rural life. This module seeks to explore the fuzzy boundaries of caste with rural life and religion by bringing in readings and experiences of caste relations in the city and across religion in the subcontinent.

Module IV: Cast and Power: The Postcolonial Politics

This module examines the role of power and politics in the historical persistence of caste-based inequalities through colonial genealogies and postcolonial historiography, and in Indian Sociology. The sociological and anthropological understanding of caste was predominantly focused on the idea of structure and function, neglecting the historical formation of caste(s) and power relations.

Module V: Caste as Brahmanical Patriarchy, Violence, Humiliation

This module delves into the writings of caste by a section of the society who have historically borne the brunt of the system, and the relations of gender.The module explores new categories and concepts invoked to understand caste, as understood and articulated by the people who bear the brunt of the system.

Module VI: Caste, Social Classes and Exclusion

This module tries to engage with caste from the newly emerging categories, such as Social exclusion and social classes. While the two concepts have been available to understand groupings and segregations from the days of Max Weber, scholars of caste have only recently found them valuable to understand caste.

e. Course contents detailed in module-wise format:

Module-I: Caste and Commonsense

This module focuses on evaluating the commonsensical notions about caste. This is important not only because commonsensical notions of caste are popular and pervasive, but also because sociological investigations of caste seek to dismantle the commonsense on caste. The readings interrogate the 'commonsense' of caste, its 'recalcitrance' in contemporary India, and different perspectives on caste to lay the foundation of the rest of the modules.

Module-II: Caste as Varna and as Jati: The Book View and the Field View?

This module problematizes the idea of caste and introduces the most persisting problem existing in Sociology and Social Anthropology on Caste. It attempts to introduce sociological literatures on caste that treat caste as 'Varna', and have subsequently been termed as the book view on caste, The module further examines M.N Srinivas' work, and what has been termed as the field view of caste that significantly differs from the book view. With these readings an attempt is made to help students dismantle dominant and clichéd understandings on caste. Critical evaluation of sociological and anthropological literature on caste is the aim of this module.

Module-III: Caste, Rural and Religious: Debates on Consensus Vs. Confrontation

This module engages with two popular but misguided perceptions of caste, i.e. that it is something that exists in rural India and that it is a consensual system that is a part and parcel of Hindu rural life. This module seeks to explore the fuzzy boundaries of caste with rural life and religion by bringing in readings and experiences of caste relations in the city and across religion in the subcontinent.

Module IV: Cast and Power: The Postcolonial Politics

This module examines the role of power and politics in the historical persistence of caste-based inequalities through colonial genealogies and postcolonial historiography. In addition, this module also debates on the role of power and politics in theorization of caste in Indian Sociology. The sociological and anthropological understanding of caste was predominantly focused on the idea of structure and function, neglecting the historical formation of caste(s) and power relations.

Module V: Caste as Brahmanical Patriarchy, Violence, Humiliation

This module marks the beginning of the third phase of the course. It delves into the writings of caste by a section of the society who have historically borne the brunt of the system. In this module we focus on how caste has been intrinsically related to the idea of gender, and the establishment of Brahmanical patriarchy.The module then moves away from established academic writings to explore new categories and concepts invoked to understand caste, as understood and articulated by the people who bear the brunt of the system.

Module VI: Caste, Social Classes and Exclusion

This module tries to engage with caste from the newly emerging categories, such as Social exclusion and social classes. While the two concepts have been available to understand groupings and segregations from the days of Max Weber, scholars of caste have only recently found them valuable to understand caste.

Essential Readings

1. Deshpande, S. 2004, Contemporary India: A Sociological View, New Delhi, Penguin, Page No: 98-124.
2. Menon, M and Nigam, A, 2007, Power and Contestation: India after 1989, New York: Zed Books, Page No: 15-34.
3. Dumont, L. 1970, Homo Hierarchicus: The Caste System and its Implications New York: Oxford University Press, Page No: 1-65.
4. Madan, T.N, 2017, Louis Dumont and the Study of Society in India, in SubasMahapatraeds, Society and Culture in India: A Reader, New Delhi: Social Science Press, Page No: 74-110.
5. Jodhka, S.S. 2015, Caste in Contemporary India, New Delhi Oxford University Press, Page No: 1-19.
6. Samarendra, P. 2016, Local Jatis and Pan-Indian Caste: The unresolved Dilemma of M.N Srinivas, Contributions to Indian Sociology, Vol: 50, Issue: 2, May 4.
7. Ambedkar, B.R. 2014, Annihilation of Caste: The Annoted and Critical Edition, New Delhi: Verso Books,
8. Ali Syed. 2002. Collective and Selective Affinities: Caste among Urban Muslims in India, Sociological Forum, Vol:17, No: 4, pp: 590-620.
9. Samarendra, P. 2016, Religion and Scheduled Caste Status, Economic and Political Weekly, Vol-51, No-4, 23 January
10. Beteille, A, 2017, The Reproduction of Inequality: Occupation, Caste and Family, in SubasMahapatraeds, Society and Culture in India: A Reader, New Delhi: Social Science Press, Page No: 175-208.
11. Dirks, N. 1992, Castes of Mind, Special Issue: Imperial Fantasies and Postcolonial Histories, Representations, No. 37.
12. Chakravarti, U, 2003. Gender Caste: Through a Feminist Lens, Calcutta: Stree Publications, Page No: 37 to 66.
13. Geetha, V. 1998. 'Periyar, Women and an Ethic of Citizenship.' Economic and Political Weekly. 33(17): 9-15.
14. Rege, S. 2013, Against the Madness of Manu: B.R. Ambedkar's Writings on Brahminical Patriarchy, New Delhi: Navyana, Page No: 59-109.
15. Guru, G.2011 Humiliation: Claims and Contexts, New Delhi: OUP, Chapter- II, IV and V.Guru, G. and Sarukai, S. 2012 The Cracked Mirror: An Indian Debate on Experience and Theory, New Delhi: Oxford University Press. Page No: 200-222.

16. Nimbale, S.K, 1992, Bastard, in Arjun Dangle eds, Corpse in the Well: Translations from Modern Marathi Dalit Autobiographies, Bombay: Disha Books, Page No: 41-51
17. Thorat, S.K, Attewell P and Rizvi F.F. 2009, Urban Labour Market Discrimination, IIDS Working Paper, Vol-III, No:1.
18. Yengde, S. 2020. 'The Harvest of Casteism: Race, caste and what it will take to make Dalit lives matter.' The Caravan. July 3.

Suggested Readings

1. Ambedkar, 1916. Caste in India: Their Mechanism, Genesis and Development, paper presented at an Anthropology Seminar Columbia University, on 9th May, available at http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/txt_ambedkar_castes.html
2. Deshpande, S.2004, *Contemporary India: a sociological view*, Viking, New Delhi
3. Dirks, N. 1992, *Caste of Mind, Representations No. 37, Special Issue: Imperial Fantasies and Postcolonial Histories*, pp. 56-78
4. Padmanabh, S, 2011, Census in Colonial India and the Birth of Caste, Economic and Political Weekly, Vol: XLVI, No:33.
5. Srinivas, M.N. 2009, Varna and Caste, in Oxford M.N. Srinivas, New Delhi, OUP

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment Details:

1. **Quiz:** There will be all total 1 quiz constituting 30% of the total assessment situation. The quiz may consist of multiple choice questions (MCQ), short answer types or long answer types.
2. **Assignment:** The students will have to write one take-home writing assignment of 30%.
3. **End-semester Examination:** There will be one end-term examination of 40%.

8. **Pedagogy:**
   a. Instructional strategies:

   This is a four-credit course, therefore having weekly lectures of four hours. Class interaction is encouraged in these lectures.

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

   Classrooms

   c. Expertise in AUD faculty or outside: Not required

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Not required

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.

(15)

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:

[redacted]

Signature of the Dean of the School

(14)

Annexure XXIII

Dr. B. R. AmbedkarUniversityDelhi

ProposalforLaunchofa Course

(TobeapprovedbytheAcademicCouncil)

School/Centreproposingthecourse	**SchoolofUndergraduateStudies**
Programme(s)	Sociology
Course title	**Religionand Society (DSC8)**
Coursecode	**NSUS1SC808**
TotalCredits	4
Coursetype(core/compulsory/elective/anyother– please specify)	**Compulsory-BASociology(Hons.) students/ Elective- All undergraduates**
Level(Pre-doctoral/MA/PGDiploma/Certificate/UG)	UG
Proposeddateof launch	Wintersemester(2023-24)
Coursecoordinator andteam	**DrSantoshKumarSinghandDrPriyashaKaul.**

1. Howdoes the courselinkwith thevision ofAUD?

   This course enables the students to attain a holistic understanding of the role of religion as a sociological institution. It will help students to develop the necessary conceptual clarity for being better able to gain a sociological sense of the historical and contemporary social dimensions of religion, especially focusing on Indian society.

2. Howdoes thecourselinkwiththespecificprogramme(s)whereitis being offered?

   As a core fourth semester course, it enables students to understand the significance of religion in society from an intersectional perspective.

3. Doesthe courseconnectto, buildon or overlapwith anyother coursesoffered in AUD?

   Thecoursebuildsonthecorpusoftheoreticalandempiricalsociologicalknowledgeattained in the previous semesters.

4. Specificrequirementsonthepartofstudentswhocanbeadmittedtothiscourse: (Pre-requisites; prior knowledge level; any others – please specify)

   None

5. No.ofstudentstobeadmitted(withjustificationiflowerthanusualcohortsizeis proposed):

   ASperprevailingSUS norms

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

   Semester

7. **Course Details:**

a. Summary:

This compulsory course intends to provide the students at the Under Graduate level with an introduction to the basic conceptions in the sub discipline of Sociologyof Religion. Starting with an overviewofthe various approaches adopted byothersocial sciences and theologyto the study of religion, the course intends to familiarize the student with the ideas of classical as well as contemporary sociological perspectives. It engages with important turning points in the sub discipline over the course of its growth. The course in the latter half relies exclusively on issues of contemporary relevance. These are issues where religion is seen to have made a comeback as a social phenomenon. Politics, social movements and concerted attempts at religious revival and reform would be some of the issues that the course intends to take up for analysis.

b. Objectives:

The intention overall is to enable the student to develop the necessary conceptual clarity for being better able to gain a sociological sense of the historical and contemporary social dimensions of religion, especially focusing on Indian society.

c. Expectedlearningoutcomes:

Aftercompletingthiscourse, thestudent willbe able to:

- Developfamiliarityofthekeysociologicalconceptsandunderstandingofthesociology of religion and its relation to the social world.
- Itprovidesstudentswithaninsightintotheimportanttheoreticalperspectivesinthe sociological study of religion
- Itenablesthestudentstogainanunderstandingoftheimportantreligiousaspectsof religious movements and their dialogue with the larger dynamics in Indian society.
- Itendeavourstohighlighttheintersectionalroleofreligioninrelationtoarangeof social identities in order for students to gain a holistic perspective on the subject.

d. Overallstructure(course organisation;rationaleoforganisation;briefmoduleoutlines):

The modules build on each other cumulativelyto proceed from the theoretical and historical totheempiricalandcontemporaryaspectsoftherelationshipbetweenreligionandsocietyto provide a broad yet intersectional overview of the subject matter sociologically.

Module1.Religion asanobjectofstudy

This module provides the overview of the study of religion in sociology.The aim is to familiarize the students with the intellectual background of religion as an object of sociological enquiry.

Module2.Theoretical Perspectiveson Religion

Thismoduleexploresthekeysociologicalperspectivesonreligioninsociologyandanalysesthe

crucial concepts in the sociological study of religion. It provides an overview of both classical and contemporary theoretical perspectives on the study of religion.

Module3Space,Time & Liminality

The unit analyses the sociological significance of rites and symbols in social life. In addition, it looks at the concept of liminality as between and betwixt every day and the significance of social rules and liminality in relation to space and time.

Module4**ReligionandSocial Movements**
This unit analyses the multiple aspects of social religious movements in Indian society. The aim is to highlight the dynamic relation between religion and diverse social processes.

Module5Religion andSocial Identities
Thisunitlooksattheroleofreligioninrelationtoarangeofdifferent socialidentities.It focuseson religion in relation to caste, disability, gender and sexuality and social identity.

e. Coursecontentsdetailedin(a)week-wiseformat(preferable),or(b)module-wiseformat:

(b)(i)Module-wiseFormat with followingdetails foreachmodule:

Module1.Religion asanobjectofstudy
This module provides the overview of the study of religion in sociology.The aim is to familiarize the students with the intellectual background of religion as an object of sociological enquiry.

Essential Readings:

Beteille,Andre(1992),"ReligionasaSubjectforSociology"in*EconomicandPolitical Weekly*, Vol. 27, No. 35 (Aug. 29, 1992), pp. 1865-1870

Madan, T. N. (2004). „Religions of India" in Veena Das (ed.) Oxford Handbook of IndianSociology, New Delhi: Oxford University Press.

Module2.Theoretical Perspectiveson Religion

This module explores the key sociological perspectives on religion in sociology and analyses the crucial concepts in the sociological study of religion. It provides an overview of both classical and contemporary theoretical perspectives on the study of religion.

Essential Readings:

Classical Perspective:
Durkheim,E.(1915).*ElementaryFormsofReligiousLife*.London:GeorgeAllenand Unwin. (chapter 1)

Weber,M.2002.*TheProtestantEthicandtheSpiritofCaptalism*,translatedbyStephen Kalberg.Blackwell.London. (Ch1, 3 & 4)

ContemporaryPerspectives:
Furseth I. and Repstad P. (2006). An introduction to the Sociology of Religion. England: Ashgate. (Ch 5- The great narratives: Modernity, postmodernity, globalization, and secularization)

Module3Space,Time & Liminality

The unit analyses the sociological significance of rites and symbols in social life. In addition, it looks at the concept of liminality as between and betwixt every day and the significance of social rules and liminality in relation to space and time.

Essential Readings:

vanGennep, A(1960).*RitesofPassage*. London:Routledge.(Chapter1andConclusion)

Turner, V. (1969). The Ritual Process: Structure and Anti-Structure. New Brunswick/London: AldineTransaction (Chapter 3 Liminality and Communitas)

Evans-Pritchard,E.E.1963(1940)."TimeandSpace."In*TheNuer*.Oxford:Clarendon Press, pp. 94-98, 100-108.

Uberoi,J.P.S.(1991)FivesymbolsofSikhIdentityinT.N.Madan(ed.) *ReligioninIndia*. OUP: New Delhi.

Module4**ReligionandSocialMovements**
This unit analyses the multiple aspects of social religious movements in Indian society. The aim is to highlight the dynamic relation between religion and diverse social processes.

Essential Readings:

Ambedkar, B.R. (2002). „Buddha or Karl Marx" in Valerian Rodrigues (ed.) The Essential Writings of B R Ambedkar, Delhi: Oxford University Press.

Dash. B (2018). „Faith, Fluidity and Famine: Mahima Movement and the Subversive Subaltern Politics' in *International Journal of Humanistic Ideology (Santosh Kr Singh and Dev N. Pathak (eds.) special issue- Fluid Faith, Rigid Religion: In the framework of South Asia)*, Vol. 1(3), 11- 145.

Lorenzen, D. N. (1987). Traditions of non-caste Hinduism: theKabirPanth. *Contributionsto Indian sociology, 21*(2), 263-283.

Pemberton, K. (2010). Women mystics and sufi shrines in India. Columbia: University of South Carolina Press. (Introduction)

Singh, S. K. (2017). „The Caste Question & Songs of Protest", Economic and Political Weekly, Vol. 52, No. 34, pp. 33-37.

10

Module5Religion andSocial Identities

Thisunitlooksattheroleofreligioninrelationtoarangeofdifferent socialidentities.It focuseson religion in relation to caste, disability, gender and sexuality and social identity.

Essential Readings:

Agoramoorthy,G.,&Hsu,M.J.(2015).Livingonthesocietaledge:India"stransgender realities. *Journal of religion and health, 54*, 1451-1459.

Dube,L.(2010).„ÇasteandWomen"inShashiMotilalandBijaylaxmiNanda(eds.) Understanding Social Inequality: Concerns of Human Rights, Gender and Environment, Delhi: Macmillan.

Kaul, P. (2012). „Exploring „Anwar": Religion, Identityand Nationalism" in Christopher Flood, Stephen Hutchings, Galina Miazhevich and Henri Nickels (eds.) PoliticalandCulturalRepresentationsofMuslims:IslamthePlural,Leiden/Boston: Brill Publishers.

Wrigley,M.,&LaGory,M.(1994).Theroleofreligionandspiritualityin rehabilitation: A sociological perspective. Journal of Religion in Disability & Rehabilitation, Vol. 1(3), 27-40.

AdditionalVisual Resources:

1. Ritesof Passage- Discoverychanneldocumentaryonrituals
2. TheName of theRose-DocumentaryontheDevdasis/Ajmer Sharif
3. Otherdocumentary/visualresources.

SuggestedReadings:

Brass,P.(2006).„IndianSecularisminpractice",*IndianJournalofSecularism*,Vol.9,pp.115-32.

Chakravarti,U.(1989).TheworldoftheBhaktininSouthIndiantraditions:Thebodyand beyond. *Manushi, 50*(52), 18-29.

Eck,D.(1982).Banaras:Thecityof light. NewYork: Knopf

Frykenberg,R.E.(2008).*ChristianityinIndia:frombeginningstothepresent*.OxfordUniversity Press.

Gilsenan,M.(1982).*RecognisingIslam:AnAnthropologist'sIntroduction*.CroomHelm:London (chs. 1, 2).

Hawley, J.S. (2015). A storm of songs: India and the idea of the Bhakti movement. Massachusetts: Harvard University Press (Introduction)

Madan,T.N.(ed.)ReligioninIndia, NewDelhi:OxfordUniversityPress.

Madan, T.N. (1991). „Secularism in its place" in Madan, T.N. (ed.) *Religion in India.* New Delhi:Oxford University Press

Malekandathil, P., Pachuau, J., &Sarkar,T.(2016). *Christianityin Indianhistory:issues of culture, power and knowledge*. Primus Books.

Malinowski,B.(1948). Magic,ScienceandReligionandOtherEssays. Illinois:Free Press.

Omvedt, G. (1994). Peasants, dalits and women: Democracy and India's new social movements. *Journal of Contemporary Asia, 24*(1), 35-48.

Robinson,R.(2004).*SociologyofReligioninIndia*.NewDelhi:Sage

Srinivas,M.N.1952.ReligionandSocietyamongtheCoorgsofSouthIndia.Oxford:Clarendon. (chs. 1, 3, 4, 7, 8).

Srinivas,M.N.(1956),,ANoteonSanskritisationandWesternisation",*TheFarEasternQuarterly*. Vol 15 (4), pp. 481-96.

(ii)AssessmentPlan(weight,mode,scheduling)forthecourse:

Mid-semester exam 30%
Projectpresentation30%
SummativeAssessment40%

8. **Pedagogy:**
   a. Instructionalstrategies:Classroomlectures,discussionseminarsandfield trips

   b. Special needs(facilities, requirements in terms of software, studio, lab, clinic, library,classroom/others instructional space; any other – please specify): None

   c. ExpertiseinAUDfacultyoroutside:InAUD

   d. Linkageswithexternalagencies(e.g.,withfield-basedorganizations,hospital;anyothers) NA

Priyanka Kaul

SignatureofCourse 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 submittedto 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.Theelectivessharedbetweenmorethanoneprogrammeshouldhavebeen

approvedintheBoardofStudiesofandtakenthroughtheSCAP/SCPVCE/SCRofthe primary School.

3. Incertainspecialcases,whereacoursedoesnotbelongtoanyparticularSchool,theproposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

RecommendationoftheSchoolofStudies: Suggestions:

Signaturcof theDeanof theSchool

Annexure XXIV

Dr. B. R. AmbedkarUniversityDelhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA (Hons) Sociology
Course title	Gender and Society (DSC9)
Course code	NSUS1SC809
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Disciplinary Specific Course (DSC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	All undergraduates
Proposed date of launch	July 2023
Course coordinator and team	Rukmini Sen

1. How does the course link with the vision of AUD?
AUD has a vision of engaging students in moving from the text to the context, and this course aptly fits into this broader framework. Through select readings, this course seeks to provide an understanding of gender, society, gender roles and sociological understanding of that.

2. How does the course link with the specific programme(s) where it is being offered?
This course is compulsory for 4th-semester students in the BA Sociology programme. This course connects and builds to the other BA Sociology courses offered at AUD like Sociology of India, Caste in Contemporary India, Politics, Law and Society within the BA Sociology programme. The BA Sociology programme envisages to provide the students with knowledge and understanding of various sociological themes and builds on the first-year Sociology courses like Introduction to Sociology and Sociology of India. Theoretical perspectives that shape around gender, policy and society with equality as a cherished goal will be the central focus in this course.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course builds on first year ability enhancement courses such as Indian Society Continuity Change and Paradoxes, Human Rights in India, State Politics in India and Understanding Ambedkar.

4. 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.

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

Not more than 50

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

Semester long.4th Semester **(Winter Semester)**

7. **Course Details:**

a. Summary:

This course is compulsory for students with Sociology Major (5th Semester), Elective for students from other disciplines. The course will address the gendered nature of human relationships. What is the gender difference? How is gender difference connected to sexual difference? How is it that gender operates in our everyday lives? How is it that there is interplay of gender in institutional spaces? What are the connections between gender, sexuality, caste, patriarchy and capitalism? Beginning with childhood rearing practices in early childhood, the family is an important site for gendering. This socialization continues through late adulthood in the family, in schools via the formal and informal curriculum and in peer groups. Likewise, in the workplace—and in the economy, law, and politics more widely—men and women are differently located with unequal pay, privilege and power.

From 'public' to 'private' arenas, gender difference is (re)produced in a variety of institutional and micro-political contexts and in relation to other forms of inequality. In terms of a discipline, is the study of society gender-blind or gender-conscious? When family as an institution is discussed, does the domestic labour debate come up? When politics is introduced as a theme, are gendered realities of political representation addressed? Is sociology of gender a sub-discipline? Do we need a separate course on gender, or should it be intertwined as a perspective in the manner in which we observe social structures and relationships?

b. Objectives:

1. To enable the students to understand theoretical perspectives on gender, feminism and society
2. To facilitate the students to comprehend the transformations occurring in gender relations over the years
3. To enable the students to reflect and understand gender equality as a cherished goal and actuality
4. To make the students understand the social causes of gender based violence and laws that are present to prevent them

c. Expected learning outcomes:

1. To develop a critical understanding of gender, related concepts and a thorough analysis ofhistorical and contemporary debates around the same.

2. To generate a comprehensive understanding of gendered social life along the lines ofintersectionalities (caste, class, region, tribe, sexuality).

3. To understand and address the idea of gendered violence against the broad spectrum ofgendered identities

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

Module 1: 'Sexual Difference', 'Gender' and moving beyond binaries

This introductory unit does a brief overview of the terms 'sex', 'gender' and 'sexual

difference'. Sociological writings of sex and gender draw from feminists and feminist historians of science to locate the terms in cultural and social constructionist frames. This unit will discuss the changing ideas of sex and gender through time and different sites. Along the way, we will also discuss what is essentialism, a concept that helps to illuminate the variability of sex and gender.

- Menon, Nivedita. *Seeing Like a Feminist.* New Delhi: Zubaan. 'Body' and 'Desire'
- Ryna Rapp (2011) "Enabling Disability: Rewriting Kinship, Reimagining Citizenship" in Lennard J. Davis, ed, The Disability Studies Reader, 3rd ed. NY: Routledge, pp. 237-253 (with Faye Ginsburg). Reprint of 2001
- Shah, Chayanika et al (2015) *No Outlaws in the Gender* Galaxy, Zubaan: New Delhi
- Film: Paromita Vohra. 2006. *Q2P* https://www.youtube.com/watch?v=hsJh_BamKgo

Module 2: Gendering the Sociological Imagination

Sociology has been a study of personal experiences and social structures. The question that historically was raised in the 1970s was that this study of experiences and structures were happening from the perspective of men, although it was assumed that it was the social. This unit intends to explore the following connections: a) Relationships and Institutions b) Institutions and Structures c) Structures and Cultures d) Protests and Transformations. Through these co-relates, the aim would be to see how gender interacts with all of them.

- Smith, Dorothy. 1992. "Sociology from Women's Experience: A Reaffirmation" *Sociological Theory* 10 (1): 88-98.
- Rege, Sharmila. 2003. Sociology of Gender: The Challenge of Feminist Sociological Thought, Chapter 1
- Kapur, Ratna and Cossman, Brenda (1996) Subversive Sites: Feminist Engagement with the Law, Chapter 1
- Film: Thappad (2020)

Module 3: Understanding Gender through Questions of Labour

Taking labour as an illustrative example, this course intends to discuss the interface that gender and labour has with institutions, cultures and law. This unit will complicate the question of housework and discuss domestic labour. A demand for equal pay for equal work existed within women's activism and responded by the law. Similarly, maternity claims and paternity benefits are not just about labour and reproduction but also about whose primary responsibility it is to nurture a child. Are there connections between women's labour, migration and marriage? Can sex work be understood to be work or would the questions of morality still dominate the discourse of sex work? Similarly, can 'renting of a womb' come within the study of gender and labour or is it only about helping a woman who cannot biologically bear a child?

- Folbre, Nancy. 1991. The Unproductive Housewife: Her Evolution in Nineteenth-Century Economic *Signs*, Spring 16 (3): 463-484.
- Ralte, Lalramnghaki (2023) Nursing in Mizoram: A Gendered Perspective,Zubaan
- Durbar MahilaSamanwaya Committee. 2005. "Kolkata Sex Workers Manifesto". *Sarai Reader*, Bare Acts.
- Kotiswaran, Prabha (2020) An Ode to Altruism: How Indian Courts Value Unpaid Domestic Work https://law.utexas.edu/humanrights/events/guest-lecture-inequality-labor-and-human-rights-the-future-of-work-in-the-age-of-pandemic-2/

• Banerjee, Sneha (2018) Understanding Gestation Work through Surrogacy •
Film: Tales of the Nightfairiesdirected by Sohini Ghosh

Module 4: Gender and Intersectionality

It would be important to understand caste, tribe and race as gendered. Gender is a useful lens to understand how patriarchy has shaped race, caste, tribe, class relations in the making of the nation state. Racial profiling has been the subject of our discourse but literature within women's studies show how race becomes a useful category to understand stratification. Why are caste relations gendered? Gendered nature of caste relations are evident to move beyond gendered roles and we need to address the structures that shape practices and institutions.

Parallel to this, it would be important to understand the need for a gendered lens to understand caste, class, tribe relations.

- Ambedkar, B.R (2013) The Rise and fall of the Hindu Woman: Who was Responsible for it? In S Rege Against the madness of Manu: B. R Ambedkar's writings on Brahmanical Patriarchy, New Delhi: Navayana
- PawadeKumud. "The Story of My Sanskrit" In Mary E. John (ed.) Women's Studies in India
- Lambert-Hurley, S.T.(2017) Narrating Trauma, Constructing Binaries: Partition in Muslim Women's Autobiographical Writings. In: Mahn, C. and Murphy, A., (eds.) Partition and the Practice of Memory. Palgrave Macmillan , London , pp. 115-136.
- Film: Seasons of Life: Foraging and Fermenting Banboo Shoot During Ceasefire *Directed by DollyKikon | Lotha Naga* https://bengaluru.sciencegallery.com/phytopia/programmes/films
- Davis, Angela Y. 1981. *Women, Race and Class.* Women's Press. (Chapters 2 and 4)
- Maya Angelou (1969) I Know Why the Cage Bird Sings

Unit 5: Gender and Sexual Violence, Gendered Violence

Violence in gendered relationships, violence is an intrinsic part of gender performance. It is important to realize that there is violence within and outside the home; there is violence in parks and streets as well as hotels, public transports and bedrooms. Women, men and transgender persons all face violence. However, it is extremely important to remember that due to heteronormative patriarchal structures, institutions and laws women of all locations have the probability of facing some or the other kind of violence.

- Phadke, Shilpa, Sameera Khan, and ShilpaRanade. 2011. *Why Loiter? Women and Risk on Mumbai Streets.* New Delhi: Penguin Books: vii-xiv; 3-21
- Arasu, Ponni and Thangarajah, Priya (2012) Queer Women and Habeas Corpus in India: The Love that Blinds the Law, Indian Journal of Gender Studies, Vol 19, Issue 3
- Sen, Rukmini Stay Home, Stay Safe: Interrogating Violence in the Domestic Sphere', Economic and Political Weekly, Vol. 55, Issue No 25 ISSN (Online) 2349-8846
- (2023) APNON KA BAHUT LAGTA HAI Our Own Hurt Us the Most: Centering Familial Violence in the Lives of Queer and Trans Persons in the Marriage Equality Debates, Organised by PUCL and National Network of LBI women and Transpersons
- Film: Masaan (2015)

Assessment Details with Weights

The course evaluation will require three assessments in line with the university policy on assessment and evaluation. The assessment situations along with weightage as under.

1. *Assignment 1* (30%)

Maintaining a journal and write reflections on discussion taking place in class (submission date September 17, 2023)
Attend all the classes held during this time
Watch any video shared separately during this time as part of the course
On the basis of the discussion in the class and the reading that was part of the discussion, write reflections keeping the following in mind:
–what were the issued on gender and society discussed
–how do these issues affect you/are experienced by you in your everyday lives –do you want to use a poem/blogpost/advertisement/painting/instagram account to connect to the above
If you miss a class, you cannot write the reflection (attendance will be regularly taken)

2. *Assignment 2* (30%)

Field activity of gender walk in the city of Delhi and writing a gender based experiential piece of 1000-1500 words on the activity

3. **End term overall assessment (40%)**

End of semester examination

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

Class rooms as required.

f. Expertise in AUD faculty or outside: Not required.

g. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
This is a lecture based coursework. There is no requirement for linkages with external agencies.

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

Annexure XXV

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	Psychology
Course title	Social Psychology (DSC4)
Course code	NSUS1PS704
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline core DSC4
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr, Vatsala Saxena, Ms. Bibinaz Thokchom

1. How does the course link with the vision of AUD?

The course helps students to understand the dynamic relation between 'psychological' and 'social'. It orients students to how social processes construct individual psyche, and conversely how psychological processes help maintain social system. The students are exposed to the classic experimental researches and associated theories in the field of social psychology. The course helps to understand how an individual constructs and is constructed by the existing attitudes, prejudice & stereotypes. The course encourages students to see morality & aggression as a social phenomenon, and how as a member of the society one works in groups, exerts and resists social influence. The course, by adopting an academic lens encourage research and extension work and sensitize students towards equity and social justice.

2. How does the course link with the specific programme(s) where it is being offered?

The course is being offered by Psychology program. It is a compulsory course which helps students to understand how social processes are constructed by individual psyche, and conversely how psychological processes help maintain social system. This course also helps to orient students to the research methodological paradigms which is helpful in the other courses as well.

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

The course can be seen complimentary to introductory sociology courses.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 60 students in a class, if more than that, another section to be made.

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

7. **Course Details:**

a. ***Summary***: This course opens up questions around psychology as a social process and asks how the "actual, imagined or implied" presence of others affects our thoughts, feelings and behavior and how we, in turn, also influence others. We will ask why we see one social group or people belonging to one group in one way and another group or its people, differently? What attracts us to some people and not others? Why do we often think one way and act another, in other words, does behavior validate the attitudes people think they have? Are we naturally aggressive or are we naturally helpful or is our behavior determined mostly by our circumstances? How important is it for us to have identities that make us integral parts of groups? Is it us or is it our groups which determine the kind of leaders we are or we have? What, or who, *makes* a leader? We will also study our own views on the salient social categories and groups to which we belong and think of the many ways in which these constitute us. Such queries constitute the field of Social Psychology, and we will study this through some of the best research done on the subject while developing its links to our own intuitive thoughts as humans, young or old.

b. ***Objectives***: The course will help students to understand the dynamic relation between 'psychological' and 'social'. It orient students to how social processes construct individual psyche , and conversely how psychological processes help maintain social system. With this psychosocial perspective in mind , construction of various social phenomenon will be studied. The students will also be exposed to the classic experimental researches and associated theories in the field of social psychology.

c. ***Expected learning outcomes:***

1) Understand the advantages and limitations of adopting either an experimental perspective or a social constructionist perspective to study social processes.
2) Know classical theories and experiments proposed by pioneers in the field.
3) Come up with a research proposal highlighting the research question from the main themes in social psychology, doing a preliminary review of literature and anchoring it in either the experimental social psychology framework , or social constructionist perspective.
4) Develop an insight about everyday social happenings within social psychological framework.

d. **Overall structure** (course organisation; rationale of organisation; brief module outlines): There are in total 7 modules.

e. **Course contents** detailed in (a) week-wise format (preferable), or (b) module-wise format:

1: Understanding social psychology: In this module, the students will be familiarized with the questions of what is social. What is social psychology? How is it different from other social sciences like sociology, social anthropology, social work and industrial psychology? Where is social psychologists' place in the world?

2: Social influence: Most of us not just attempt to change others' behavior, beliefs; perceptions etc. but are also at the receiving end of such attempts at social influence. Such processes can be discussed in the topics of conformity, compliance and obedience. Students will learn, in this module, the distinction between different social and phenomenological situations where people conform to adhere to some existing norms, say yes to someone's request and obey orders from certain kind of people. Students will be exposed to popular Milgram's experiment on obedience to authority and will be discussed using stimulating life examples in the class.

3: Attitude, Prejudice, Stereotypes and Discrimination: We all have personal or collective opinions, evaluations, views and judgments about certain kind of people/object/thing/event. How do we develop such attitudes and why? What are the components of attitudes? This module will take students to a short tour over the world views on people belonging to specific social groups i.e. prejudice, stereotypes and how this leads to discrimination? Also some rectified strategies/measures to reduce such social distances will be familiarized to the students during the discourse in the classroom.

4: Aggression, Altruism and morality: The nature and causes of aggression have been conceptualized through major perspectives of psychology viz. Instinct theories, biological, social learning and cognitive behavior theories. Verification of some of the theoretical hypotheses will be shown through studies done by Arnold Buss (a modified version of Milgram's experiment) by using aggression machine apparatus.

5: Group Dynamics: This module will enable students to construe how groups' process, the nature and functions of the group, group development process, group think, group decision making etc. Students will also learn what sort of characteristics and social situations enforce someone to lead a group of people and how they exercise power within and outside the group.

6: Intergroup behavior : The purpose of this module is to facilitate students to look beyond a person's role within a group but beyond to the out-groups and how groups develop some sort of relationship or conflict between them. This module shall dispute on the topics of social categorization, social identity, minority and majority influences, intergroup co-operation and conflict, bargaining and negotiation, ethnic and cultural relations and social dilemmas.

7: Social cognition: This module will discuss the manner in which we interpret, analyze, remember and use information about the social world. Students will be discoursed around the aspects of social cognitions like, social schemas, prototypes, attributions and fundamental attribution errors, attribution biases, cognitive dissonance and social intelligence.

(39)

(b) (i) Module-wise Format with following details for each module:

Module No. I

Module Title: Understanding social psychology

No. of weeks needed : 3 weeks

Detailed description of module: In this module, the students will be familiarized with the questions of what is social. What is social psychology? How is it different from other social sciences like sociology, social anthropology, social work and industrial psychology? Where is social psychologists' place in the world?

Module Objective:

a) To engage in the debate of individual -social dualism
b) To orient students to different research paradigm
c) To understand the disciplinary orientation of social psychology

Essential readings with page numbers:

1) **Chapter 1, Baron, Byrne, & Branscombe, Social Psychology (11th ed.).** Pearson Education.
2) Chapter1, **Wendy Hollway, Helen Lucey, and Ann Phoenix.** Social Psychology Matters, Tata McGraw Hill.

Suggested readings:

1) Chapter Introduction, Julian Henriques, Wendy Hollway, Cathy Urwin, Couze Venn, Valerie Walkerdine. **Changing the Subject of Psychology, Social Regulation and Subjectivity**

(ii)Module number: 2

Module title: Social influence

No. of classes needed: 2

Detailed Description: Most of us not just attempt to change others' behavior, beliefs; perceptions etc. but are also at the receiving end of such attempts at social influence. Such processes can be discussed in the topics of conformity, compliance and obedience. Students will learn, in this module, the distinction between different social and phenomenological situations where people conform to adhere to some existing norms, say yes to someone's request and obey orders from certain kind of people. Students will be exposed to popular Milgram's experiment on obedience to authority and will be discussed using stimulating life examples in the class.

Module Objective: To understand the processes of social influence: conformity, compliance, obedience

Essential Reading:

1) Chapter 8, **Baron, Byrne, & Branscombe, Social Psychology (11th ed.).** Pearson Education.

2) **Wendy Hollway, Helen Lucey, and Ann Phoenix**. Social Psychology Matters, Tata McGraw Hill.

Suggested reading:
Chapter 1, Julian Henriques, Wendy Hollway, Cathy Urwin, Couze Venn, Valerie Walkerdine. Changing the Subject Psychology, Social Regulation and Subjectivity

Module 3: Attitude, Prejudice, Stereotypes and Discrimination:

No. of weeks: 3

Description: We all have personal or collective opinions, evaluations, views and judgments about certain kind of people/object/thing/event. How do we develop such attitudes and why? What are the components of attitudes? This module will take students to a short tour over the world views on people belonging to specific social groups i.e. prejudice, stereotypes and how this leads to discrimination? Also some rectified strategies/measures to reduce such social distances will be familiarized to the students during the discourse in the classroom.

Module objective:
a) To understand what is attitude, its acquisition, impact on behaviour
b) To understand persuasion, factors influencing it, resisting persuasion
c) To study formation of stereotypes and prejudice , techniques to counter its effect .

Essential reading:
Chapter 5 & 6, **Baron, Byrne, & Branscombe, Social Psychology (11th ed.).** Pearson Education.

Suggested reading :
1) Introduction and Chapter 1, Potter, J., & Wetherell, M. (1987). ***Discourse and social psychology: Beyond attitudes and behaviour.*** Sage Publications, Inc.
2) **Chapter 2,** Julian Henriques, Wendy Hollway, Cathy Urwin, Couze Venn, Valerie Walkerdine. Changing the Subject Psychology, Social Regulation and Subjectivity
3) **Chapter 13, Frosh, S., New Voices in Psychological Studies**

Module 4
Module Title: Aggression, Altruism and morality
Description: The nature and causes of aggression have been conceptualized through major perspectives of psychology viz. Instinct theories, biological, social learning and cognitive behavior theories. Verification of some of the theoretical hypotheses will be shown through studies done by Arnold Buss (a modified version of Milgram's experiment) by using aggression machine apparatus

Number of weeks: 2

Objective:

(37)

To study origin and causes of aggression
To understand bullying
To study prevention of aggression

Essential reading : Chapter 10, **Baron, Byrne, & Branscombe, Social Psychology (11th ed.).** Pearson Education.

Suggested Reading : Roy, R. (2016). Understanding Violence. In: Tripathi, R., Singh, P. (eds) Perspectives on Violence and Othering in India. Springer, New Delhi. https://doi.org/10.1007/978-81-322-2613-0_2

Module 5
Module Title: Group Dynamics:

Description: This module will enable students to construe how groups' process, the nature and functions of the group, group development process, group think, group decision making etc. Students will also learn what sort of characteristics and social situations enforce someone to lead a group of people and how they exercise power within and outside the group.

No. of weeks: 4

Module Objective:

a) **To study group formation**
b) **To understand reasons for group formation**
c) To study group structure
d) To understand decision making in the group.

Essential reading:
Chapter 11, **Baron, Byrne, & Branscombe, Social Psychology (11th ed.).** Pearson Education.

Wendy Hollway, Helen Lucey, and Ann Phoenix. Social Psychology Matters, Tata McGraw Hill.

Suggested reading : Tajfel, H. (1974). Social identity and intergroup behaviour. *Social Science Information, 13*(2), 65-93. https://doi.org/10.1177/053901847401300204

Module 6

Module title: Intergroup behaviour

Description: The purpose of this module is to facilitate students to look beyond a person's role within a group but beyond to the out-groups and how groups develop some sort of relationship or conflict between them. This module shall dispute on the topics of social categorization, social identity, minority and majority influences, intergroup co-operation and conflict, bargaining and negotiation, ethnic and cultural relations and social dilemmas.

Objectives: to facilitate students to look beyond a person's role within a group but beyond to the out-groups and how groups develop some sort of relationship or conflict between them.

Suggested reading : Tajfel, H. (1974). Social identity and intergroup behaviour. *Social Science Information, 13*(2), 65-93. https://doi.org/10.1177/053901847401300204

Roy, R. (2016). Understanding Violence. In: Tripathi, R., Singh, P. (eds) Perspectives on Violence and Othering in India. Springer, New Delhi. https://doi.org/10.1007/978-81-322-2613-0_2

Module 7 :

Module Title Social cognition

Description: This module will discuss the manner in which we interpret, analyze, remember and use information about the social world. Students will be discoursed around the aspects of social cognitions like, social schemas, prototypes, attributions and fundamental attribution errors, attribution biases, cognitive dissonance and social intelligence.

Module Objective :

1) To understand how Schemas and Heuristics help to organize social world.
2) To understand attribution process and errors

No. of weeks: 3

Essential Reading:

Chapter 2& 3, **Baron, Byrne, & Branscombe, Social Psychology (11th ed.).** Pearson Education

Assessment:

Assessment 1: Presentations / social experiments and Viva: 50 percent.

Assessment 2: End terms exam : 50 percent

(35)

8. **Pedagogy:**
   a. Instructional strategies: Class discussions & social experiments

   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:

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

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

Annexure XXVI

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (H) Psychology (DSC5)
Course title	Statistics
Course code	NSUS1PS705
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Core DSC5
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr.Anoop Kumar Koileri.V

1. How does the course link with the vision of AUD?

   Social science research generally relies on statistical analyses for the understanding of behavioural phenomena. Data analysis generally begins with an examination of descriptive statistics, then proceeds to inferential statistics. Social statistics and quantitative data analysis are key tools for understanding society and social change. We can try to capture people's attitudes and map patterns in behaviour and circumstances using numbers and also describe how people and populations change. Statistics plays a central role in the social sciences, applying rigorous quantitative methods to understand and solve some of the greatest challenges affecting human societies. Statistics is especially critical at a time when the volume and type of available data are transforming the social sciences.

2. How does the course link with the specific programme(s) where it is being offered?

   Statistics in psychology has many roles. It can indicate what is most likely going to happen, what has the highest probability of occurring, and what is typical or normal for a particular group. It can also help a psychologist to make sense of the vast amount of information collected through research. These features can help a psychologist in the treatment and diagnosis of patients. Descriptive and inferential statistics are the two types of statistics used in psychology. Descriptive statistics describes and summarizes a set of data, while inferential statistics allows researchers to draw conclusions from the data that descriptive statistics describes.

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

   No

(33)

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

   None

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

   Usual Cohort size as per university Norm is applicable

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

   Semester Long Discipline Specific Core (DSC) - Course for Psychology Students

7. Course Details:

   a. **Summary:**

   Statistics is the science of classifying, organizing, and analysing data. Without Statistics, data collected in our everyday observations or in carefully controlled experiments would have very little meaning. This paper on Statistics introduces the students to the basic and foundational concepts of how data are classified, organized, measured, and analysed. The paper will focus on some of the basics of Statistics such as introduction to statistics, central tendency (mean, median and mode), normal curve, correlation, testing hypothesis about single means (z and t), one way analysis of variance (ANOVA), graphical representation of frequency distributions such as histogram, frequency polygon, bar diagram, pie chart etc.

   b. **Objectives:**

   1. To understand the meaning of statistics.
   2. To know the need and importance of statistics in Psychology.

   c. **Expected learning outcomes:**

   A student gets complete overview of descriptive and inferential statistics used in Psychology.

   d. **Overall structure** (course organisation; rationale of organisation; brief module outlines):

   - Introduction to Statistics
   - Central Tendency
   - Normal Curve
   - Graphical representations of frequency distributions
   - Correlation
   - Testing Hypothesis about single means (z and t
   - One way Analysis of Variance (ANOVA)

e. **Course contents detailed in** (a) week-wise format (preferable), or (b) ***module-wise format***:

I. **Introduction to Statistics:** This module will include some basic concepts and introductory notes on descriptive statistics, inferential statistics, random samples, variables and constants, scales of measurement etc.

II. **Central Tendency:** In this module, the main focus will be on the basics, properties and calculation of the arithmetic mean, median and mode.

III. **Normal Curve:** This module will introduce the students about the historical aspects of the normal curve, nature of normal curve, finding areas when the score is known and vice-versa, etc.

IV. **Graphical representations of frequency distributions:** This module includes histogram, frequency polygon, bar diagram, pie chart, factors affecting the shape of graphs, etc.

V. **Correlation:** The main focus of this module is on some of the history of correlation, understanding the degree of correlation, formulas for Pearson's Coefficient of Correlation, calculating r from raw scores etc.

VI. **Testing Hypothesis about single means (z and t):** This module includes testing of hypothesis about single mean, when to retain or reject hypothesis, estimating standard error of mean and degrees of freedom, computing t from raw scores etc.

VII. **One way Analysis of Variance (ANOVA):** This module touches upon the various assumptions underlying ANOVA, partition of sums of squares, degrees of freedom, raw score formulas for ANOVA, comparison of t and F.

REFERENCES:

Textbooks

- Elements of Statistical Reasoning by Edward W. Minium, Robert C. Clarke & Theodore Coladarci Dennis H. & Duncan C. (2011).
- Introduction To Statistics In Psychology (5th ed.). England: Pearson Education.
- Garrett H.E. (2009). Statistics In Psychology And Education. New Delhi: Paragon International Publishers.
- Minium, E.W., King B. M., & Bear G. (2001). Statistical Reasoning in Psychology andEducation (3rd ed.). Singapore: John Wiley & Sons.
- Neil A.W. (1993). Elementary Statistics (2nd ed.). New York: Addison-Wesley Publishing.
- Stanislav K., Douglas S., & Lori T. (2010). Statistics in the Social Sciences: CurrentMethodological Developments. New Jersey: John Wiley & Sons.

S.No	Assessment	Weightage
1	Written Assignment	30%
2	Written Assignment	30%
3	End Semester Exam	40%

(P.T.O)

PEDAGOGY:

i. Instructional strategies:

Classroom Taught Course using usual Pedagogy

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

None

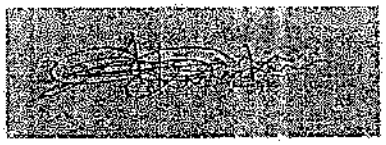
iii. Expertise in AUD faculty or outside

Expertise present within AUD

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

None

(P.T.O)



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.

(P.T.O)

Recommendation of the School of Studies:

Discussed in 18th Board of Studies (BoS) of School Of Undergraduate Studies (SUS) & Recommended.

Suggestions:

No other specific suggestions

Signature of the DEAN OF THE SCHOOL

Annexure XXVII

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	Psychology
Course title	Methods in psychology (DSC6)
Course code	NSUS1PS706
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Discipline Core DSC6
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Bibinaz Thokchom

1. How does the course link with the vision of AUD?

   This course teaches students the basic methods used for data collection and research procedures in the field of psychology such as experiments, psychological testing, survey, correlational, observation, interviews and ethnographic observation etc. Some of the methods taught are used in exploring complex psychological lives of human such as in-depth psychological interviews, TAT, Rorschach tests and even systematically controlled lab and social experiments that helps students collect data on human lived experiences as well as immediate cognitive processes that provides insights about human minds that aren't easily accessible. However, most of the methods taught are common or overlap with all other social science disciplines that adds to the interdisciplinary features of courses and programs offered in AUD. This course contributes hugely in training students for various kinds of research and encourages in developing a research thinking environment in the university classrooms.

2. How does the course link with the specific programme(s) where it is being offered?

   This course in offered in the BA psychology program in the 4th semester. The course is taught after students are familiarised with the foundational concepts in psychology in their previous semesters such as Understanding personality, social psychology, History of Psychology, understanding childhood, Human cognition etc. This helps in training the students to apply their conceptual knowledge in various practical contexts in the form of

(97)

research. The course not only teaches students about systematic methods of data collection, it also prepares them to engage with their own research ideas and design and write their research proposals that can be useful in their future careers.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
Within the psychology discipline, the course takes forward some of the classical experiments or social psychological researches taught in previous semesters and discusses in detail the specific designs, mode of data collection, ethical concerns in doing psychological researches. This course also connects very well with all other research methods courses in any other social science and humanities disciplines offered in AUD. Therefore, this course is not only a discipline core course of Psychology but also is offered as discipline elective course for other different disciplines such as BA sociology, economics, SSH, history, English etc.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify) None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 50-60 students, if more are admitted then the course will run in two sections

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

7. **Course Details:**

Summary: This is an innovative course that introduces students to the issues of research and the methods of data generation through some works in Psychology. Students will read work that has employed diverse methods including laboratory and field experiments, observation, case study, correlational studies and qualitative research. Issues of sample selection, the determination of variables and designs will be discussed through the studies we chose. The course will help to understand the multiple ways of doing psychology, to see the relationship between the questions asked and the methods followed and the impossibility of determining any one method to grasp the entire complexity of humans.

a. Objectives:

: to familiarise students of various research paradigms

: to enable students to link conceptual knowledge with evidence based practical knowledge using multiple methods of data collection.

: to teach students to design their own research in the area of their interests.

: to acquaint them with the research proposal writing.

b. Expected learning outcomes:

- locate the role of methodology in the Social Sciences and Psychology
- establish the relationship of method to the paradigms in Psychology
- acquaint with the goals of qualitative and quantitative research
- develop an interest in reading psychological research
- initiate the designing of research Ability to read a research study and to evaluate its strengths and limitations, preliminary thoughts on planning research.

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

Modules

1. **The nature of Psychological research: (Week 1-3)**

In this module, students will be familiarized with the nature, paradigms and purpose of psychological research. They will also be taught the epistemological and ethical concerns set by international psychological associations in performing Psychological research and the tedious preparations required to conduct a psychological research.

Readings list:

- Egon G. Guba, Handbook of Qualitative research, chapter - completing paradigms in qualitative research, sage publication (1994)

- Nicky Hayes: Doing Psychological Research, Gathering and Analysing Data, Philadelphia, USA, 2000 (introduction chapter)

2. **Quantitative and Qualitative Research: (Week 4-5)**

This unit makes the broad distinctions between the qualitative and quantitative frameworks of research in Psychology. The debates around advantages and disadvantages of both

frameworks will be discussed critically illustrating with examples taken from some classical researches done in the field of social and clinical psychology.

Reading list:

- Paul G Nestor & Russell K Schutt: Research Methods in Psychology, Investigating Human Behavior, second Edition

(for Qualitative Research:ch11 & Ethics in Behavioral Researchch:3)

3. **Designs in Quantitative Research: (Week 6-8)**

Students will be introduced to the concept of variables, hypothesis, controls, experimental conditions in quantitative research. Quantitative research designs such as Experimental designs independent measures, repeated measures, counter balancing, match pairs and Correlational Designs i.e. 2*2, factor analysis will be taught.

Readings:

- Dana.S. Dunn: The Practical Researcher, A Student Guide to Conducting Psychological Research, Second Edition (Chapters 1,2,3,4)

4. **Collecting data in quantitative research: (Week 9-11)**

In this module, popular tools of data collection in quantitative researches such as experiments, surveys, observation, psychometric or psychological testing and structured interviews will be familiarized. The unit will provide students with a brief introduction to each method and their uses in specific researches with examples from texts provided.

Readings:

- Dana.S. Dunn: The Practical Researcher, A Student Guide To Conducting Psychological Research, Second Edition

(for Experiments: Ch6 - Quasi Experiments, Co Relation and Surveys:ch7)

5. **Collecting qualitative data: (Week 12-14)**

Semi and unstructured interviews, narratives, case study, ethnographic methods of data collection in qualitative research will be introduced and discussed. This unit explores the methods more frequently employed in qualitative Psychology with examples taken from published qualitative researches done in the field of child and clinical psychology.

Readings:

- Dennis Howitt: Introduction to Qualitative Methods in Psychology, 2010, Second Edition

(Chapters 1,2, 3 &5)

6. **Writing up the research: (Week 14-16)**

Students will be helped to understand how to write research proposals and reports. The emphasis here will be on styles of writing and the relationship of this to questions of epistemology.

Readings:

- Dennis Howitt: Introduction to Qualitative Methods in Psychology, 2010, Seco Edition

(Chapters 13, 14, 15)

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. First assessment - Mid-term 50 % or ongoing assessment of smaller weightages (depending on the class dynamic)
2. Final assessment – end semester in-class exam of 50% weightage / research proposal writing 50% weightage

8. **Pedagogy:**

a. Instructional strategies: class discussions, finding research articles on the internet and library, data collection practice outside the campus.

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

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

Signature of Course Coordinator(s) (PC BA Psychology)

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

(53)

(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

Annexure XXVIII

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	Psychology
Course title	Understanding Childhood (DSC7)
Course code	NSUS1PS707
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Core DSC7
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Vinod R., Dr Deepti Sachdev

1. How does the course link with the vision of AUD?
The human develops through multiple complex processes starting even before birth. Studying the lives of children throws light on the processes and contexts within which these transformations take place. The course introduces students to critical reflection of constructs and issues around children, childhood and families in historical and socio-cultural contexts. Global economic and social changes have impacted status of education and health care, structure of labour markets raising militarization and degradation of natural environments. Hence, study of narratives of children's lives not as victims but also as those who possess agency to remake the spaces they cohabit with emphasis on the socialization of children in India would be examined.

2. How does the course link with the specific programme(s) where it is being offered?
The course provides for an experience for understanding multiple childhoods in India. It provides for multiple interactions and observations of children from different margins and tries to problematise the construction of single childhood of a biological perspective through field visits and observations. Through ethnographic narratives and the students 'biographical experiences it tries to make sense of cognitive, psycho-social and moral theories in psychology to make sense of the inner world of the children. It would work with themes of Nostalgia, trauma, experiencing of parenting styles, attachment, art, play and relationship to the cognitive and psychoanalytic perspective of childhood. Theoretical perspectives of Jean Piaget,, Lev Vygotsky, Erikson, John Bowlby, Winnicott, Bronfenbrenner, Kohlberg and Gilligan would be engaged with to deconstruct and reconstruct the relationship between childhood and society through the classroom discourse.

(21)

The course is being offered by the Psychology program. It is a compulsory course which helps students to necessitate an exploration around articulating childhood memories, playing experiences, and exploring the limitations and potentials of listening, communicating and relating to child within and one's own self. The course will discuss the concept of family, early experiences and social development through theoretical models of Bronfenbrenner and Bowlby. The theories of attachment, cultural variations of attachment, maternal/ paternal sensitivities, maternal enthrallment, mothering and mirroring impact of short term and long term deprivations and privation, other attachments (siblings, peer relationships, gender relations) and the impact of parenting style will be emphasized within a cultural framework.

Does the course connect to, build on or overlap with any other courses
This courses offered in human cognition, identity through popular narratives and Psychology for India.

3. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): None

4. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 60 students in a class, if more than that, another section to be made.

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

6. **Course Details:**

Summary: The course introduces students to critical reflection of constructs and issues around children, childhood and families in historical and socio-cultural contexts. Global economic and social changes have impacted the status of education and health care, the structure of labour markets raising the militarization and degradation of natural environments. Hence, the study of narratives of children's lives not as victims but also as those who possess agency to remake the spaces they cohabit with emphasis on the socialisation of children in India would be examined. This section draws upon the theoretical work of Jean Piaget, Bronfenbrenner, Vygotsky, Erikson and Bowlby. One primary requirement of the human self is moral regulation. The course introduces students to the theories of Kohlberg and Gilligan as they present alternative stories of the development of morality. A final section of the course familiarizes students with the rights of children and childhood at the margins.

Objectives:

1. To enable students understand the category of childhood as a contested terrain influenced by historical and socio-cultural context.
2. To enable the students understand through childhood ethnography that how a focus on children's lives can provide a means to reassess our ideas about education, work, violence and suffering.

Expected learning outcomes:

1.To engage students to critically reflect on the experiences of parenthoods, and debate as well as reflect upon various issues that emerge in understanding the experience of the infant in a family setup. The students would come to have an appreciation of the world of a child - outside and inside – with different frames – as a social category, having its own relationship with the margins.

2. To develop a theoretical understanding around cognitive development in children and the relevance of art, playing and morality from a cognitive as well as psychoanalytic perspective that allows one to begin to question and thus deconstruct and reconstruct the relationship between childhood and society.

a. **Overall structure** (course organisation; rationale of organisation; brief module outlines): There are in total 6 modules. There will be 4 units that will be taught/worked through in consultation with the cohort of students, for teaching learning and the kind of assessments they would like to work with, so that the decision making in the classroom is collaborative and agentic from the children's perspective.

b. **Course contents** detailed in (a) week-wise format (preferable), or (b) module-wise format:

Module 1: The construct of childhood (Week 1-3)

The child occupies a significant place in contemporary Psychology. This unit will discuss the historical views of childhood and children. It would attempt to arrive at an understanding around interdisciplinary interpretations views on childhood. It would focus on contextual and cultural differences in the lived experience of children in varied familiar contexts. This would also necessitate an exploration around articulating childhood memories and experiences, and exploring the limitations and potentials of listening, communicating and relating to one's own self and the autobiographical anecdotes of peer group in the classroom.

Reading list:

Corsaro W.A (2011) The Sociology of Childhood by, Sage, New Delhi, Third edition,. Pp 67-115.

Saraswathi, T.S (1999) Culture, socialization and human development, Sage, New Delhi, Chapter 2 – children and adults: reading an autobiography, pp 45-61 and also pp 30-44.

Module 2: Childhoods in India (week 4 to 6)

In this module, students will be familiarized with the lives of children in various contexts within India and highlight the criticality of the (mis)perception that childhood is a homogenous entity and the dialogue and engagement with differently-abled children. The unit will be taught through student presentations of childhood ethnographic accounts of various case studies in the book titled

(19)

Childhoods in South Asia (edited Deepak Kumar Behera, Pearson, 2007) covering the following chapters:

Venkateswar S, Robbed of childhood: child labour and domestic service in south asia

Mishra A, Everyday life in a slum in Delhi: views of the children

Pfeffer G. F, Childhood and motherhood: among Punjabi urban sweepers

Dyson, J. Respite and rupees: the impact of new market economy, new market opportunity on everyday lives of children and young people in the Indian Himalayas

Skoda U, Ritual 'selling' and throwing away of children: temporary identifications in a converging tribal and caste society

Behera D K, The impact of drought on indigenous children: the case of kalahandi district in Orissa

Trawick, M. Young female combatants in LTTE: the case study of child soldiers

Reading list:

Behera, D.K (2007) Childhoods in South Asia ,Pearson,

Weiner, M (1991) The child and the State in India: Child Labour and Education Policy in Comparative Perspective, Princeton University Press

Ramachandran, V. Children and Education, *Seminar*

Documentary: Smile Pinky (2008), Born into Brothels (2004)

Movies: Sparsh (1980), Salaam Bombay (1988),

Module 3: Prenatal Development and family in cultural context (Week 7 to 9)

The major developments in the fetus that take place before birth will be the focus of this module. The possibility of developmental disorders that arise during this stage will also be discussed. The focus of the module would also be on understanding various aspects of planning and preparing for parenthood, newborn, growth and development, and physical care; as well as critically examining notions of sex selection, abortion, sperm donation, contraception, adoption, pregnancies, fatherhood and motherhood, single parenting.

This unit will also discuss the concept of family, early experiences and social development through the theoretical models of Bronfenbrenner and Bowlby. The theories of attachment, cultural variations of attachment, maternal/ paternal sensitivities, maternal enthrallment, mothering and mirroring impact of short-term and long-term deprivations and privation, other attachments (siblings, peer relationships, gender relations) and the impact of parenting style will be emphasized within a cultural framework.

Reading list:

Hurlock, E.B (2003) Child growth and development, Tata Mc Graw-Hill. Unit 1 & Unit 2 pp 2-46, 48-86,116-130.

Kagitcibasi, C. (2007) Family Self and Human Development Across Cultures, Theory and Applications, London. LEA.

Kakar, S (1978) The Inner World:A Psychoanalytic Study of Childhood and Society in India. Oxford University Press, New Delhi.

Winnicott , D.W (1966) The Maturational Process and the Facilitating Environment, International University Press, New York. pp 37-72.

Unit 4 Cognitive development (Week 10 to 11)

This unit would focus on elementary cognitive processes of perception, sensation and attention to explore the notion of the child as a scientist/ problem solver to the child as an apprentice through the theoretical perspectives of Piaget and Vygotsky.

Reading list:

Cole, M & Cole, S (1989) The Development of Children, Scientific American Books, New York

Richard, G (2005) Psychology the Science of Human Behavior, Hodder Arnold United Kingdom. Chapter 34, pp 581 - 600

Unit 5: The world of Art and play (Week 12- 14)

This unit would focus on observing children at play to understand the nature and its relationship of play to linguistic and social development and therapy. Why do children play?' Is there a relationship between playing and reality? Students will learn about the relevance of play in children's lives from both the cognitive and psychoanalytical perspectives.

Reading list:

Vygotsky, L.S. (1978) Mind in Society,Harvard University Press, Cambridge.

Sykes,Marjorie (2009) The Story of Nai Taleem, NCERT, New Delhi

Guldberg, H (2009) Reclaiming childhood ,Routledge Taylors and Francis Group, London. Chapter 5: Play: What is it good for? pp 73-91

Unit 6: Emergence of morality in Child's relations and communication (Week 14 to 16)

This unit would begin in trying the understand the different levels of the adult child communication patterns and the relationships that emerge through reading children literature, stories, popular comics and fiction. This then would attempt to see the relationship between moral reasoning and moral behavior.

Telling the right from the wrong, good from bad, the development of morality is a central organizer of the child's world enabling him/ her to judge others and themselves. The frame work of moral development will be introduced through the theories of Kohlberg, Gilligan, Piaget.

Reading list:

Premchand (2009) Idgah , Delhi Sahitya Prakashan

(17)

Antoine de Saint Exupery (1995) .The Little Prince. Wordsworth edition

Hans Christian Andersen and Bernadette (2008).The Ugly Ducking, National Book Trust, New Delhi

Documentary: Babies (2010), Children of pyre (2008)

Kakar, S(1978). The child in Indian tradition. In The Inner World . Delhi ; OUP.

Winnicott, D W.(1992) Baby as a Person. In The Child and the Outside World. Tavistock Publications

Assessment schedule for assessments with details of weightage:

S.No	Assessment	Date/period in which Assessment TO	Weightage
1	Presentations/visit to toy museum	ongoing	10
2	Mid Semester test/film review		20
3	Home assignment/FIELD OBSERVATIONS/CLASS TEST		30
4	End Semester Exam		40

7. **Pedagogy:**
   a. Instructional strategies: Class discussions & social experiments

   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:

   d. Linkages with external agencies (e.g., with field-based organizations, NGO, hospitals playgrounds creches, Anganwadi; any others)

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

Annexure XXIX

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programmes
Course title	Experiments in Psychology (DSC8)
Course code	NSUS1PS708
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Discipline Core DSC 8
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr Mamatha Karollil & Dr Anoop Kr Koileri

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   - This practicum course builds on various researches discussed in the courses taught in previous semesters viz, Understanding Personality, Human Cognition, Social Psychology and Understanding Childhood. Theories in these areas of Psychology that are amenable to the experimental method (as detailed later) will be revisited in order to learn how to do experimental method to investigate hypotheses.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   - Students who passed 3rd semester in Psychology major only.

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

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

   The course starts with lectures (3 weeks) that addresses theoretical aspects of the experimental method). Following this, students have to design, execute and report 3 experiments.

5. How does the course link with the vision of AUD?

   Experiments in Psychology is a course focused on one type of data collection method through conducting experiments on live participants in order to understand human functioning better. Objective and systematic approach to gathering information about behaviours that will pave a foundation for students to perform scientific research in their later educational expedition fits very well in AUD's strive for becoming a research oriented university. Moreover, experiments as conducted in the course also attempt to apply psychology to social issues and social behaviour.

6. How does the course link with the specific programme(s) where it is being offered?
The experimental method is the backbone of "scientific" Psychology; it is seen as a method beyond compare in the pursuit of objectivity and control over 'variables' to study effects.

7. **Course Details:**

a. **Summary:**This is a 4 credit discipline compulsory course to be taken by students who wish to learn the experimental method and its application in Psychology. Students will design/conduct 3 experiments in the field of Psychology from the domains of learning, cognition, personality, social psychology and child development (any three areas). In the process they will be provided an understanding of central concepts of the field such as designing an experiment, conducting the experiment, interpreting data collected and communicating the results. The evaluation of the course will include, class test, reports on the experiments done, viva voce, and presentations of studies conducted.

b. **Objectives:**

To enable students to

- Employ the use of an experiment to investigate a psychological or social reality that they are attempting to theorize.
- Develop the capacity to translate research questions into variables and hypotheses, conduct observations, interviews (scales/tests) and other methods to collect data, and interpret the data.
- Learn the key strengths and weaknesses of the experimental method; as well as understand the kind of research questions best pursued through this method.
- Learn how to communicate results of studies conducted via the writing of reports/oral presentations.

c. **Expected learning outcomes:**
By the end of the course, students should have obtained

- An understanding of key approaches in conducting experiments- hypotheses, designs, data collection, interpretation.
- A capacity to conduct experiments in the field (having gone through the practical process a few times), knowledge of experimental designs, ethical concerns in the conduct of experiments, ability to write and present experiment reports with conceptual clarity.

d. **Overall structure** (course organisation, rationale of organisation; outline of each module):

Main Modules and Brief Description:

Module 1: Introduction to Experimental Psychology (4 weeks)

This module will draw a sketch of the movement of Experimental Psychology in the disciplinary history, highlight and discuss some distinctive features of conducting experiments in human subjects including use of theories, establishing hypotheses and designing experiments. The lectures will also cover questions related to what kind of relationships can be explored between variables using this method, variables and types, controls, some basic designs like repeated measures/ within subject design, independent measures/ between subjects design, ABA designs and their pros and cons, difference between quasi and true experiments, experimental and mundane realism, questions of reliability and validity of the method, advantages-disadvantages associated with the method, and ethical concerns with regard to using this method.

Essential Reading:

Kantowitz, B.H., Roediger, H.L. & Elmes, D.G. (2009). Experimental psychology. Belmont, CA: Wadsworth.

Suggested Reading:

Harris, Peter. 2011. Designing and Reporting Experiments in Psychology. 3rd Edition. Delhi: Tata MacGraw-Hill.

McLeod, S. A. (2007). Experimental Design. Retrieved from http://www.simplypsychology.org/experimental-designs.html

Module 2: Experiment 1- An Experiment on Learning (3-4 weeks)
Possible experiments:
→ Impact of assessment styles on learning, hypothesized as MCQ test will lead to learning key concepts and analytical Qs will help the learner in developing clear concepts and ideas.
→ Effect of subliminal conditioning (if any) on learning and memory by transmitting subliminal message through both audio and visual method, hypothesized as subliminal messages can be transmitted through subtle audio-visual inputs.
→ Explore problem solving strategies in code-breaking game. Looking at what is a problem, types, how to represent and understand a problem, problem solving strategies- algorithm & heuristics- means-end analysis, hill climbing method, analogy approach, thinking types-convergent, divergent, top-down processing, bottom-up processing.

Readings:

Kantowitz, B.H., Roediger, H.L. & Elmes, D.G. (2009). Experimental psychology. Belmont, CA: Wadsworth.

Dearborn, W. F. (1910). Experiments in learning. Journal of Educational Psychology, 1(7), 373-388. http://dx.doi.org/10.1037/h0073531

In addition, readings will be dependent on the topic chosen for experiment.

Module 3: Experiment 2-An Experiment on Personality (3-4 weeks)

Possible experiments:

→Are certain personality traits linked to prosocial behaviors? Consider how traits such as kindness, generosity, and empathy might be associated with altruism and heroism.

→ Traits and anxiety/depression, traits and subjective well-being.

→Personality and mate-choice, perceptions of attractiveness.

→ Self-esteem studies.

→ Personality and risk taking.

Readings:

Kantowitz, B.H., Roediger, H.L. & Elmes, D.G. (2009). Experimental psychology. Belmont, CA: Wadsworth.

In addition, readings will be dependent on the topic chosen for experiment.

Module 4: Experiment 3- An Experiment in Social Psychology (3-4 weeks)

Possible experiments:

→Bystander Effect: Learn about social responsibility, pro-social behaviour, what makes people take a stand or respond when they witness injustice.

→ Halo Effect

→ Hawthorne Effect:

→ Asch's Conformity study.

Readings:

Kurt, Frey. 2018. Experiments with People: Revelations from Social Psychology. 2nd Edition. New York: Routledge.

(In addition, readings will be dependent on the topic chosen for experiment.)

8. **Pedagogy:**
Instructional strategies: Lectures, group work, field work.

(18)

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

None

b. Expertise in AUD faculty or outside : All Psychology faculty have expertise in teaching this course and taking the oral assessment in the end. The course requires an external examiner for the end term practicum examination as well as viva.

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

References& Reading List:

(In addition, readings will be dependent on the topic chosen for experiments)

9.Assessment Structure:

Assessment	**Date/period in which Assessment will take place**	**Weightage**
Class Participation	Ongoing	10%
Quiz	Ongoing until start of Experiment	10%
Theory Exam	At end of first month	30%
End Semester Experiment & Report	On completion of the syllabus & as per AUD Academic Calendar	50%

Mamatha Karollil

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

(9)

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

Annexure XXX

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Hons) Psychology
Course title	Understanding Abnormality (DSC9)
Course code	NSUS1PS709
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Core DSC9
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Anshumita Pandey, Anoop Koileri

1. How does the course link with the vision of AUD?

AUD envisions bringing together academic excellence with social justice. A deep concern for human experiences and social-psychological suffering is the driving ethos of this vision. *Understanding Abnormality* offered in the Psychology programme of School of Undergraduate Studies takes up the task of engaging with the theme of mental illness, a theme often exiled and marginalized in society. Rigorous in the questions it asks of the life-world and power dynamics that structure the world of the 'ab-normal', it attempts to open up the tasks entailed in listening to psychological distress. The task itself is born in the instinct to avow that which is so often disavowed and reviled. The course hopes to contribute to the making of an informed and empathic practitioner who is capable of sensitive reflection and is aware of his/her social responsibility in engaging with these 'minor' narratives and thus link's with the University's vision and ethos.

2. How does the course link with the specific programme(s) where it is being offered?

Offered in SUS Psychology, *Understanding Abnormality* aims at helping the student build an initial vocabulary around psychopathology. It aims to familiarise and equip the student with a knowledge of the different concerns in engaging with mental illness: from the nature of causality, of diagnostics to the clinical picture of various disorders. Hoping to make of the theoretical gleanings a veritable tool-box that aid listening, the course in this initial foray into the world of mental illness also hopes to sensitize and in the process empower the student to appreciate what a sustained engagement with life narratives entails. The process of listening playing out the cusp of academic know-how and empathic imagination is hoped to be an affirming experience – for the student as well as for life-stories of suffering that s/he will encounter. It thus hopes to be a rewarding initial encounter with the field of Clinical Psychology in setting up a foundation for further study.

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

The course builds on the theme of Abnormality and life stories struggling with psychological distress. Its special emphasis is on equipping the student with the vocabulary around clinical disorders and how the discipline of Psychology engages with the same. Even as courses on *Understanding Personality* and *History of Psychology* serve as significant introductions, the course connects well with both *Case Study* and *Counselling Psychology* offered in BA Psychology. *Case study* takes up the theoretical underpinnings of case study as method (critical to any discussion around abnormality) and grounds it in practical exercises of interviewing and psychological testing. *Counselling Psychology* with its focus on the therapeutic relationship and contemporary approaches in Psychology further builds on the tasks of listening and engaging with struggling life stories. The student will be benefited from these convergences that elaborate on the various aspects of deep engagement with life narratives employing a psychological lens.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
Students should have successfully complete the course 'Understanding Personality'

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

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): *Semester long course in the 4th Semester*

7. **Course Details:**
a. Summary:

Inviting a critical reflection on the category of 'the abnormal', the course opens with an attempt to engage the student in a dialogue with dual emphases: critical reflection on abnormality and the language of psychopathology. A person with a mental illness shares the world of the so called normal in large measure. Can what appear as mutually exclusive categories - normal-abnormal, sane-insane - have something in common? The course aims to address this question and acknowledge the continuity in between them in giving to the student a critical understanding of the normative at work structuring the life-world of the 'ab-normal'. What are the struggles of such life stories? What does the task of listening and bearing witness entail? Where does psychopathology originate – in the body or the mind, in the individual or the society? How do we learn to recognize psychological distress and symptomatology? To address these questions and more, the course opens up debates on the conceptualization, classification and diagnosis of abnormality, followed by a detailed look at the clinical picture of some psychological disorders as well as a brief picture of psychotherapeutic measures.

b. Objectives:

The course aims to help students learn the conceptual framework of Abnormal Psychology through the perspective of various psychological theories even as it engages the student with a critical reflection on the concept of abnormality, as it intersects with normality and as it has evolved over time. Along with gaining insight into certain prominent historical

conceptualizations and related treatment methodologies of abnormal behavior that prevailed from the ancient to the modern times and contributed to the development of modern psychology of abnormality, the course hopes to equip the student to understand the modern psychological methods involved in the classification and understanding of psychopathology and to understand the basics of major modes of psychotherapies employed in modern psychology to treat psychopathology.

c. Expected learning outcomes:

The student at the end of the course should be able to-

1. Understand the term abnormality and to view it through the major theoretical frameworks in modern psychology.

2. Critically reflect on prominent historical conceptualizations and related treatment methodologies of abnormal behaviour that prevailed from the ancient to the recent times which contributed to the development of the modern field of Abnormal Psychology.

3. Understand modern psychological methods of classification and diagnosis of psychopathology.

4. Understand the basics of all major modes of psychotherapies employed in modern psychology to treat psychopathology.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

A critical reflection on the theme of abnormality and learning the language of psychopathology are the twin emphases that the course strives to impress upon the student. To that end, the course opens with discussions around the category of 'the abnormal' and its relationship with the theme of 'normality' in its initial modules on defining madness and historicizing thinking around abnormality. Having taken this panoramic view, the subsequent modules in the course focus on and deepen the understanding of clinical symptomatology by discussing diagnostic approaches, clinical criteria in a close look at the clinical pictures of various psychological disorders.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

B. Brief description of modules/ Main modules:

Module1: What is Abnormality? (Weeks 1-3)

What is 'abnormal'? Where is 'the abnormal'? What is normal? Can what appear as mutually exclusive categories - normal-abnormal, sane-insane - have something in common? Through questions such as these, the introductory unit hopes to start a dialogue with the student about the notion of abnormality.

Module Objective: To sensitize the student to the life-world of 'the abnormal' and its complexities and introduce the lens of psychological listening.

Essential Readings/References:

- Chapter 2, The Divided Self: An Existential Study in Sanity and Madness, R. D. Laing, Penguin, 1965
- A Drop of Sunshine, Documentary, Aparna Sanyal, 2011
- The House of Asterion, Jorge Louis Borges, Labyrinths, Penguin, 1965

Suggested Readings:

- Chapter 1, Abnormal Psychology and Modern Life, Carson, Butcher & Mineka, Allyn & Bacon, 2000
- Metamorphosis, Franz Kafka, Oxford University Press, 2009

Module 2: History of Abnormality (Weeks 4-6)

Does psychopathology originate in the body or in the mind, in the individual or in his society? The question is approached as we take up a brief history of abnormality and its changing conceptualizations. An important emphasis in such discussions is what any task of historicizing thinking around abnormality can teach us about symptomatology – symptom as a communication of suffering and symptom as critique. Culminating in contemporary psychological vocabulary, the unit paves the way for major perspectives that allow us a clinical understanding of psychopathology.

Module Objective: To introduce the student to key ideas in the history of abnormality as it has evolved over time as well as contemporary psychological ideas while equipping the student with a critical reading of the power dynamics inherent in the position of the 'ab-normal'.

Essential Readings:

- Preface, Madness and Civilization, Michel Foucault, Random House, 1988
- Chapter 2, Abnormal Psychology and Modern Life, Carson, Butcher & Mineka, Allyn & Bacon, 2000

Suggested Readings:

- Chapter 13, Plea for a Measure of Abnormality, Joyce McDougall, Brunner/Mazel, 1992

Module 3: Understanding Psychopathology (Weeks 7-8)

To facilitate an entry into the complex world of mental illness, a discussion around nomenclature and classification of disorders that structures our current thinking about different psychological disorders becomes necessary. Axes of such classifications and how the different schools of psychology look at psychological disorders are taken up. We begin learning the language of psychopathology.

Module Objective: To introduce issues of nomenclature as well as classificatory systems for the diagnosis of psychological disorders.

Essential Readings:

- Chapter 3, Abnormal Psychology and Modern Life, Carson, Butcher & Mineka, Allyn & Bacon, 2000

Suggested Readings:

- Chapter 3, Abnormal Psychology, Davison, Neale, Johnson & Kring,2009

Module 4: Psychological Disorders (Anxiety, Mood and Schizophrenia): A Clinical Picture (Weeks 9-14)

The unit takes a close look at more frequent disorders: schizophrenia, mood disorders, anxiety to enable a deeper understanding of the same. Theory is supplemented with narratives to open up 'the person in the case'.

Module Objective: To familiarize the student with the clinical and diagnostic picture of anxiety and mood disorders, schizophrenia as well as their causality from different perspectives.

Essential Readings:

- Chapter 5, Abnormal Psychology and Modern Life, Carson, Butcher & Mineka, Allyn & Bacon, 2000
- Chapter 6, Abnormal Psychology and Modern Life, Carson, Butcher & Mineka, Allyn & Bacon, 2000
- Chapter 12, Abnormal Psychology and Modern Life, Carson, Butcher & Mineka, Allyn & Bacon, 2000

Suggested Readings/References:

- Diary of a Madman, Nikolai Gogol, Penguin, 1972
- 15 Park Avenue, Film, Aparna Sen, 2005
- Secret Life of a Manic Depressive, Documentary, Ross Wilson, 2006
- Selections from Section II, Diagnostic and Statistical Manual (5th edition)/ DSM – V, 2013
- Chapter 5, Abnormal Psychology, Davison, Neale, Johnson & Kring, 2009
- Chapter 8, Abnormal Psychology, Davison, Neale, Johnson & Kring, 2009
- Chapter 11, Abnormal Psychology, Davison and Neale, Johnson & Kring, 2009

Module 5: Introduction to Psychotherapy (Weeks 15-16)

(3)

Major psychotherapeutic approaches shall be the focus of discussion. A comprehensive overview shall be provided of the major psychotherapeutic approaches like; psychoanalysis, behavioural approaches, humanistic approaches etc.

Module Objective: To acquaint the student with psychotherapeutic interventions as implicated in the treatment of different disorders as covered.

Essential Readings:

- Chapter 17, Abnormal Psychology and Modern Life, Carson, Butcher & Mineka, Allyn & Bacon, 2000

Suggested Readings:

- Chapter 1, The Gift of Therapy, Irvin Yalom, Harper Collins, 2007

(ii) Assessment Plan (weight, mode, scheduling) for the course:

S.No	Assessment	Date/period in which Assessment TO	Weightage
1	Reflective writing (in class)	After Week 6	30%
2	Student presentations	Ongoing (after week 6)	20%
3	End Semester Exam	At conclusion of course	50%

8. **Pedagogy:**
   a. Instructional strategies: The course is transacted primarily in a lecture modality. The classroom is imagined as a space of rich discussion and interaction, with students as active participants invited to offer reflections and critique. Student presentations and group discussions facilitate the same. Case studies, short stories, films and documentaries become important resources to supplement theoretical gleanings around psychological distress with existential realities of life stories struggling with mental illness.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Audio-visual support, with the classrooms come equipped with, facilitate a smooth transaction.

   c. Expertise in AUD faculty or outside: Faculty at SHS & SUS, with their background in Psychology, is equipped to transact the course.

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

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

Annexure XXXI

Dr. B. R. 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	SUS
Programme(s)	BA (H) Political Science
Course title	**Human Rights in India**
Course code	NSUS1AEO50
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Ability Enhancement Optional (AEO)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

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

The course is intended as one of the Ability Enhancement Optional (AEO) courses for the students of BA in Political Science. The course will complement other Ability Enhancement Optional (AEO) courses in the four year program structure, and will provide a perspective on the different categories of courses of Political Science.

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

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

As per the AUD norms.

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

Semester-long course

4. **Proposed date of launch:**

Monsoon 2023

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

(61)

The course will be offered to first semester BA students as a core course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

Course Details:

a. Summary

The general rights discourse reflects the reality that not all rights are human rights. As an important subset of this discourse, human rights demand a specialised yet thorough study, which is what this course offers to interested students.

b. Objectives:

By focusing on various instances of human rights breaches in India, this course seeks to increase students' awareness of human rights discourse in India. Hence this course aims to:

- Familiarize students with the legal framework for human rights in India, including the Constitution of India, international conventions, and domestic laws protecting human rights.
- Introduce students to the various institutions and mechanisms responsible for the protection and promotion of human rights in India, such as the National Human Rights Commission (NHRC) and State Human Rights Commissions.
- Emphasize the intersectionality of human rights issues, considering how factors such as gender, caste, religion, and socioeconomic status intersect and impact individuals' enjoyment of human rights.
- Equip students with an understanding of human rights advocacy and activism in India, including the challenges and opportunities faced by individuals and organizations working in this field.

c. Learning Outcomes

After completing this course the students will become familiar to the human rights discourse in India. They will be able to:

- critically analyze contemporary human rights issues in India, such as caste-based discrimination, gender inequality, minority rights, and issues related to marginalized communities.
- Provide an international comparative perspective on human rights, and understand India's human rights challenges in the global context and learn from international best practices.
- Explore the role of civil society, non-governmental organizations (NGOs), and activists in promoting and protecting human rights in India.

d. Overall structure:

This course is organized around six units.

Unit	Topic	Duration (Weeks)
1.	Introduction to Human Rights	2
2.	Constitutional and Legal Framework	2
3.	NHRC	2
4.	Human Rights: Issues	2
5.	Role of Civil Society	2
6.	Democracy and Human Rights	2

Module 1: Introduction to Human Rights

This module explores the classical origins of human rights thinking and the theoretical traditions that underpin human rights and their history.

Module 2: Constitutional and Legal Framework

This module focuses on the constitutional and legal framework in India that have been instrumental in protecting basic human rights of the people. While India has a robust constitutional and legal framework for human rights, challenges persist in the form of implementation, enforcement, and addressing new and evolving issues. The module focuses on the ongoing commitment to upholding human rights that is crucial for ensuring a just and inclusive society. This module will cover the following:

a. Fundamental Rights and Directive Principles of State Policy
b. Protection of Human Rights Act, 1993

Module 3: NHRC

India has established institutions to safeguard human rights, including the National Human Rights Commission (NHRC). It investigates complaints of human rights violations and promote human rights awareness. This module will focus on the composition, role, function and working of NHRC.

Module 4: Human Rights: Issues

Human rights issues encompass a broad range of concerns related to the protection and promotion of fundamental rights and dignity for individuals and communities. These issues can arise in various contexts, including political, social, economic, and cultural spheres. This module will take up some of the key human rights issues. Addressing these human rights issues requires a multi-faceted approach involving governments, civil society, international organizations, and individuals to create awareness, advocate for policy changes, and implement effective measures to protect and promote human rights globally. This module intends to focus on how these issues become part of the human rights discourse in India and challenges faced in addressing the violations.

Following issues will be covered within this module:

a. Caste
b. Gender
c. Children
d. Undertrials, Prisoners and P. O. W's
e. Refugees
f. People with disability

Module 5: Role of Civil Society
This module focuses on the role of civil society in the protection of human rights. Civil society plays a crucial role in addressing human rights issues by acting as a bridge between the state and the citizens, advocating for the protection and promotion of fundamental rights. It acts as a vital force in holding governments accountable, promoting awareness, and fostering a culture of respect for human rights. Through their diverse activities, civil society organizations contribute significantly to creating a more just and equitable society. In this light, this module will cover the following topics:

a. Media and NGOs
b. New Social Movement

Module 6: Democracy and Human Rights
This module focuses on the relationship between democracy and human rights. Democracy and human rights are interconnected concepts that reinforce and support each other. A democratic system of governance, characterized by the rule of the people, tends to be closely aligned with the protection and promotion of human rights. It's important to note that the relationship between democracy and human rights is not always perfect, and challenges may arise. Nevertheless, the principles of democracy and human rights are mutually reinforcing, and their coexistence is considered crucial for creating societies that are just, inclusive, and respectful of human dignity. This module will further explore this relationship.

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1-2	Introduction to Human Rights	• To introduce the concept of human rights within the rights discourse	• Byrne, Darren J. O. Human Rights: An introduction. Pearson: New Delhi, 2007. pp. 1-71	Baxi, Upendra (ed.), The Right to be Human, Delhi, Lancer, 1987
3-4	Constitutional and Legal Framework as fundamenta	• To familiarize students to	• G. Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University	Desai, A R. (ed.), Violation

	Rights and Directive Principles of State Policy b. Protection of Human Rights Act, 1993	the constitutional and legal framework in India	Press, 1966, pp. 50-83 • Baxi, Upender, 'Rule of Law in India', International Journal of Human Rights, Year 4, no 6, 2007 • Human Rights in India: Status Report 2012	s of Democratic Rights in India, Bombay, Popular Prakashan, 1986
5,6	**NHRC**	• Students will be introduced to NHRC and how it functions in India	• "NHRC", www.nhrc.nic.in/sites/default/files/NHRCindia.pdf NHRC india mail • NHRC Reports	• Desai, A R. (ed.), Violations of Democratic Rights in India, Bombay, Popular Prakashan, 1986.
7,8	**Human Rights: Issues** a. Caste b. Gender c. Children d. Undertrials, Prisoners and P. O. W's e. Refugees f. People with disability	• Students will be familiarized to various issues of human rights in India.	• Social Justice: Scheduled Caste, Scheduled Tribes, other backward classes, Minorities in Eleventh Five Year Plan 2007-12, Government of India. • Hasan, Zoya, Politics of Inclusion: Caste, Minorities and Affirmative, Oxford University Press: New Delhi, 2009. "Introduction", Ch 1, 2 and 4. • Torture in India, Asian Centre for Human Rights, 2010. • Anuradha Mohit, Meera Pillai & Pratiti Rungta, "Rights of the Disabled", NHRC, 2006, www.nhrc.nic.in/sites/default/files/DisabledRights_1.pdf	• Iyer, V.R. Krishna, The Dialectics and Dynamics of Human Rights in India, Delhi, Eastern Law Hous

				e, 1999.
9,10	**Role of Civil Society** a. Media and NGOs b. New Social Movement	• Students will understand the role of civil society in securing human rights.	• "Media and Human Rights", NHRC, www. nhrc.nic.in/press-release/media-and-human-rights • Barnett R. Rubin, "The Civil Liberties Movement in India: New Approaches to the State and Social Change", *Asian Survey*, Vol. 27, No. 3 (Mar., 1987), pp. 371-392 .	Evans, Tony, The Politics of Human Rights: A Global Perspecti ve, London, Pluto Press, 2001.
11,12	**Democracy and Human Rights**	• Students will understand the relationship between democracy and human rights.	Todd Landman, "Democracy and Human Rights: Concepts, Measures, and Relationships", ***Politics and Governance,* 6(1), 2017.**	Evans, Tony, The Politics of Human Rights: A Global Perspecti ve, London, Pluto Press, 2001.

1. **Pedagogy:**

Instructional strategies:

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheel chair access when required.

b. Expertise in AUD faculty or outside

The course instructor will have the requisite training in political science to teach the course

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

None

Assessment Structure:

The course will have three types of assessment:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (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:

Suggestions:

Signature of the Dean of the School

Annexure XXXII

Dr. B. R. 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	SUS
Programme(s)	BA (H) Political Science
Course title	**WESTERN POLITICAL THOUGHT (DSC4)**
Course code	NSUS1PO604 (TBA)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Core (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
The course is intended as one of the core courses for the students of BA in Political Science. The course will complement other core courses in the four year program structure, and will provide a perspective on the different categories of courses of Political Science.
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
2. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
As per the AUD norms.
3. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**
Semester-long course
4. **Proposed date of launch:**
Monsoon 2023
5. **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 first semester BA students as a core course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

Course Details:

a. Summary

The course has been designed to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of Political Science. They have raised some fundamental questions that have travelled across time. However, different thinkers have provided different answers to the same questions. This course will not only delve into some of the important and perennial questions but also the answers provided by some of the key political philosophers beginning from Plato.

b. Objectives:

The objectives of this course are:

a. To enable the students to understand the importance of history of ideas.
b. To introduce students to some of the key western political philosophers and their key ideas.
c. To develop students' analytical and critical thinking skills in evaluating political theories and ideologies.
d. To encourage students to question, compare, and contrast various political philosophies.
e. To bridge the historical theories with contemporary political issues, demonstrating the relevance of Western Political Thought to modern governance and societal challenges.

Learning Outcomes

After completing this course the students will be able to:

- Explore the diversity of Western political thought and highlight differences and debates within the tradition rather than presenting a monolithic perspective.
- Conduct research on political theories and write analytical essays or papers that articulate their understanding of key concepts.
- Situate Western Political Thought within a global context.
- Foster a sense of civic responsibility by connecting the study of political thought to the rights and responsibilities of citizens in contemporary democracies.

c. Overall structure:

This course is organized around six units.

Unit	Topic	Duration (Weeks)
1.	Introduction	2
2.	Plato, Aristotle	2
3.	Machiavelli	2
4.	Hobbes, Locke, Rousseau	2

5.	Mary Wollstonecraft	2
6.	Karl Marx	2

Module 1: Introduction

This module will focus on the importance of history of ideas and why we need to study this. It will also introduce the concept of interpretation and the different ways in which it can be done, including how it can be biased. The module will also look at the relation between text and context and the role that they play in deriving the meaning of a text.

a. Why study the History of Ideas?
b. Interpretation
c. Text and Context

Module 2: Plato and Aristotle

This module will discuss some of the key ideas of the Greek political philosophers-Plato and Aristotle. Plato and Aristotle, two ancient Greek philosophers, have had a profound influence on Western thought, including political philosophy Both Plato and Aristotle have left enduring legacies in political philosophy, offering distinct perspectives on the nature of governance, justice, and the role of individuals within society. While Plato's emphasis on ideal forms and philosopher-kings contrasts with Aristotle's more pragmatic and empirically grounded approach, the two philosophers continue to shape discussions on political theory and ethics.

a. Plato: State, Philosopher King, Justice
b. Aristotle: State, Justice, Slavery

Module 3: Machiavelli

Niccolò Machiavelli was an Italian Renaissance political philosopher, diplomat, historian, and playwright. Machiavelli's ideas, while controversial, have stimulated extensive debate and analysis in political philosophy. Some view him as a ruthless advocate for political expediency, while others see his writings as a pragmatic acknowledgment of the complexities and challenges inherent in the pursuit and maintenance of political power. His most famous work, "The Prince", is a seminal text that has had a lasting impact on political thought. In this module the focus would be on some of his key ideas discussed in "The Prince".

a. Statecraft, Religion and Politics
b. Republicanism

Module 4: Hobbes, Locke and Rousseau

Thomas Hobbes, John Locke, and Jean-Jacques Rousseau were prominent Enlightenment-era philosophers who significantly influenced political thought. Each philosopher's ideas contributed to the development of political theory and shaped debates on the nature of government, the social contract, and the rights and responsibilities of individuals within a political society. This module will focus on this social contract tradition of western political thought. It will lay special emphasis on the ideas of social contract and political obligation as discussed by these thinkers.

a. Social Contract and Political Obligation

Module 5: Mary Wollstonecraft

Mary Wollstonecraft was an English writer, philosopher, and advocate for women's rights during the Enlightenment era. Her most notable work, "A Vindication of the Rights of Woman", is a pioneering text in feminist philosophy. Mary Wollstonecraft's contributions to feminist philosophy and her advocacy for women's rights marked a significant turning point in the Enlightenment's discussions on equality and human rights. Her ideas continue to resonate in contemporary discussions on gender equality and women's empowerment. Her work laid the foundation for modern feminist thought and emphasized the importance of women's education and social equality. This module will focus on the thoughts of Wollstonecraft on the following themes:

a. Education: Critique of Rousseau
b. Women and Paternalism

Module 6: Karl Marx

This module will focus on the thoughts of Karl Marx. Karl Marx was a German philosopher, economist, and political theorist whose ideas have profoundly influenced the fields of economics, sociology, and political science. Marx is best known for his theories on capitalism, historical materialism, and class struggle. Karl Marx's thoughts continue to be subjects of study, debate, and adaptation in various academic disciplines, and his influence extends beyond academia to political movements and discussions on social justice and inequality. This module will discuss the following key ideas of Marx:

a. Theory of Alienation
b. Materialism
c. Class Struggle

d. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1,2	Introduction a. Why study the History of Ideas? b. Interpretation c. Text and Context	• To enable the students to understand the importance of history of ideas • To introduce students to different theories of interpretation • To make students understand the relationship between text and context	• Ball, Terence, 'History and the Interpretation of Texts,' in Gerald F Gaus and Chandran Kukathas (eds.), Handbook of Political Theory (Sage, 2004) • Skinner, Quentin, 'Meaning and understanding in the history of ideas' History and Theory, 1969, 8: 3-53	• Pocock, J. G. A. 'The history of political thought: a methodological enquiry' in Peter Laslett and W. G. Runciman (eds), Philosophy, Politics and Society, 2nd series, (Oxford: Blackwell, 1962) • Strauss, Leo, What is Political Philosophy? (Glencoe, IL: Free Press, 1959)
3,4,	Plato and Aristotle a. Plato: State, Philosopher King, Justice b. Aristotle: State, Justice, Slavery	• Students will be introduced Plato's ideas of state, philosopher king and justice. • Students will be introduced to Aristotle's ideas of state, justice, and slavery.	• R. Kraut (1996) 'Introduction to the study of Plato' in R. Kraut (ed.) The Cambridge Companion to Plato, Cambridge: Cambridge University Press, pp. 1-50. • D. Boucher and P. Kelly (eds) Political Thinkers: From Socrates to the Present, Oxford: Oxford University Press, pp. 62-80. • A. Skoble and T. Machan (2007) Political Philosophy: Essential Selections, New Delhi: Pearson Education pp. 53-54. • Nelson, B. (2006) Western Political Thought, New Delhi: Pearson, pp. 23-68.	• The Republic of Plato, 2nd Edition, Translated with Notes and an Interpretive Essay by Allan Bloom (New York: Basic Books, 1991) • Aristotle's Politics, 2nd Edition, Translated and with an Introduction, Notes, and Glossary by Carnes Lord, (Chicago: University of Chicago Press, 2013) • J. Barnes (ed.), The

				Cambridge Companion to Aristotle. Cambridge: Cambridge University Press.
5,6	**Machiavelli** b. Statecraft, Religion and Politics b. Republicanism	• Students will understand Machiavelli's statecraft, his understanding of the relationship between religion and politics and republicanism.	• Nelson, B. (2006). Western Political Thought. New Delhi: Pearson. pp. 23-63. • D. Boucher and P. Kelly (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 207-224. • Skinner, Q. (2000). The Adviser to Princes. In: Machiavelli: A Very Short Introduction. Oxford: Oxford University Press, pp. 23-53.	• Machiavelli, The Prince, 2nd Edition. Translated and with an Introduction by Harvey Mansfield Jr. (Chicago: University of Chicago Press, 1998)
7,8	**Hobbes, Locke and Rousseau** a. Social Contract and Political Obligation	• Students will be able to understand the theory of social contract and political obligation through the writings of Hobbes, Locke and Rousseau	• Nelson, B. (2006). Western Political Thought. New Delhi: Pearson. pp. 161-258. • Macpherson, C. (1962). The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario, pp. 17-29 & 194-214. • Nath, Abhishek. "Jean-Jacques Rousseau", in G. N. Trivedi (Ed.), *Modern Political Philosophy: Contested Terrain of the Political*, Delhi: Book Age Publication, 2018, pp. 38-64.	• Thomas Hobbes, Leviathan, ed. C. B. Macpherson (Baltimore: Penguin Books, 1968) • John Locke, Second Treatise of Government, ed. C. B. Macpherson (Hackett Publishing, 1980) • Jean-Jacques Rousseau, On the Social Contract, with Geneva Manuscript and Political Economy, ed. Roger D. Masters, trans. Judith R. Masters (New York: St. Martin's Press, 1978)
9,10	**Mary Wollstonecraft**	• Students will be introduced to	• Botting, Eileen Hunt, and Carey,	• Wollstonecraft, Mary, A

	a. Education: Critique of Rousseau b. Women and Paternalism	the ideas of Mary Wollstonecraft, especially her ideas on women education, her critique of Rousseau and her views on women emancipation.	Christine (eds.), 2004, "Wollstonecraft's Philosophical Impact on Nineteenth-Century American Women's Rights Advocates", *American Journal of Political Science*, 48(4): 707–722. • Megha, "Mary Wollstonecraft", in G. N. Trivedi (Ed.), *Modern Political Philosophy: Contested Terrain of the Political*, Delhi: Book Age Publication, 2018, pp. 65-77. • Clifford Owusu-Gyamfi, "Who Won the Debate in Women's Education? Rousseau or Wollstonecraft?", *Journal of Education and Practice*, Vol. 7, No. 6, 2016.	Vindication of the Rights of Woman in Wollstonecraft, Political Writings, edited by Janet Todd (University of Toronto Press, 1993): 67-296.
11,12	**Karl Marx** a. Theory of Alienation b. Materialism c. Class Struggle	• Students will understand the political philosophy of Karl Marx, his theories of alienation, materialism and class struggle.	• Nelson, B. (2006). Western Political Thought. New Delhi: Pearson. pp. 326-358. • Kumar, Pawan. "Karl Marx", in G. N. Trivedi (Ed.), *Modern Political Philosophy: Contested Terrain of the Political*, Delhi: Book Age Publication, 2018, pp. 94-109.	• Tucker, Robert C, ed., The Marx-Engels Reader, 2nd Edition, (New York: W W Norton & Co.; 1978).

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.

(47)

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.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve field-based exercises in the form of photo-voice/story and/or presentations (30%).
- The third assessment will consist of a 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.
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

Annexure XXXIII

Dr. B. R. 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	SUS
Programme(s)	BA (H) Political Science
Course title	**STATE POLITICS IN INDIA (DSC5)**
Course code	NSUS1PO605 (TBA) 60 C 28/2/24
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Core (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

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

The course is intended as one of the core courses for the students of BA in Political Science. The course will complement other core courses in the four year program structure, and will provide a perspective on the different categories of courses of Political Science.

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

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

As per the AUD norms.

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

Semester-long course

4. **Proposed date of launch:**

Monsoon 2023

5. **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 first semester BA students as a core course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

Course Details:

a. **Summary**

In a federal system, states have an impact on the national system and are in turn affected by it. While evaluating political changes in the States, which are the building blocks of the broader political system, is crucial to a proper understanding of the Indian political system, national politics have an impact on the States as well. Because of this interdependent position, studying State Politics in India has gained significant importance.

This course looks at the similarities, differences, and viewpoints that can be used to understand state politics in India. Additionally, it aims to analyse how caste, class, and community roles have changed over time and how it has affected state politics.

b. **Objectives:**

The objectives of this course are:

- To enable students to understand the dynamics of state politics in India and the role it plays in shaping the national politics.
- To familiarize students with salient issues and concerns within State Politics in India

a. Expected learning outcomes:

- Students would be able to learn the key drivers of state politics in India. The students will be able to explain how caste, religion, language have influenced the identity politics in India.
- Students will be familiarized to the determinants and salient features of state politics in India.
- Students will be able to understand the historical process of state formation in India
- Students will understand grassroot governance and its impact on state politics in India

b. Overall structure (course organisation, rationale of organisation; outline of each module):

	Topic	Duration
1.	Historical Evolution of the States in India	8

2.	Determinants of State Politics in India	2
3.	Evolution of Regional Parties in India	2
4.	Identity Politics: Caste and Language	2
5.	Grassroot Governance and its impact on State Politics	2

Module 1: Historical Evolution of the States in India

This module will focus on the historical evolution of the states in India since independence. It will introduce how the historical evolution of states in India has been a complex and diverse process, reflecting a rich tapestry of political, cultural, and social developments over several millennia. India's political landscape has witnessed significant transformations over the centuries, reflecting a dynamic interplay of various cultures, religions, and political systems. The diversity of states and union territories in contemporary India is a testament to its historical evolution and the complex process of nation-building. This module intends to bring out this complexity of the evolution of states in India.

Module 2: Determinants of State Politics in India

In this module the focus would be on the major determinants of state politics in India. Understanding the determinants of state politics in India requires a nuanced analysis of the specific context, dynamics, and historical evolution of each state. The intricate interplay of these factors contributes to the diverse and dynamic nature of state-level politics in the country. The determinants of state politics in India are multifaceted and influenced by a combination of historical, cultural, social, economic, and political factors. This module will focus on this diverse nature of the Indian polity and the federal structure of governance that contribute to a complex interplay of forces at the state level.

Module 3: Evolution of Regional Parties in India

The evolution of regional parties in India is a dynamic and multifaceted process that has significantly shaped the country's political landscape. These parties, often rooted in regional aspirations, identity, and specific socio-economic concerns, play a crucial role in representing the diverse interests of different states. This module will focus on the evolution of regional parties in India since independence and how it reflects the complex interplay of historical, linguistic, cultural, and socio-economic factors. It will discuss how these parties have not only shaped regional politics but also played pivotal roles in national governance, contributing to the federal character of India's political system.

Module 4: Identity Politics: Caste and Language

Identity politics in India, often centered around caste and language, has been a significant and enduring feature of the country's political landscape. These identity-based factors play a crucial role in shaping political affiliations, mobilizing support, and influencing policy decisions. Identity politics, whether based on caste or language, reflects the complexities of India's social fabric. While it provides a platform for historically marginalized groups to assert their rights and identity, it also

poses challenges in terms of fostering broader national unity and addressing the diverse needs of the population. This module will explore these factors and how they have shaped or shape state and national politics.

Module 5: Grassroot Governance and its impact on State Politics

Grassroot governance, often referred to as local or community-level governance, involves decision-making and administration at the grassroots level, closer to the people and communities affected by policies. The impact of grassroot governance on state politics is significant, contributing to democratic decentralization, local development, and community empowerment. This module will focus on all these impacts along with the evolution of the idea of grassroot governance in the Indian context. It will explore how grassroot governance significantly influences state politics in India by promoting democratic principles, empowering local communities, and fostering responsive and accountable administration. This module will help in developing an understanding on how grassroot governance serves as a vital link between the needs and aspirations of citizens and the broader political landscape, contributing to more inclusive and participatory governance.

- Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1,2,3	Historical Evolution of the States in India	• To familiarize students with the historical process of state formation in India.	• Weiner, Myron "Political Development in the Indian State" Weiner, Myron (ed) (1968) State Politics in India Princeton Princeton University Press pp 3-60 • Hasan, Zoya Introduction: The Political Career of the State in Independent India" in Hasan, Zoya (ed), (2000) Politics and the State in India New Delhi Sage Publications	• Palshikar, Suhas State in India Constitution and Beyond in Bhargava Rajeev ed Politics and Ethics of the Indian Constitution
4,5	Determinants of State Politics in India	• Students will understand the determinants and salient features of state politics in India.	• Kothari, Rajni (1970) (Reprint 2005) Politics in India Delhi Orient Longman pp 1-20 and 102-154 • Austin, G (1999) Working A Democratic Constitution A History of the Indian Experience Oxford	• Pai, Sudha (ed) (2013) Handbook of Politics in Indian States Region Parties and Economic Reforms New Delhi Oxford

			University Press.	University Press.
6,7	Evolution of Regional Parties in India	• Students will learn about the evolution of Regional Parties in India	• Ziegfeld, Adam. *Why Regional Parties?: Clientelism, Elites, and the Indian Party System.* Cambridge University Press (2016), "Introduction" and Ch1-"Definition and Description: Regional Political Parties in India"	• Wood, John R., (ed.) (1984). State Politics in India: Crisis or Continuity? Boulder Co: Westview Press
8,9,10	Identity Politics: Caste and Language	• Students will be able to understand how identities shape state politics in India	• Kothari, R. (1970). 'Introduction' in Caste in Indian Politics. Delhi: Orient Longman • Bhambhri, C. (2005). Reservations and Casteism. Economic and Political Weekly, 40(9), pp. 806-808. • D. L. Seth "Changing Terms of Elite Discourse: The Case of Reservation for 'Other Backward Classes'" in Hasan, Zoya (ed.) (2000). Politics and the State in India. New Delhi: Sage Publications	• Roy, Himanshu (2011). 'Regional Business and Federalism in India', Journal of Parliamentary Studies, Government of Kerala, Vol. II, Issue 1, Jan-June.
11,12	Grassroot Governance and its impact on State Politics	• Students will understand grassroot governance and its impact on state politics in India	• Chakrabarty, Bidyut Rajendra Kumar Pandey. *Indian Government and Politics.* Sage, 2008. pp. 269-293. • L. C. Jain. "Introduction". In L. C. Jain (ed.). *Decentralization and Local Governance* Orient Longman, 2005. pp. 1-9	• Palmer, Norman D. 1978. The Indian Political System. Boston: Houghton Mifflin.

			• Mark Robinson. "A Decade of Panchayati Raj Reforms: The Challenge of Democratic Decentralization in India". In L. C. Jain (ed.). *Decentralization and Local Governance* Orient Longman, 2005. pp. 10-30. • World Bank. 2000. Reforming Public Institutions and Strengthening Governance: A World Bank Strategy. Washington, DC: World Bank Publications	

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.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)

- The second assessment will involve field-based exercises in the form of photo-voice/story and/or presentations (30%).

- The third assessment will consist of a 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.

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

Annexure XXXIV

Dr. B. R. 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	SUS
Programme(s)	BA (H) Political Science
Course title	Comparative Government and Politics (DSC6)
Course code	NSUS1PO606
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

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

   The course is intended as one of the core courses for the students of BA in Political Science. The course will complement other core courses in the four-year program structure, and will provide a perspective on the different categories of courses of Political Science.

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 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 2023

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 third semester BA students as a compulsory core course. This course will equip students to critically interrogate and engage with the social and political structures-an

(37)

essential part of a university dedicated to teaching and research in Social Sciences and humanities. It will enable students to look beyond their individual locations and acquire an understanding of the contested ways in which the core concepts of Comparative Politics have been understood across time and space, which is very important for students who wish to be engaged citizens in a democracy, thus fulfilling one of the essential goals of AUD-making active and enlightened citizens.

1. **Course Details:**
   a. Summary:

This course on Comparative Government and Politics will have a focus on the United States (USA), United Kingdom (UK), Russia, and China and would typically explore the political systems, institutions, and dynamics of these four major countries. The course would aim to provide students with a comparative understanding of their political structures, historical trajectories, and contemporary challenges. This course seeks to explain the students why certain form of government emerges and survive in some countries rather than in others; how political institutions affect economic development; how the politics of USA is different from politics of UK; politics of Russia is different from that of China. This course would, thus, offer students a comprehensive understanding of the similarities and differences in the political structures and processes of these four major countries, providing insights into the complexities of global governance and political dynamics.

The choice of the United States (USA), United Kingdom (UK), Russia, and China for a Comparative Government and Politics course is driven by several factors that make these countries particularly interesting and significant for comparative analysis. The selected countries represent a diverse range of political systems. The USA is a presidential democracy, the UK is a constitutional monarchy with a parliamentary system, Russia has a semi-presidential system, and China has a one-party socialist republic. This diversity allows for a comprehensive exploration of different governance models. These countries are major players on the global stage, each exerting significant influence in political, economic, and cultural spheres. Studying their political systems provides insights into how global power dynamics operate and how these nations interact with the international community. These nations are frequently in the spotlight due to their involvement in global events, international conflicts, and diplomatic initiatives. Analyzing their current political landscapes will provide students with insights into contemporary challenges and issues. The chosen countries have diverse political ideologies and systems, ranging from liberal democracy (USA, UK) to variations of socialism and authoritarianism (China, Russia). Studying these ideological differences enhances the understanding of political philosophy and governance structures. The aim is to provide students with a broad and diverse perspective on political systems, governance models, and global political dynamics. The comparative study of these nations will contribute to a more comprehensive understanding of the complexities of political science on both a national and international scale.

   b. Objectives

The objectives of this course are:

- To evaluate Constitutional Framework and Government of UK, US, Russia and China
- To analyze political Parties and party system of UK, US, Russia and China
- to provide students with a broad and diverse perspective on political systems, governance models, and global political dynamics.

c. Expected learning outcomes:

After completing this course, the students will be able to:

- Evaluate Constitutional Framework and Government of UK, US, Russia and China
- Analyze political Parties and party system of UK, US, Russia and China
- Comprehend the similarities and differences in the political structures and processes of these four major countries, providing insights into the complexities of global governance and political dynamics.

a. Overall structure (course organisation, rationale of organisation; outline of each module):

	Topic	Duration
1.	Module 1: Constitutional framework and Government - I	3
2.	Module II: Political Parties and Party System- I	3
3.	Module III: Constitutional framework and Government - II	3
4	Module IV: Political Parties and Party System – II	3

Module I: Constitutional framework and Government - I

This module will focus on the constitutional framework of the US and UK. The aim will be to provide a comparative understanding of the legislature, executive and judiciary of both these countries. The key themes that this module will take up are as follows:

a. Constitutional Framework – Evolution and salient features
b. The US: Features and Working of the Legislature, the Executive, the Judiciary.
c. The UK: Features and Working of the Monarchy, the Legislature, the Executive and the Judiciary.

Module II: Political Parties and Party System- I

This module will focus on the comparative study of political parties and party system of the US and the UK. The key themes that this module will cover are:

a. Political Parties in the US: Organization, Ideology and Role
b. Political Parties in the U.K.: Organization, Ideology and Role

III. Module III: Constitutional framework and Government - II

This module will focus on the constitutional framework of Russia and China. The key themes of this module are:

a. RUSSIA: Features and Working of the Legislature, the Executive and the Judiciary.
b. People's Republic of CHINA: Features and Working of the Legislature, the Executive and the Judiciary.

IV: Module IV: Political Parties and Party System - II

This module will focus on the comparative study of political parties and party system of Russia and China. The key themes of this module are:

a. Political Parties in RUSSIA: Organization, Ideology and Role
b. Political Parties in CHINA: Organization, Ideology and Role
c. Challenges and Prospects

b. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1,2&3	**Module I: Constitutional framework and Government - I** a. Constitutional Framework – Evolution and salient features b. The US: Features and Working of the Legislature, the Executive, the Judiciary. c. The UK: Features and Working of the Monarchy, the Legislature, the Executive and the Judiciary.	This module will focus on the constitutional framework of the US and UK. The aim will be to provide a comparative understanding of the legislature, executive and judiciary of both these countries.	Almond, Gabriel A. ; Powell, G.B.; Strom, K. and Dalton, R.J. (2007) Comparative Politics Today: A World View, New Delhi: Pearson. Ch 1, Ch 2, Ch 8 & 19	N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in Economic and Political Weekly, Vol. 31 (4), January 27, http://pp. PE 2-PE2-PE8
4, 5,6	**Module II: Political Parties and Party System- I** a. Political Parties in the US: Organization,	This module will focus on the comparative study of political parties and party system of the	Marjorie Randon Hershey . *Party Politics in America*, New York, Routledge, 2021. Ch 1, 2, 4 & 16	J. Kopstein , and M. Lichbac h, (eds),

	Ideology and Role b. Political Parties in the U.K.: Organization, Ideology and Role	US and the UK.	Matthew Flinders (ed.) et al. *The Oxford Handbook of British Politics*, 2010. Section 5-Ch 16. Pp. 283-301; Ch 24, pp. 441-460	(2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.
7,8,9	**III. Module III: Constitutional framework and Government - II** a. RUSSIA: Features and Working of the Legislature, the Executive and the Judiciary. b. People's Republic of CHINA: Features and Working of the Legislature, the Executive and the Judiciary.	Understanding the salient features of the legislature. Structure of the judiciary will be explained. Composition of the executive and powers and function will be explained.	Stephen White, *Understanding Russian Politics*, Cambridge University Press, 2011. Pp. 1-114. Roderick MacFarquhar, *The Politics of China: Sixty Years of The People's Republic of China*, Cambridge University Press, 2011. Pp. 6-86 Ling Li, "Political-Legal Order and the Curious Double Character of China's Courts", *Asian Journal of Law*	William A. Joseph (ed.), Politics in China: An Introduction, OUP, 2009.

(33)

			andSociety, Volume 6, Issue 1, May 2019, pp. 19 – 39	
10,11,12	**Module IV: Political Parties and Party System - II** • Political Parties in RUSSIA: Organization, Ideology and Role • Political Parties in CHINA: Organization, Ideology and Role • Challenges and Prospects	Will discuss the role, ideology and working of the party system. Comparison would be highlighted with merits and demerits.	Stephen White, *Understanding Russian Politics*, Cambridge University Press, 2011. Pp. 27-70. . Gerald Krieger, "The party and the people: Chinese politics in the 21st century", International Affairs, Volume 97, Issue 5, September 2021, Pages 1660–1662 "China's Political Party System: Cooperation and Consultation", www. Full Text: China's Political Party System: Cooperation and Consultation | english.scio.gov.cn	Larry Catá Backer, "Chinese Constitutionalism in the New Era: The Emerging Idea and Practice of Constitution in the 19th CPC Congress Report" *Working Papers Coalition for Peace & Ethics, No. 11/1 (November 2017)*

d. **Pedagogy:**

Instructional strategies:

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.

b. Expertise in AUD faculty or outside

The course instructor will have the requisite training in political science

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

Linkages with organisations like CSDS will be worked upon.

Assessment Structure:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (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, th 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

Annexure XXXV

Dr. B. R. 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	SUS
Programme(s)	BA (H) Political Science
Course title	Globalisation and Politics
Course code	NSUS1GEPO1 (TBA)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Generic Elective (GE)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

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

The course is intended as one of the interdisciplinary or generic elective courses (GE) for students of the four year BA programmes at AUD. The course will complement other interdisciplinary courses in the 4 year programme structure, and also provide a perspective on the core and discipline-centered courses in political science.

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 the AUD norms.

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

Semester-long course

(73)

5. **Proposed date of launch:**

   Monsoon 2023

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 first semester BA students as an interdisciplinary course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

7. **Course Details:**

   a. Summary

The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity of the local with the global and vice versa. Students will come to know about the factors and forces of globalization, and the impact on existing actors in the international arena, especially nation-states. In this context students will be introduced to the major debates on national sovereignty, culture, and market; as well as the range of social movements of different shades that have arisen as part of the 'discontents' of globalization.

   b. Objectives

Students will be able to explain:
a. Meaning of globalization and how different approaches have understood this.
b. The global financial institutional structure as well as economic drivers of globalization.
c. How globalization has impacted the traditional nation-state.
d. Technological and cultural aspects of globalization.
e. The anti-globalisation movement, NGOs and social movements.

   c. Overall structure:

   This course is organized around five units.

	Topic	Duration (Week)
I	Introduction to Globalization	3
II	Global Economic Structures and Processes	3
III	Globalization and Nation-State	2
IV	Globalization, Culture and Technology	2
V	Anti-Globalization, NGOS and Social Movements	2

Module I: Introduction to Globalisation

The first unit will explore the meaning of globalization through the well-established literature on this phenomenon. The different definitions of globalization, their periodization and the dimensions of globalization in modernity will be discussed. In the Indian context, debates on globalization in the political context of structural adjustment, privatization and liberalization will also be covered.

Module II: Global Economic Structures and Processes

This unit will introduce students to international financial institutions (World Bank, International Monetary Fund, World Trade Organization) and to the critical questions of power and inequality within these. It will also delineate the role of the third world and the newly emerging powers in revisioning this 'Bretton Woods' framework.

UNIT III Globalization and Nation-State

Globalization has a complicated relationship with the nation-state. While early literature on globalization and the nation-state posited an inverse relationship between the two, latter works argued that only some parts of the state weaken with the strengthening of globalization; indeed globalization can also bolster some forms of nationalism; and/or strengthen the state. These complex phenomena have also affected the traditional westphalian order; the unit will introduce students to these major debates on nation-states and sovereignty in the globalizing world.

UNIT IV Globalization, Culture and Technology

The impact of globalization on cultural questions have been raised by political scientists, anthropologists and sociologists since the early 1990s at least. Globalisation has also been understood primarily as a technological phenomenon, even while its other definitions are still debated. This unit will address the most prominent of the cultural and technological aspects of globalization.

MODULE V: Anti-Globalization, NGOs and Social Movements

It is widely recognized that globalization has generated its own discontents. These protests and resistances against globalization have spotlighted its tendencies to deepening inequality, intensifying humanitarian crises, and speeding up ecological degradation. The coalescing of these concerns have typically taken the form of peasant Movements, the environmental movement and social movements against human displacement. This unit will lay out all these aspects for the students' own examination and reflection.

Content (Week wise plan)

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1,2,	Module I: Introduction to Globalis	To enable students to understand the Meaning	• Held, D., & McGrew, A. (Eds.). The Global Transformations	• Giddens, A. (1990). The Consequence

	ation	of globalization and how different approaches have understood this process.	Reader: An Introduction to the Globalization Debate. (2nd edition), Cambridge: Polity Press. (Part I: Understanding Globalization, pp. 51-119). • Robertson, R., & White, K. E. (2007). What Is Globalization? In Ritzer, G. (Ed.), The Blackwell Companion to Globalization. Oxford: Blackwell, pp. 54-66 • Mitra, D., & Ranjan, P. (2012). The Globalization Debate and India. In Ghate, C. (Ed.), The Oxford Handbook of the Indian Economy. Oxford: Oxford University Press, pp. 785-809. • Scholte. J.A. (2005). Globalisation: A Critical Introduction. New York: Palgrave Macmillan.	s of Modernity. Cambridge: Polity Press. (Part II, pp. 55-78). • Robinson, W. I. (2007). Theories of Globalization. In Ritzer, G. (Ed.), The Blackwell Companion to Globalizatio. Oxford: Blackwell, pp. 125-143.
3,4,5	Module II: Global Economic Structures and	Students will be able to understand and analyze the global financial institutional	• Williams, M. (1994). The IMF and the Third World. International Economic	• Aglietta, M. (2004). The International Monetary Fund: Past and Future.

	Processes	structure as well as economic drivers of globalization.	Organisations and the Third World. New York: Harvester Wheatsheaf, pp. 51-111. • Boughton, James M (2009). "A New Bretton Woods?", *Finance and Development*, March 2009, https://www.imf.org/external/pubs/ft/fandd/2009/03/pdf/boughton.pdf • Mohan, Rakesh and Muneesh Kapur (2015), "Emerging Powers and the Global Governance: Whither the IMF?", IMF Working Paper No. WP/15/219, http://www.imf.org/external/pubs/ft/wp/2015/wp15219.pdf • Rao, MB and Manjula Guru. (2001). *WTO and International Trade* New Delhi: Vikas Publishing House. • Rodrik, D. (2011). Bretton Woods, GATT, and the WTO: Trade in a Politicized World.	In Desai M., & Said, Y. (Eds.) Global Governance and Financial Crises. London and New York: Routledge, pp. 43-69. • Hopewell, Kristen. (2016). *Breaking the WTO: How Emerging Powers Disrupted the Neo-liberal Project?* California: Stanford University Press.

			The Globalization Paradox. New York: Norton, pp. 67-88.	
6,7,8	Module III: Globalization and Nation-State	Students will be able to critically engage with the relationship between globalization and nation state	• Jha, P.S (2006) "Growing Obseolescence of the Nation-State" in Prem Shankar Jha *Twilight of the Nation-State*" London, Pluto Press. pp. 189-207. • Chaturvedi, Inakshi. (n.d), "Globalisation and Its Impact on State Sovereignty". *International Political Science Association.* http://paperroom.ipsa.org/papers/paper_249.pdf. • Göksel, Nilüfer Karacasulu. (2012), "Globalisation and the State" http://sam.gov.tr/wp-content/uploads/2012/02/1.-NiluferKaracasuluGoksel.pdf. • Heywood, Andrew. (2015), *Global Politics.*	• Hudson, Alan. (1998), "Beyond the Borders: Globalisation, Sovereignty and Extra-Territoriality", *Geopolitics.* Vol. 3, No. 1. http://alanhudson.info/wp-content/uploads/2013/11/borders.pdf. • Yadav. Inder Sekhar. 'Globalisation, State Sovereignty and Civil Society'. *University of Delhi.* n.d. https://sol.du.ac.in/mod/book/view.php?id=1245&chapterid=911.

			Palgrave Macmillan, New York	
9,10	Module IV: Globalization, Culture and Technology	Students will be able to critically evaluate the technological and cultural aspects of globalization.	• Tomlinson, J. (2007). Cultural Globalization. In Ritzer, G. (Ed.), The Blackwell Companion to Globalization. Oxford: Blackwell, pp. 352-366. • Appadurai, A. (2005). Modernity at Large: Cultural Dimensions of Globalization.	• Steger, Manfred B. (2017), *Globalisation: A very short Introduction*, UK: Oxford University Press. • Sparks, C. (2007). Development, Globalization and the Mass Media. New Delhi: Sage. pp. 126-148. • Pieterse, Jan. (1995), Globalisation as hybridization, in *Global modernities* (ed.)

			Minneapolis and London: University of Minnesota Press, pp. 1-23, 27-47. • "Effects of technological Developments on Globalisation Process", *http://mediaif.emu.edu.tr/pages/atabek/GCS7.html* • Greig, J. Michael (2002), The End of Geography?: Globalisation, Communications, and Culture in the International System, *The Journal of Conflict Resolution*, Vol. 46, No. 2, April, 225-243. • Wang, Yi (2007), Globalisation Enhances Cultural Identity, *Intercultural Communication Studies*, XVI, 83-86. • Perry, B., & Olsson, P. (2009). Cyberhate: The Globalization of Hate, Information and Communications Technology Law, 18(2), pp. 185-199.	
11,12	Module V: Anti-Globalization,	To enable students to reflect on protests and movements	• Kean. J. (2003). Global Civil Society?, Cambridge: Cambridge	• Lynch, C. (1998). Social Movements and the Problem of Globalization. Alternatives: Global, Local, Political, 23(2), pp.

	NGOs and Social Movements	against globalization	University Press. – 'Resisting Globalisation', Access on 19th November, 2018, https://pages.gseis.ucla.edu/faculty/kellner/essays/resistingglobalisation.pdf • Nayyar, D. (2015). Globalization and Democracy. Brazilian Journal of Political Economy, 35 (3), pp. 388-402. • Khagram, Sanjeev, James Riker, and Kathryn Sikkink (2002). *"From Santiago to Seattle": Transnational advocacy groups restructuring world politics.* In Restructuring world poltics, transnational social movements, networks, and norms, eds. S. Khagram, J. Riker and K. Sikkink. Minneapolis: University of Minnesota Press. • Mohammed Nuruzzaman (2009), Globalisation and Resistance Movements in the Periphery: An Alternative	149-173. • Kumar Chanchal, Lunghthuiyang Riamei and Sanju Gupta (2017). Understanding Global Politics, New Delhi: KW Publishers Pvt Ltd.

(65)

			Theoretical Approach, Access on 10th October, 2018, https://www.researchgate.net/publication/250147287_Globalisation_and_Resistance_Movements_in_the_Periphery_An_Alternative_Theoretical_Approach	

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.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve field-based exercises in the form of photo-voice/story and/or presentations (30%).
- The third assessment will consist of a 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.

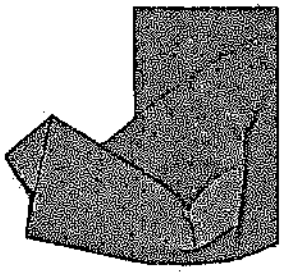
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

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



Annexure XXXVI

Dr. B. R. 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	SUS
Programme(s)	BA (H) Political Science
Course title	**INDIAN POLITICAL THOUGHT (DSC7)**
Course code	NSUS1PO607 (TBA)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Core (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
The course is intended as one of the core courses for the students of BA in Political Science. The course will complement other core courses in the four year program structure, and will provide a perspective on the different categories of courses of Political Science.
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
2. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
As per the AUD norms.
3. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**
Semester-long course
4. **Proposed date of launch:**
Winter 2024
5. **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 fourth semester BA students as a core course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

Course Details:

a. **Summary**

The course has been designed to introduce to the students some classical Indian political thinkers who shaped the ideas and key concepts of Political Science. They have raised some fundamental questions that have travelled across time. However, different thinkers have provided different answers to the same questions. This course will not only delve into some of the important and perennial questions but also the answers provided by some of the key political philosophers.

b. **Objectives:**

The objectives of this course are:

a. To enable the students to understand the importance of historical and epistemic tradition of Indian Political Thought.
b. To introduce students to some of the key Indian political thinkers and their key ideas.
c. To situate political ideas within the broader social, cultural, and historical context of India, considering the impact of religion, caste, and class.

c. **Learning Outcomes**

After completing this course the students will be able to:

- Understand the importance of historical and epistemic tradition of Indian Political Thought.
- Engage with the some of the perennial questions and their answers provided by Indian political thinkers.
- Develop confidence in accessing the classic texts in Indian philosophical tradition.
- Analyze how the ideas of Indian political thinkers are relevant to contemporary political issues, governance, and societal challenges.
- Have a profound understanding of Indian political philosophy, encouraging critical thinking and the application of ancient wisdom to contemporary political challenges.

d. **Overall structure:**

This course is organized around six units.

Unit	Topic	Duration (Weeks)
1.	Introduction	1
2.	Kautilya	2
3.	Zia Barani	1
3.	Swami Vivekanand	2
4.	M. K. Gandhi	2
5.	B. R. Ambedkar	2
6.	Pandita Ramabai	2

Module1: Introduction

This module will focus on the epistemic foundations of Indian Political Thought. This module delves into the epistemic roots and diverse intellectual traditions that form the basis of Indian political thought. It explores the philosophical foundations, key concepts, and the evolution of political thinking in India through the ages. It will introduce different traditions of Indian political thinking especially Hindu and Muslim traditions.

- Epistemic foundations and traditions of Indian Political Thought

Module 2: Kautilya

This module will focus on the ancient Indian political philosopher and strategist Chanakya, also known as Kautilya or Vishnugupta. Chanakya's seminal work, the "Arthashastra," is a foundational text in classical Indian political thought and covers various aspects of statecraft, governance, and political economy. It will explore Kautilya's insights on statecraft, including the organization of the state, administrative structures, and the role of the king in ensuring the welfare of the people. In this module the focus would be on the following:

- State

Module 3: Ziauddin Barani

Ziauddin Barani was a prominent 14th-century Muslim scholar, historian, and political thinker in the Delhi Sultanate during the medieval period in India. This module delves into the political thought and historical writings of Ziauddin Barani, a key figure in the intellectual landscape of the Delhi Sultanate. It explores his views on governance, the state, and his historical narratives that provide insights into the political dynamics of medieval India. This module will focus on his following key ideas:

- Good Sultan and Ideal Polity

Module 3: Swami Vivekanand

This module explores the life, teachings, and philosophical contributions of Swami **Vivekananda**, a key figure in the late 19th and early 20th-century Indian intellectual and **spiritual** renaissance. Focusing on his influential role in shaping modern Indian philosophy, **the module** delves into Vivekananda's thoughts on nationalism. It will encourage critical **reflection** on the applicability of Vivekananda's ideas in the contemporary world.

- Nationalism

Module 4: M. K. Gandhi

The module is dedicated to the life, philosophy, and transformative influence of Mohandas **Karamchand** Gandhi, commonly known as Mahatma Gandhi. As a central figure in India's **struggle for** independence, Gandhi's principles of nonviolent resistance, moral leadership, and **activism are explored** in depth. The module aims to provide students with a comprehensive **understanding** of Gandhi's idea of Swaraj and its enduring impact on global movements for **social justice** and peace. This module aims to inspire critical thinking and reflection on the enduring **legacy** of Mahatma Gandhi. By exploring his philosophy and leadership, students gain **insights into** the potential of nonviolent resistance as a force for positive change in the world. **It will** focus on the following idea of Gandhi:

- Swaraj

B. R. Ambedkar

It is dedicated to the life, ideas, and contributions of Bhimrao Ramji Ambedkar, **known** as B. R. Ambedkar. As a prominent social reformer, jurist, and the chief **of the** Indian Constitution, Ambedkar's legacy extends beyond legal frameworks to **his** relentless advocacy for social justice, equality, and the upliftment of **communities**. The module aims to provide a comprehensive understanding of **his multifaceted** contributions to Indian society. This module aims to foster a deep **of B.** R. Ambedkar's contributions to Indian society and his tireless efforts **for justice** and equality. It encourages critical engagement with Ambedkar's ideas

and their continued relevance in addressing contemporary social challenges. This module will take up the following themes as propounded by Ambedkar:

- Democracy and Social Change

Module 6: Pandita Ramabai

This module is dedicated to the life and contributions of Pandita Ramabai Sarasvati, a visionary social reformer, feminist, and educationalist in 19th and early 20th-century India. Renowned for her efforts in advocating for women's rights, education, and social reform, Pandita Ramabai's legacy includes the establishment of educational institutions and her role in challenging societal norms. This module aims to explore her multifaceted contributions to Indian society. This module will explore Ramabai's pioneering efforts in advocating for women's rights, gender equality, and her role in the early feminist movement in India. This module will focus on her ideas on the following themes:

- Gender and Caste

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1	Introduction Epistemic foundations and traditions of Indian Political Thought	• To enable the students to understand the importance of historical and epistemic tradition of Indian Political Thought	• B. Parekh (1986), Some Reflections on the Hindu Tradition of Political Thought, in T. Pantham & K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 17-31 • M. Shakir (1986), Dynamics of Muslim Political Thought, in T. Pantham, and K. Deutsch (eds), Political Thought in Modern India, New Delhi: Sage Publications, pp. 142-160.	• Singh, Aakash, Silika Mohapatra (2010), Indian Political Thought, A Reader, New Delhi: Routledge • Varma, Vishwanth Prasad, Hindu Political Thought and its Metaphysical Foundations, Motilal Banarsidass, Delhi 1952 • R.S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1959.
2,3	Kautilya • State	• Students will be introduced to Kautiya's ideas of state	• Kautilya, (1997), The Elements of Sovereignty' in R. Kangle, (ed.), and trns.), Arthasastra of Kautilya, New Delhi: Motilal Publishers, pp. 511-514. • M. P. Singh (2011), Theory of State, in M. P. Singh and	• V. Mehta, (1992) The Pragmatic Vision Kautilya and His Successor, in Foundations of Indian Political Thought, Delhi: Manohar, pp. 88-109. • R. Kangle, (1997)

			Himanshu Roy (Ed.), Indian Political Thought: Themes and Thinkers, Pearson, pp. 1-17.	Arthashastra of Kautilya-Part-III, A Study, Delhi, Motilal Banarsidass, rpt., pp. 116-142.
4	Zia Barani • Good Sultan and Ideal Polity	• To introduce students to the idea of good sultan and ideal polity as propounded by Barani	• Himanshu Roy and Mazaffar Alam, Zia Barani: Good Sultan and Ideal Polity, in M. P. Singh and Himanshu Roy (Ed), Indian Political Thought: Themes and Thinkers, Pearson, pp. 30-41.	• Zia Barani, *Tarikh-i-Firoz Shahi*
5,6	Swami Vivekanand • Nationalism	• Students will understand Vivekanand's understanding on Nationalism.	• Amiya P. Sen, "Vivekanand: Cultural Nationalism", in", in M. P. Singh and Himanshu Roy (Ed.), Indian Political Thought: Themes and Thinkers, Pearson, pp. 93-106.	• Machiavelli, The Prince, 2nd Edition. Translated and with an Introduction by Harvey Mansfield Jr. (Chicago: University of Chicago Press, 1998)
7, 8	M. K. Gandhi • Swaraj	• Students will be able to understand Gandhi's idea of Swaraj.	• Parel, Anthony J. (ed.) (2002) 'Introduction', in Gandhi, Freedom and Self Rule, Delhi: Vistaar Publication • "Mahatma Gandhi", Chakrabarty, Bidyut and Rajendra Kumar Pandey, odern Indian Political Thought: Text and Context, New Delhi: Sage, 2020.	• Pantham, Thomas (1986), Beyond Liberal Democracy: Thinking With Mahatma Gandhi, in Pantham, Thomas & Deutsch, Kenneth L. (ed.) Political Thought in Modern India, Sage Publications

(19)

9,10	B. R. Ambedkar • Democracy and Social Change	• Students will be introduced to Ambedkar's ideas of democracy and social change.	• "B. R. Ambedkar", Chakrabarty, Bidyut and Rajendra Kumar Pandey, Modern Indian Political Thought: Text and Context, New Delhi: Sage. 2020.	• Pantham, Thomas and K. L. Deutsch eds., Political Thought in Modern India, Sage: Delhi, 1986.
11,12	Pandita Ramabai • Gender and Caste.	• Students will understand Ramabai's ideas on gender and caste.	• Madhu Jha, "Ramabai: Gender and Caste", in M. P. Singh and Himanshu Roy (Ed.), Indian Political Thought: Themes and Thinkers, Pearson, pp. 123-134. • "Pandita Ramabai", Chakrabarty, Bidyut and Rajendra Kumar Pandey, Modern Indian Political Thought: Text and Context, New Delhi: Sage. 2020.	• Ramabai Sarasvati (Pandita); Pandita Ramabai (2003). Pandita Ramabai's American Encounter: The Peoples of the United States (1889). Indiana University Press. pp. 29–30. ISBN 0-253-21571-4. • Anne Feldhaus (29 January 1998). Images of Women in Maharashtrian Society. SUNY Press. p. 205. ISBN 978-0-7914-3660-8.

1. **Pedagogy:**

Instructional strategies:

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.

b. Expertise in AUD faculty or outside

The course instructor will have the requisite training in political science

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

Linkages with organisations like CSDS will be worked upon.

Assessment Structure:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (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:

Suggestions:

Signature of the Dean of the School

Annexure XXXVII

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA (H) Political Science
Course title	International Relations (DSC8)
Course code	NSUS1PO608 (TBD)
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline Specific Core (DSC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA
Proposed date of launch	Winter 2024
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

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

The focus of this course is to give a brief overview of the world political situation in the 20 th and 21 st century. There are several crucial events and phenomena that occurred in these two centuries and in order to begin the course on Masters in IR it is imperative to relate structures and processes. Several events such as the Wars, Power Dimensions etc have seeded to clarify how the states function, respond and interact in the rapidly changing national and international system.

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 political science will enroll in the course.

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

   Semester-long course

5. How does the course link with the vision of AUD?

The course seeks to further the vision of AUD in contributing towards nurturing critically informed individuals.

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

(15)

The course will be offered to the fourth semester BA students as a compulsory core course. The course serves as a necessary foundation for students seeking a grounding in political science through the undergraduate programme.

7. **Course Details:**

a. Summary:

On completion of this course, the student will be able to:

1. Understand the basics of IR.
2. Illustrate the concept of IR in the political system.
3. Utilize theoretical knowledge in a practical manner.
4.. Analyze the dominant ideas related to the significance of IR
5.. Evaluate the various trends in IR.

b. Objective:

- To distinguish and comprehend the idea of State- its institutions, related structures, and processes
- To analyse the events that happened over the period of 20 th and 21 st century
- To interpret the different events to narrate the objectives and significance of the patterns of interaction

c. Pedagogy for Course Delivery:

The class will be taught using theory and case based methods. In addition to assigning the case studies, the course instructor will spend considerable time in understanding the concept of innovation through the eyes of the consumer. The instructor will cover the ways to think innovatively liberally using thinking techniques.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

	Topic	Duration (Weeks)
1.	Module I: International Relations: 1907-1918	3
2.	Module II: International Relations: 1919-1945	3
3.	Module III: International Relations: 1945-1991	3
4	Module IV: International Relations: 1991- Present	3

Module I: International Relations: 1907-1918

This module focuses on the critical period in international relations spanning from 1907 to 1918, which encompasses the prelude and aftermath of World War I. The module examines the geopolitical landscape, diplomatic developments, and the intricate alliances that shaped the global order during this transformative era. Students will explore the causes and consequences of World War I, the emergence of new actors on the international stage, and the efforts to establish a new world order through diplomatic negotiations. This module aims to provide students with a detailed understanding of the international relations landscape during the critical period of 1907-1918, with a focus on the causes, conduct, and consequences of World War I. It encourages students to analyze the geopolitical shifts and diplomatic intricacies that paved the way for the reshaping of the global order in the aftermath of the war.

- Formation of Alliance Systems: Triple Alliance and Entente
- The Balkan Crisis and other causes of the war
- World War I: War at Sea, Trenches and WWI and Consequences
- Russian Revolution: Aim, Nature and Consequence

Module II: International Relations: 1919-1945

This module explores the complex and transformative period of international relations from 1919 to 1945, covering the aftermath of World War I, the interwar years, and the lead-up to World War II. Students will delve into the geopolitical, economic, and ideological factors that shaped the international system during this time. The module examines the League of Nations, the rise of totalitarian regimes, the impact of the Great Depression, and the diplomatic failures that contributed to the outbreak of World War II. This module aims to provide students with a comprehensive understanding of the critical period of international relations from 1919 to 1945. By examining diplomatic decisions, ideological shifts, and geopolitical dynamics, students gain insights into the complexities that led to World War II and shaped the post-war world order.

- World Economic Depression 1929
- Rise of Nazism and Fascism
- World War II- Causes, Nature and Consequences

Module III: International Relations: 1945-1991

This module delves into the intricate dynamics of international relations from the end of World War II in 1945 to the collapse of the Soviet Union in 1991. It covers the Cold War era, the ideological and geopolitical struggles between the United States and the Soviet Union, and the profound global changes that occurred during this period. Students will explore the emergence of new nations, the nuclear arms race, regional conflicts, and the diplomatic efforts to manage a bipolar world. This module aims to provide students with a comprehensive understanding of the complex and dynamic international relations during the period from 1945 to 1991. By examining the Cold War, nuclear politics, decolonization, and the collapse of the Soviet Union, students gain insights into the pivotal events that shaped the post-World War II global order.

- Emergence of Cold War: Logic of Deterrence, Iron-Curtain Speech and Role of Ideology
- Phases of Cold War: 1st Phase: 1945-1969, 1st Détente (1969-1979), New Cold War: (1979-1985), End of Cold War (1985-1991)

- Disintegration of the USSR.

Module IV: International Relations: 1991- Present

This module provides a comprehensive examination of key global geopolitical shifts from 1991 to the present, focusing on critical events and developments that have shaped the international landscape. The course is structured around major components that showcase the evolution of power dynamics, military interventions, and regional transformations. This module aims to provide students with a nuanced understanding of the major geopolitical shifts in the contemporary world. By focusing on specific events and their broader implications, students gain insights into the complex interplay of power, diplomacy, and regional dynamics that have shaped global affairs.

- Unipolar World: US Operation Desert Storm I (1991) and II (2003), Operation
- Infinite Reach, Operation Enduring Freedom and Kosovo Crisis
- Resurgence of Russia: Annexing Crimea, Syrian Engagement, Georgia (2008)
- Arab Spring: Rise in Egypt, Morocco, Tunisia and Libya
- The Rising Dragon: BRI, African Engagement and South China Sea

e. Contents (week wise plan with readings):

Week	Plan/Theme/Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1,2,3	**International Relations: 1907-1918** - Formation of Alliance Systems: Triple Alliance and Entente - The Balkan Crisis and other causes of the war - World War I: War at Sea, Trenches and WWI andConsequences - Russian Revolution: Aim, Nature and Consequence	To understand the Background of IR	B.H Liddll Hart, 'A history of the First World War I', Pan Macmillan Publishers W. Raymond Duncan, Barbara Jancar-Webster and Bob Switky, World Politics in the 21st Century, Palgrave Publishers, pp. 20-55.	B.H Liddle Hart, A history of the Second World War, Pan Macmillan Publishers Norman Lowe, 'Modern World History', Palgrave
4,5,6	**International Relations: 1919-1945** - World Economic Depression 1929 - Rise of Nazism and Fascism	Understanding Phases of IR	W. Raymond Duncan, Barbara Jancar-Webster and Bob Switky,	Cold War: A history from Beginning to End, CreateSPace Independent Publishing

	- World War II- Causes, Nature and Consequences		World Politics in the 21st Century, Palgrave Publishers, pp. 20-55.	Platform
7,8,9	**International Relations: 1945-1991** - Emergence of Cold War: Logic of Deterrence, Iron-Curtain Speech and Role of Ideology - Phases of Cold War: 1st Phase: 1945-1969, 1st Détente (1969-1979), New Cold War: (1979-1985) End of Cold War (1985-1991) - Disintegration of the USSR.	Impact of Cold War	Barry Lando, 'Web of Deceit', Double Day Canada Patrick M. Morgan, *Deterrence Now*, Cambridge University Press, 2009, pp. 1-41, 238-284.	Steve Coll, Ghost Wars, Penguin Books

10,11 &12	**International Relations: 1991-Present** - Unipolar World: US Operation Desert Storm I (1991) and II (2003), Operation - Infinite Reach, Operation Enduring Freedom and Kosovo Crisis - Resurgence of Russia: Annexing Crimea, Syrian Engagement, Georgia (2008) - Arab Spring: Rise in Egypt, Morocco, Tunisia and Libya - The Rising Dragon: BRI, African Engagement and South China Sea	Discussing the prospects and recent trends in IR	Hamid Dabashi,'The Arab Spring', Zed Books Publisher "Operation Desert Storm", U.S. Army Center of Military History, www.history.army.mil/html/bookshelves/resmat/desert-storm/index.html. "Kosovo – Operations Joint Guardian and Enduring Freedom", www.kansasguardmuseum.com/research-archives/guard-missions/conflicts/kosovo-operations-joint-guardian-enduring-freedom/	Mark Galleoti, Armies of Russia's War in Ukraine, Osprey Publishing

8. **Pedagogy:**

Instructional strategies:

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.

b. Expertise in AUD faculty or outside

The course instructor will have the requisite training in political science

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

Linkages with organisations like CSDS will be worked upon.

Assessment Structure:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (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:

Suggestions:

Signature of the Dean of the School

Annexure XXXVIII

Dr. B. R. 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	SUS
Programme(s)	BA (H) Political Science
Course title	**PUBLIC ADMINISTRATION (DSC9)**
Course code	NSUS1PO609 (TBA)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Specific Core (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
The course is intended as one of the core courses for the students of BA in Political Science. The course will complement other core courses in the four year program structure, and will provide a perspective on the different categories of courses of Political Science.
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
2. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
As per the AUD norms.
3. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**
Semester-long course
4. **Proposed date of launch:**
Winter 2024
5. **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 fourth semester BA students as a core course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

Course Details:

a. Summary

The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

b. Objectives:

The objectives of this course are:

a. To introduce students to the discipline of public administration.
b. To introduce students various classical and contemporary administrative theories.

c. Learning Outcomes

After completing this course the students will be able to:

- Have a comprehensive understanding of Administrative theories
- Engage with the some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration.

d. Overall structure:

This course is organized around six units.

Unit	Topic	Duration (Weeks)
1.	Introduction	2
2.	Theories	3
3.	Major Approaches	3
4.	Public Policy	2
5.	Emerging Trends	2

Module 1: Introduction

This module will introduce students to the discipline of Public Administration-its meaning nature, scope and significance. It will also discuss the evolution of the discipline and the trajectory it has followed. This module will introduce the difference between public and private administration.

- Meaning, nature, scope and significance of Public Administration
- Evolution of Public Administration
- Public and Private Administration

Module 2: Theories

This module aims to equip students with a comprehensive understanding of the diverse theories that have shaped public administration. By exploring historical and contemporary

perspectives, students gain insights into the complex dynamics of public organizations and the evolving nature of governance. The focus of this module will be on the major theories of Public Administration. It will introduce some of the major theories along with their chief exponent. This module delves into the theoretical foundations and frameworks that underpin the field of public administration. It explores the evolution of ideas, key concepts, and prominent theories that have shaped the study and practice of public administration. By examining different perspectives, this module aims to provide students with a nuanced understanding of the complexities and challenges involved in the management of public affairs. The focus will be on the following theories:

- Scientific management (F.W.Taylor)
- Ideal-type bureaucracy (Max Weber)
- Human relations theory (Elton Mayo)
- Rational decision-making (Herbert Simon)
- Ecological approach (Fred Riggs)

Module 3: Major Approaches

This module explores the major approaches in public administration, providing students with a comprehensive understanding of the diverse lenses through which scholars analyze and study public governance. It covers traditional and contemporary perspectives, methodologies, and theoretical frameworks that shape the field of public administration. This module aims to equip students with a broad understanding of the major approaches in public administration, fostering critical thinking and the ability to apply diverse perspectives to the analysis of public governance challenges. This module will focus on the following approaches:

- New Public Administration
- Good Governance
- Feminist Perspectives

Module 4: Public Policy

This module focuses on the study of public policy, providing students with the theoretical foundations and practical tools necessary for the analysis, formulation, and implementation of public policies. It explores the policymaking process, key actors, and the impact of policies on society. This module aims to equip students with the knowledge and skills needed to engage with the complex world of public policy. By combining theoretical understanding with practical applications, students develop the analytical and communication skills necessary for effective participation in the policymaking process.

- Meaning and relevance and approaches
- Formulation, implementation and evaluation

Module 5: Emerging Trends

This module explores the dynamic and evolving landscape of public administration, focusing on contemporary challenges, innovations, and emerging trends shaping the field. It aims to equip students with an understanding of how public administration is responding to societal changes, technological advancements, and global challenges. The module delves into topics such as digital governance, public-private partnerships, and sustainability in public administration. This module aims to provide students with insights into the evolving nature of public administration and the challenges and opportunities presented by emerging trends. By examining real-world examples and engaging with current debates, students develop a

(5)

forward-looking perspective on the role of public administration in addressing contemporary societal issues. The following themes will be discussed in this module:

- Globalization and Public Administration
- Digital Public Administration
- Challenges and Opportunities

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1,2	Introduction • Meaning, nature, scope and significance of Public Administration • Evolution of Public Administration • Public and Private Administration	• To familiarize students with the meaning and growth of the discipline • To make them understand the difference between public and private administration	• N Henry, Public Administration and Public Affairs, 12th edition, New Jersey: Pearson 2013 • M Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012	• M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011
3,4,5	Theories • Scientific management (F.W. Taylor) • Ideal-type bureaucracy (Max Weber) • Human relations theory (Elton Mayo) • Rational decision-making (Herbert Simon) • Ecological approach	• To familiarize students to different theories of public administration	• F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004 • P. Mouzelis, The Ideal Type of Bureaucracy in B. Chakrabarty, And M. Bhattacharya, (eds), Public Administration: A Reader, New Delhi: Oxford University Press 2003. • B. Miner, Elton Mayo and Hawthorne, in Organisational Behaviour 3: Historical Origins and the Future, New York	• M. Weber, Bureaucracy, in C. Mills, and H. Gerth, From Max Weber: Essays in Sociology, Oxford: Oxford University Press, 1946 Warren G.Bennis, Beyond Bureaucracy, Mc Graw Hill 1978. • D. Gvishiani, Organisation and Management, Moscow Progress Publishers, 1972 • S. Maheshwari, Administrative

	(Fred Riggs)		M.E. Sharpe, 2006 • Fredrickson and Smith, 'Decision Theory', in The Public Administration Theory Primer, Cambridge: Westview Press, 2003 • R. Arora, 'Riggs' Administrative Ecology', in B. Chakrabarty and M. Bhattacharya (eds), Public Administration: A Reader, New Delhi: Oxford University Press, 2003	Thinkers, New Delhi, Macmillan, 2009 • F. Riggs, Administration in Developing Countries: The Theory of Prismatic Society, Boston: Houghton Mifflin, 1964
6, 7,8	Major Approaches • New Public Administration • Good Governance • Feminist Perspectives	• To introduce students to some of the major approaches like new public administration, good governance and feminist perspective.	• H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004 • M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press,1998 • Camila Stivers, Gender Images In Public Administration, California : Sage Publishers,2002	• M. Bhattacharya, Public Administration: Issues and Perspectives, New Delhi: Jawahar Publishers, 2012 • B. Chakrabarty, Reinventing Public Administration: The India Experience. New Delhi: Orient Longman, 2007 • Alison Jaggar, Feminist Politics And Human Nature, Brighton: Harvester Press,1983
9,10	Public Policy • Meaning, relevance and approaches • Formulation, implementation and evaluation	• To introduce students to the concept of public policy.	• The Oxford Handbook Of Public Policy, Oxford University Press, 2006 • T. Dye, (1984) Understanding Public Policy, 5th Edition, U.S.A: Prentice Hall, pp. 1-44 • Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999, Ch 10, Ch 11, Ch 12.	• Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen ,The Public Policy Primer: Managing The Policy Process, Rutledge, 2010 Mary Jo Hatch and Ann .L. Cunliffe Organisation Theory : Modern, Symbolic and Postmodern Perspectives, Oxford University Press,2006
11,12	Emerging Trends	• To introduc	• Nicholas Henry, Public Administration and	• Drucker,Peter F (1993)Manage

③

	• Globalization and Public Administration • Digital Public Administration • Challenges and Opportunities	e emergin g trends and debates in Public Adminis tration	Public Affairs, Prentice Hall, 1999, Ch 6. • U. Medury (2010) Public administration in the Globalization Era, New Delhi: Orient Black Swan. "Introduction" and Ch 1	ment: Tasks, responsibilitie s, Practices. Harper Collins: New York • Drucker,Peter F (2008) The Essential Drucker. Harper Collins:New York

1. **Pedagogy:**

Instructional strategies:

The course will be a combination of lectures and tutorials.

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

Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.

b. Expertise in AUD faculty or outside

The course instructor will have the requisite training in political science

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

Linkages with organisations like CSDS will be worked upon.

Assessment Structure:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (40%).

Signature of Course Coordinator(s)

(8)

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

Annexure XXXIX

Dr. B. R. 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	SUS
Programme(s)	BA (H) Political Science
Course title	**UNDERSTANDING AMBEDKAR**
Course code	NSUS1GEP02
Credits	4
Course type (core/compulsory/optional/any other – please specify)	General Elective (GE 2)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Tanuja Singh, Dr. Pawan Kumar, Dr. Neha Sinha

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
The course is intended as one of the core courses for the students of BA in Political Science. The course will complement other core courses in the four year program structure, and will provide a perspective on the different categories of courses of Political Science.
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
2. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
As per the AUD norms.
3. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**
Semester-long course
4. **Proposed date of launch:**
Winter 2024
5. **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 fourth semester BA students as a general elective (GE) course which provides a broader perspective to students of four-year BA programmes in the social sciences at AUD.

Course Details:

a. Summary

The course is broadly conceived to introduce Ambedkar's ideas and their relevance in contemporary India, by reading and understanding some of his key texts. The central thrust of the course is to understand Ambedkar's ideas on nation, state, democracy, law, constitutionalism and caste. This will enable students to critically engage with the existing social concerns and its political implication. This will also facilitate them to strengthen their creative thinking with a collective approach to understand ongoing sociocultural and political functioning of the society.

b. Objectives:

The objectives of this course are:

1. To familiarize students to Ambedkar's ideas on nation, state, democracy, law, constitutionalism and caste.
2. Students will be able to understand that the idea of nation, as abstract it is, is constituted through people who attribute a worthy meaning to nationalism, and it is not the latter that defines the former.

c. Learning Outcomes

After completing this course the students will be able to:

- Understand Ambedkar's ideas on nation, state, democracy, law, constitutionalism and caste.
- Assess the significance of Ambedkar's thought and politics in contemporary political discourse in India.

d. Overall structure:

This course is organized around six units.

Unit	Topic	Duration (Weeks)
1.	Introducing Ambedkar	2
2.	Nationalism and Democracy	4
3.	Constitutionalism	3
4.	Caste and Social Change	3

Module1: Introducing Ambedkar

This introductory module provides students with a comprehensive overview of the life, thought, and contributions of Dr. B.R. Ambedkar. It delves into his early life, education, and the socio-political context in which he emerged as a prominent leader. Students explore the foundational principles that shaped Ambedkar's vision for social justice and equality.

Module 2: Nationalism and Democracy

This module delves into Ambedkar's perspectives on nationalism and democracy. It critically examines his views on the nature of Indian nationalism, the challenges of social inclusion

within the democratic framework, and the role of marginalized communities in the nation-building process.

Module 3: Constitutionalism
This module focuses on Ambedkar's pivotal role in the drafting of the Indian Constitution. Students examine his vision for a just and inclusive constitutional framework, the debates surrounding key constitutional provisions, and the enduring impact of his contributions to constitutionalism.

Module 4: Caste and Social Change
This module delves into Ambedkar's extensive work on caste, untouchability, and his vision for social change. It critically analyzes his proposals for annihilation of caste, land reforms, and educational upliftment as means to address deeply entrenched social inequalities.

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested R
1-2	Introducing Ambedkar	• To introduce students to Ambedkar's thought and ideas • Examine the key ideological pillars that influenced Ambedkar's thinking, including his views on social justice, equality, and emancipation	• Valerian Rodrigues, (2002) 'Introduction', The Essential Writings of B.R. Ambedkar', OUP. pp. 1-43. • B. Ambedkar, (1993) 'Waiting For a Visa', in Dr. BabasahebAmbedkar Writings and Speeches, Vol.12,Education Deptt, Government of Maharashtra, Mumbai, pp. 661-691 • B. Ambedkar, (2003), 'Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon of India and Lying A Foundation of Indian Democracy', in Dr. BabasahebAmbedkar Writings and Speeches, Vol. 17-I, Education Deptt., Government of	• Aishwary Kumar, 'Ambed

			Maharashtra, Mumbai, pp-63-178.	
3,4,5,6	Nationalism and Democracy	• To familiarize students to Ambedkar's ideas of nationalism and democracy • Analyze Ambedkar's critiques of prevailing notions of nationalism and his proposals for an inclusive and egalitarian nationalidentity.	• B. Ambedkar, (2003) 'Conditions Precedent for the successful working of Democracy', in Dr. BabasahebAmbedkar Writings and Speeches, Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp. 472-486. • B. Ambedkar, (2003) 'Prospects of Democracy in India', in Dr. BabasahebAmbedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp. 519-523. • B. R. Ambedkar, (2003), 'I have no Homeland', in Dr. BabasahebAmbedkar Writings and Speeches Vol- 17, Education Deptt., Government of daharashtra, Mumbai, pp-51-58.	• B. R. Ambedkar, (19 Writings and Speec 345-403. • B. Ambedkar, (2003) BabasahebAmbedkar Maharashtra, Mumba • G. Aloysius, (2009).
7,8,9	Constitutionalism	• To make students understand Ambedkar's views on Constitutionalism	• B. Ambedkar, (2003) 'People cemented by feeling of one country, One Constitution and One Destiny, Take the Risk of Being Independent', in Dr. BabasahebAmbedkar Writings and Speeches Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp. 13-59. • Constituent Assembly	• Ambedkar, Evidenc http://www.ambed %2 0Committee.htı • B. Ambedkar, (201 • Rohit De (2018), A I

			Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, LokSabha Secretariat, Government of India, 3rd Print, pp. 31-41.	
10,11,12	Caste and Social Change	• To introduce students to Ambedkar's ideas on caste and social change • Understand Ambedkar's critique of the caste system and his call for its annihilation as a prerequisite for social justice.	• B. R Ambedkar, "Who Were the Shudras? How they came to be the Fourth Varna in the IndoAryan Society", Babasaheb Ambedkar Writing and Speeches, Vol 7. Education Department Government of Maharashtra, Vol. 1, 1990. • B.R. Ambedkar "The Untouchables: Who Were They and Why they Became Untouchables?" in Babasaheb Ambedkar Writing and Speeches, Vol 7. Education Department Government of Maharashtra, Vol. 1, 1990.	• B. R. Ambedkar, (Quest, 2013.

1. **Pedagogy:**

   Instructional strategies:

   The course will be a combination of lectures and tutorials.

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

      Software for students with reading disabilities, and any other requirements based on student need as and when assessed. Wheelchair access when required.

b. Expertise in AUD faculty or outside

The course instructor will have the requisite training in political science

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

Linkages with organisations like CSDS will be worked upon.

Assessment Structure:

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 30%)
- The second assessment will involve assignments and/or presentations (30%).
- The third assessment will consist of a final examination (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:

Suggestions:

Signature of the Dean of the School

Annexure XL

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

School/Centre proposing the course	SUS (School of Undergraduate Studies)
Programme(s)	BA Programmes
Course title	Introduction to Cyber Security
Course code	NSUS1SE003
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 2023
Course coordinator and team	TBA

1. Does the course connect to, build on or overlap with any other courses offered in the University?
   No, the course doesn't overlap with other courses offered in the University

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): All students enrolled in BA/UG Programs of the University. No other pre-requisite is required.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 50 (as per the University norms)

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

5. How does the course link with the vision of AUD?

The evolution of Information Communication Technology (ICT) and growing security concerns demand flexible and comprehensive approach to the issue of cyber security. The rapid growth of ICT has raised various complex questions which need to be addressed. A need has been felt to address cyber security broadly, as also in sufficient depth so that even students from non-technical streams can develop a more complete picture of the cyber security issues. The syllabus has been prepared with an aim to create more aware, responsive and responsible digital citizens, thereby contributing effectively to an overall healthy cyber security posture and ecosystem. The theme taught in this course is relevant for understanding the convergence discourse of IT and society. The orientation of this course is interdisciplinary in nature and shares the larger institutional vision of School of Undergraduate Studies as well as the University.

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

For BA / UG program students, it is very useful to explore the novelty of themes within the interlinked domains of cyber space and social sciences.

7. Course Details:

a. Summary: People, Process and Technology are important pillars of Cyber security. How each of these are impacted by the contemporary cyber threat landscape forms the locus of the content structuring and syllabus formation. With this backdrop, the following aspects, as mentioned in respective modules/Units, have been taken into consideration in the syllabus formation.

b. Objectives:

- To learn the foundations of cyber security and threat landscape.
- To enable students with the awareness, knowledge and skills needed to protect and defend against cyber threats.
- To expose students to responsible use of online social media networks.
- To systematically educate students to understand the impact of cybercrimes and threats with solutions in a global and societal context.
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.

c. Expected learning outcomes:

Upon completion of the degree program, students will be able to:

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyberattacks, cybercrimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security.
- Analyse and evaluate the digital payment security systems and remedial measures against digital payment frauds.
- Analyse and evaluate the importance of personal data, its privacy and security.
- Take measures for self-cyber-protection as well as societal cyber-protection.

Unit 1: Introduction to Cyber security

Defining Cyberspace, Architecture of cyberspace, Overview of Internet History, Internet Infrastructure, World wide web, Concept of Information Security, Concept of DNS, IP Address, Issues and challenges of cyber security.

Unit 2: Cybercrime and Cyber law

Classification of cyber crimes, Reasons for Cyber Crimes, Common cyber crimes - cyber crime targeting computers and mobiles, cyber-crime against women and children, financial frauds, social engineering attacks, malware and ransomware attacks, zero day and zero click attacks, Cybercriminals modus-operandi, Legal perspective of cyber-crime, Digital Legacy, IT Act 2000 and its amendments, Dealing with Cyber-crime and its reporting mechanism.

Unit 3: Social Media Overview and Security

Introduction to Social networks. Types of Social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social network, Security issues related to social media, Dual Authentication on Social Media. Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media.

Unit 4: E-commerce and Digital Payments

Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices, Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Digital payments related common frauds and preventive measures. RBI guidelines on digital payments and customer protection in unauthorised banking transactions. Relevant provisions of Payment Settlement Act, 2007.

Unit 5: Digital Devices Security Tools and Technologies for Cyber Security

End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software, Device security policy, Cyber Security best practices, Significance of host firewall and Ant-virus, Management of host firewall and Anti-virus, Wi-Fi security.

Readings:

1. Cyber Crime Impact in the New Millennium, by R. C Mishra, Author Press. Edition 2010.
2. Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
3. Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson, 13th November, 2001)
4. Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
5. Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.
6. Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
7. Fundamentals of Network Security by E. Maiwald, McGraw Hill

Assessment methodology:
The course will have continuous assessments in the form of two midterm assessments (30% each) and a final assessment (40%).

8. Pedagogy:
   a. Instructional strategies: Lectures

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

      IT Lab shall be used for teaching and practice purpose.

   c. Expertise in AUD faculty or outside: IT Services Division of the University

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

Signature of Course Coordinator(s)

Note:

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

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Annexure XLI

R. 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 Undergraduate Studies
Programme(s)	BA Honours Programmes (Mathematics and other Disciplines)
Course title	Numerical Analysis
Course code	(NSUS1MA504) (old code: SUS1MA504) (DSC-4)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core for B. A. Honors Mathematics, Elective for all BA Honors except Mathematics
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Pranay Goswami and others

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)
   Pre-requisite for this course is mathematics at XII grade level.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): It is proposed that students are divided into sections with not more than 50 students in each section.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) A semester long course to be offered in the third semester.

5. Proposed date of launch: Running and revised for MS2023-24 and onwards

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?
   Numerical Analysis is the art of making accurate estimates and is at the heart of every application of mathematics. They will also be taught computer programming in C++ and will learn how to make the various methods come to life through your programs. The

(3)

broad areas covered will be interpolation, numerical linear algebra and numerical integration.

7. Course Details:

a. Summary: This course deals with the techniques of numerical analysis, which give the solution to applied problems when ordinary analytical methods fail. There is also emphasis on computer programming so that the numerical techniques can be used in design of and in solving problems.

b. Objectives
The main objective of this course is to provide theoretical and practical knowledge to the students related to numerical analysis. Therefore the course is divided into two parts.

The First part is essentially theoretical. This contains topics pertaining to numerical analysis, numerical differentiation and integration, solution of linear equations etc.

The second part consists of Lab work, where theoretical aspects of numerical analysis are implemented into Lab work. Students are taught C++ programming with the aim of implementing the routines developed in the theory part of Numerical Analysis.

c. Expected Learning outcomes:
After completion of the course the students will be able to (i) solve nonlinear equations (ii) find interpolating polynomial using the given data (iii) find numerical differentiation and integration (iv) study the properties of matrices and system of linear equations (v) learn C++ programming to get numerical solutions

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)
The following topics will be covered in the course under the four main modules as described below.

- **The Language of Numerical Analysis**
Review of Calculus: Intermediate Value Theorem, Rolle's Theorem, Mean Value Theorem,Weighted MVT for Integrals, Taylor's Theorem, Weierstrass Approximation Theorem. Computer Arithmetic: floating point numbers and arithmetic, absolute & relative errors, polynomial evaluation
Algorithms & Convergence: Stability, growth of errors, rate of convergence

- **Solution of Algebraic and Transcendental Equations**

Bisection Method, Method of False Position, Fixed Point Iteration, Newton's Method , Error Analysis & Order of Convergence

- **Interpolation**
  Lagrange Interpolation & Neville's Method, Newton's Divided Difference Formulas

- **Numerical Differentiation and Integration**
  Numerical Differentiation
  Trapezoidal & Simpson's Rules, Composite Numerical Integration

- **System of Linear Equations**
  Introduction to matrix algebra, Pivoting Strategies, Matrix Inversion, Determinant, LU Factorization
  Systems of linear simultaneous Equations & Its solution, Gauss Elimination method.

Numerical Analysis Lab

C++ Programming basics Writing the first program, Comments, Expressions and statements, Pre-processor directives, Output using cout, Programming errors , Saving, compiling and running
Data types: Integer, float and character data types, Variable declaration, Constants, Arithmetic operators, Variables definition and declaration
Data input and Library files, Interactive keyboard input, Library files, Formatted output
Loops and decisions Relational operators, Logical operators, selection statement –if, if else, if else if, switch, looping statements – for, while, do while

Arrays
one dimensional array- definition and initialization, working with two dimensional array Functions
Simple function declaration, Passing arguments to functions, Returning values from functions
Programming Methods of Numerical Analysis
Solution of Nonlinear Equations (Bisection, False position, iteration and Newton Raphson method, Gauss Elimination method, Numerical Integration (Trapezoidal, Simpson's Rule)
Total: 12 Lectures

References
1. Numerical Analysis, 7 th Edition by Richard L Burden and J Douglas Faires, Cengage Learning,
India Edition, ISBN 9788131501375
2. The Object- Oriented Programming in C++ by Robert Lafore, 4 th Edition, Pearson Education, Indian Edition.

REFERENCES:

1. Martin Anthony and Norman Biggs, *Mathematics for economics and finance, Methods and Modelling,* Cambridge University Press, 2012.
2. M Capinski and T Zastawniak, *Mathematics for Finance*, Springer (International Edition), 2003.
3. Amber Habib, *The Calculus of Finance*, Universities Press, 2011.
4. David Luenberger, *Investment Science*, Oxford University Press (Indian Edition), 1997.
5. Sheldon Ross, *An Elementary Introduction to Mathematical Finance* (2nd edition), Cambridge University Press (Indian Edition), 2005.

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

      Library and Class rooms, Computer Lab equipped with spread sheet programs and C++

9. Assessment structure (modes and frequency of assessments)

   There will be at least three assessment situations, none of which will have more than 40% weightage. Assessment will take place continuously and will include assignments, class tests, Lab tests, presentations, Mid-Semester and End-Semester Exams.

01/02/24 | PC

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

Annexure XLII

Dr. B. R. 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 Undergraduate Studies
Programme(s)	BA (Honours) Programmes
Course title	Analysis II
Course code	NSUS1MA505 (old code: SUS1MA505) (DSC-5)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core for B. A. Honors Mathematics, Elective for all BA Honors except Mathematics
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Ramneek Khassa and others

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):
   Pre-requisite for this course are Mathematics at the XII grade level and 4 credits of NSUS1MA502 (Analysis I)

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): It is proposed that students are divided into sections with not more than 50 students in each section.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): A semester long course to be offered in the third semester.

5. Proposed date of launch: Running and revised for MS2023-24 and onwards

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

   This course covers calculus more thoroughly and more theoretically, giving an introduction to important mathematical techniques and results that give a foundation for

(7)

further work in Real Analysis. It serves as an introduction to the rigorous proofs and formal mathematical arguments needed in all higher-level mathematics courses.

7. Course Details:

   a. Summary: This course provides a foundation to the concepts of analysis that contain the limit, continuity and differentiability of functions of one variable. The course also deals with the sequence and the series of numbers.

   b. Objectives : This course has been designed with the aim to adding to the skills of the students in Calculus and to deepen their understanding. The degree of rigour in considering the definitions and concepts increases and develops students thinking and understanding of concepts.

   c. Expected Learning outcomes:
   After completion of the course the students will be able to write and understand proofs and formal mathematical arguments related to real analysis and more advanced analysis courses.

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

   The following topics will be covered in the course under the four main modules as described below.

- **The Real Numbers**
  Algebraic and Order Properties of Real Numbers, The Completeness Properties of Real Number and applications of Supremum Property , Intervals.
- **Sequences and Series**
  Review of sequences, Monotone Sequence, **Monotone Convergence Theorem** Subsequence and the Bolzano-Weierstrass Theorem, Properly Divergence Sequences, Introduction to Infinite Series, Absolute Convergence, Test for Absolute Convergence
- **Limits and Continuous Functions**
  Limits of Functions, Limit Theorems, Some Extensions of Limit Concepts, Continuous Functions and Combinations of Continuous Functions, Continuous Functions on Intervals, Uniform Continuity, Weierstrass Approximation Theorem and Its Applications (Statement Only), Monotone and Inverse Functions
- **Differentiation**
  The Derivative, The Mean Value Theorem, L'Hospital Rule's, Cauchy's Mean Value theorem (without Proof), Taylor's Theorem

Suggested References and texts:

1. Bartle, R. G. and Sherbert, D. R., *Introduction to Real Analysis, 3rd Edition*, John & Wiley Sons, 2000.
2. Ross, K. N., *Elementary Analysis: Review of Calculus*, Springer, 2007.

8. Pedagogy:
   a. Instructional design: Classroom Lectures.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom, Library.
   c. Expertise in AUD faculty or outside : AUD faculty
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

9. Assessment structure (modes and frequency of assessments):
   There will be at least three assessment situations, none of which will have more than 40% weightage. Assessment will take place continuously and may include assignments, class tests, labs, presentations, tutorial assessments, Mid-Semester and End-Semester Exams.

Bhavipati 01/2/24 IPC

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:

(5)

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

Annexure XLIII

Dr. B. R. 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 Undergraduate Studies
Programme(s)	BA Honours Programme
Course title	Algebra II
Course code	NSUS1MA506 (old code: SUS1MA506) (DSC-6)
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for B. A. Honors Mathematics, Elective for all BA Honors except Mathematics
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Running and revised for MS2023-24 and onwards
Course coordinator and team	Balchand Prajapati, Geetha Venkataraman

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

   Builds on the course NSUS1MA503 (Algebra-I)

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

   Pre-requisite for this course is Mathematics at the XII grade level and 4 credits of Algebra-I (NSUS1MA503)

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): A semester long course to be offered in the third semester.

5. How does the course link with the vision of AUD?

   This course helps students develop their ability to think abstractly within the setting offered through Abstract Algebra. Such skills would add to students ability to analyse and solve problems even in real life.

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

   This course forms a pre-requisite for other higher order algebra courses on offer at the undergraduate level.

7. **Course Details:**
   a. Summary: This is a second course on Abstract Algebra. This course will introduce advanced understanding of Groups, Rings and Linear Algebra.

   b. Objectives: The aim of the course is to offer a gentle introduction to the concepts of groups, rings and linear mappings and some applications of these.

(10)

c. Expected learning outcomes: After completing this course, students will be able to understand knowledge of groups, rings and linear algebra.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The following topics will be covered in the course under the four main modules as described below.

- **Group Theory**

Cyclic groups (definition and examples), properties of cyclic groups, subgroups of cyclic groups, permutation groups, symmetric group on n letters, permutations, cycle notation, properties of permutations, even and odd permutations, alternating group on n letters, cosets, properties of cosets, Lagrange's Theorem and consequences, normal subgroups, normal subgroup test, examples of normal subgroups, factor or quotient groups, examples and some applications of factor groups, group homomorphism, kernel of a homomorphism, properties of homomorphisms, group isomorphism, isomorphism theorems (I, II and III) and properties of isomorphisms.

- **Ring Theory**

Characteristic of a ring, ideals, factor rings, prime ideals and maximal ideals, definition and examples of ring homomorphism and ring isomorphism, isomorphism theorems (I, II and III) for rings, properties of ring homomorphisms, field of quotients.

- **Linear Algebra**

Dimension of a vector space, subspaces of a finite-dimensional space, the basis theorem, dimensions of null space and column space of a matrix, rank, the row space, the rank theorem, applications to system of equations, rank and the invertible matrix theorem, subspaces and related concepts, isomorphisms of vector spaces, standard bases for subspaces, matrices over an arbitrary field, systems of linear equations, linear transformations, linear transformations and matrices, change of basis, composition of linear transformations.

Text Book and References

1. Bhattacharya, Jain and Nagpal, *Basic Abstract Algebra* (Second Edition), Cambridge, 2009.
2. Joseph A. Gallian, *Contemporary Abstract Algebra* (Fourth Edition), Narosa Publishing House, New Delhi, 1999.
3. Jimmie Gilbert and Linda Gilbert, *Linear Algebra and Matrix Theory* (Second Edition), Brooks Cole, 2004.
4. David C. Lay, *Linear Algebra and its Applications* (Third Edition), Pearson Education Asia, Indian Reprint, 2007.

(9)

Tentative Assessment schedule with details of weightage:

There will be at least three assessment situations, none of which will have more than 40% weightage. Assessment will take place continuously and will include assignments, class tests, Lab tests, presentations, Mid-Semester and End-Semester Exams.

8. **Pedagogy:**

   a. Instructional strategies: Classroom Lectures, Tutorials; there will be four lectures a week and one tutorial per week for each student in this course.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom, Library, Computer Laboratory equipped for use by 25-30 students with spreadsheet programs, CAS etc.

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

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

BBajpai 01/12/24 PC

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

Annexure XLIV

Dr. B. R. Ambedkar Universi

Proposal for Launch of a

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

School/Centre proposing the course	School of Studies
Programme(s)	BA Honou
Course title	Probability and Statistics
Course code	NSUS1MA507 (old code: SUS1MA507) (DSC-7)
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for B. A. Honours Mathematics, Elective for all BA Honours except Mathematics
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Running and revised for WS 2023-24 and onwards
Course coordinator and team	Pranay Goswami and others

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)

   Pre-requisite for this course is Mathematics at the XII grade level.

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): A semester long course to be offered in the fourth semester.

5. How does the course link with the vision of AUD?
   Statistics being one of the most application oriented course, the course on Probability and Statistics is designed not only to cater to the needs of Mathematics majors but that of students from other courses like Economics, Psychology and Sociology.

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

   This course is the core course for student of BA Mathematics Honours. This links along with other courses like Mathematical Modelling offered in the BA Mathematics Honours programme.

7. **Course Details:**

   a. Summary: This course introduces students to foundations of probability and statistics. After learning foundational concepts random variables, sampling distributions, hypothesis testing, regression and correlation are discussed in detail. Data analysis based on distributions as well as statistical tests is performed using Excel spread sheets.

   b. Objectives:

The aim of the course is to introduce students to foundations of probability and statistics. The course begins with familiar concepts of classical probability (XII grade level) and then moves on to an axiomatic setting. The emphasis while studying probability as well as random variables will be to do just enough theory to be able to understand connections with real life problems. The distributions will also form a basis for setting up the statistical tests. Sampling, sampling distribution, large sample tests and exact sample tests will be studied. There will be about 12-16 hours of Lab Work using spread-sheet programmes for performing data analysis based on distributions as well as statistical tests.

c. Expected learning outcomes: After completing this course, students will be able to understand concept of probability, random variables, sampling distributions, hypothesis testing, regression and correlation and do the data analysis based on distributions as well as statistical tests using Excel spread sheets.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The following topics will be covered in the course under the four main modules as described below.

- **Basic Probability**
  Sample space and events, axioms of probability, some simple propositions, sample spaces having equally likely outcomes, conditional probabilities, Bayes' Formula, independent events
- **Random Variables**
  Random variables, discrete random variables, expected value, expectation of a function of a random variable, variance, Bernoulli and binomial random variables, Poisson random variable, geometric random variable, expectation and variance of continuous random variables, uniform random variable, normal random variables, exponential random variables, limit theorems: introduction, Chebyshev's inequality and the Weak Law of Large Numbers, central limit theorem, Strong Law of Large Numbers
- **Sampling Distributions and Hypothesis Testing**
  Distribution of the mean, distribution of the mean: Finite Populations, Chi-Square distribution, t distribution, F distribution, unbiased estimators, consistency, brief discussion on efficiency, sufficiency and robustness, estimation of means, estimation of differences between means, estimation of proportions, estimation of differences between proportions, estimation of variances, estimation of the ratio of two variances, testing a statistical hypothesis, tests concerning means, tests concerning differences between means, tests concerning variances, tests concerning proportions, goodness of fit
- **Regression and Correlation**
  Brief introduction to bivariate distribution, joint probability distribution function, joint distribution function, joint probability density function, marginal density functions, joint marginal distribution functions, conditional distribution, conditional density, independence, conditional expectations, linear Regression, method of least squares

Labs to be done from the following:

1. Coin toss exploration, spinner exploration, two dice table exploration, coin toss simulation

2. Finding expectation and variance in excel
3. Fitting binomial distribution
4. Comparing binomial and Poisson distribution for large n
5. Labs on continuous random variables(uniform, exponential and normal distribution)
6. Finding confidence intervals
7. Applying hypothesis testing
8. Finding line of best fit

Text Books and References:

1. Sheldon Ross, *A First Course in Probability*, Academic Books, 2002.
2. Irwin Miller and Marylees Miller, *Mathematical Statistics with Applications*, 7th Edition, Pearson.
3. Larsen and Farber, *Elementary Statistics*, 4th or 5th Edition, Prentice Hall Inc, 2011.
4. Grimmet and Welsh, *Probability: An Introduction*, Oxford Science Publication, 1986.

Tentative Assessment schedule with details of weightage:

There will be at least three assessment situations, none of which will have more than 40% weightage. Assessment will take place continuously and will include assignments, class tests, Lab tests, presentations, Mid-Semester and End-Semester Exams.

8. **Pedagogy:**

a. Instructional strategies: Classroom Lectures, Tutorials, Lab classes; there will be four lectures a week and one tutorial every fortnight for each student in this course. This will alternate with 2-hr lab classes every fortnight for each student.

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

Classroom, Library, Computer Lab for 25-30 students equipped with Excel sheets.

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

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

01/2/24 IPC

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.

(12)

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

Annexure XLV

Dr. B. R. 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 Undergraduate Studies
Programme(s)	BA Honours Programme
Course title	Analysis III
Course code	NSUS1MA508 (old code: SUS1MA508) (DSC-8)
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for B. A. Honors Mathematics, Elective for all BA Honors except Mathematics
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Running and revised for WS2023-24 and onwards
Course coordinator and team	Mradul Veer Singh and Others

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

   Yes, Analysis-I and Analysis-II and also connects to the Advanced Analysis.

2. Specific requirements on the part of students who can be admitted to this course: Pre-requisite for this course is Mathematics at the XII grade level and 4 credits of NSUS1MA505 (Analysis-II)

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): A semester long course to be offered in the fourth semester.

5. How does the course link with the vision of AUD?

   This course has been designed keeping in mind the students who have studied Analysis II. It aims to introduce students to Riemann integration theory, giving them a flavour of classical analysis. Functions of two or more variables are also studied as are sequences and series of functions.

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

   This course is the final compulsory Analysis course for student of BA Mathematics Honours. This links along with other compulsory Analysis courses (I and II) and with the Advanced Analysis course offered in the BA Mathematics Honours programme.

7. **Course Details:**
   a. Summary: This is a third course on Analysis. This course will further deeper understanding of Riemann integration, sequences and series of functions, the concepts associated with functions of two and more variables.

(17)

b. Objectives: This course has been designed keeping in mind the students who have already been exposed to Analysis II. A beginning to theory of integrable functions is made by introducing basics of Riemann Integration. A detailed study of sequences and series of functions along with lots of examples will be done. The various notions learnt till now will be used for functions of two variables. This course will provide the students with the broad base required for advanced courses in Analysis.

c. Expected learning outcomes: After completing this course, students will be able to understand basic theory of integrable functions via Riemann Integration. They will become familiar with the notion of function of two and more variables and associated concepts. This course will further strengthen their knowledge in sequences and series.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The following topics will be covered in the course under the three main modules as described below.

- **Riemann Integration**
  Partitions, Upper and Lower Darboux sum, Riemann Integration and its properties, Fundamental theorem of calculus, mean value theorems of integration.
- **Sequences and Series of Functions**
  Power series, point wise convergence and uniform convergence, properties of uniform convergence, Weierstrass M-Test for Sequences and Series, Differential and integration of power series, Abel's theorem, Weierstrass' Approximation theorem
- **Functions of two variables**
  Function of two variables, Limit and continuity of functions of two variables, Partial Derivatives, tangent planes and linear approximations, chain rule, implicit differentiation , directional derivative, gradient, Maxima and minima of functions of two values, Lagrange's multipliers (only single constraints)

Text Book and References

1. Bartle and Sherbert, *Introduction to Real Analysis* (Third Edition), John Wiley and Sons (Asia) Pte. Ltd., Singapore, 2002.
2. Kenneth A Ross, *Elementary analysis: The theory of Calculus*, Springer, 2010.
3. James Stewart, *Essential Calculus: early transcendentals*, Thomson Brook/ Cole, 2007.
4. Weir, Hass and Giordano, Thomas' Calculus (Eleventh Edition), Pearson, 2009.

Tentative Assessment schedule with details of weightage:
There will be at least three assessment situations, none of which will have more than 40% weightage. Assessment will take place continuously and will include assignments, class tests, Lab tests, presentations, Mid-Semester and End-Semester Exams.

8. **Pedagogy:**
   a. Instructional strategies: Classroom Lectures, Tutorials; there will be four lectures a week and one tutorial per week for each student in this course.

(16)

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

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

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

01/2/24 IPE

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

Annexure XLVI

Dr. B. R. 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 Undergraduate Studies
Programme(s)	BA Honours Programmes
Course title	Algebra III
Course code	NSUS1MA509 (old code: SUS1MA509) (DSC-9)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core for B. A. Honors Mathematics, Elective for all BA Honors except Mathematics
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Balchand Prajapati and others

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-requisite for this course is Mathematics at the XII grade level and 4 credits of NSUS1MA506 (Algebra II)

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): It is proposed that students are divided into sections with not more than 50 students in each section.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): A semester long course to be offered in the fourth semester.

5. Proposed date of launch: Running and revised for WS 2023-24 and onwards

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?
   This is a third course on Abstract Algebra. This course will further a deeper understanding of Groups, Rings and Linear Algebra. It will provide the students with the broad base required for advanced courses in Algebra.

(91)

7. Course Details:

   a. Summary:
   This is an advance level course on Algebra that contains group theory, ring theory and linear algebra. Some applications of linear algebra such as Difference equations and Markov chain are also covered.
   b. Objectives:
   The main objective of this course is to give an in depth understanding of results related to groups, different irreducibility criterion of polynomials in polynomial rings and results related to diagonalisation of matrices.
   c. Expected learning outcomes:
   After completion of this course, students will be able to understand advance topics on Groups, Rings and Linear Algebra.
   d. Overall structure (course organisation, rationale of organisation; outline of each module):

   The following topics will be covered in the course under the four main modules as described below:

- **Group Theory**

  Cayley's theorem, automorphisms, external direct products: definition, examples and properties, criterion for external direct product of a finite number of finite cyclic groups to be cyclic, the *group of units modulo n* as an external direct product, applications of external direct product, fundamental theorem of finite abelian groups, the isomorphism classes of abelian groups, proof of the fundamental theorem.

- **Ring Theory**

  Polynomial rings: rings of polynomials over a commutative ring R, the division algorithm and its consequences; factorization of polynomials: definition of irreducible and reducible polynomials, reducibility tests, content of a polynomial, Gauss's lemma, irreducibility tests including Eisenstein's criterion, unique factorization in the polynomial ring over the integers, weird dice: an application of unique factorization; divisibility in integral domains: associates, irreducible and primes, unique factorization domains, principal ideal domains, Euclidean domains, relationship between Euclidean domains, principal ideal domains and unique factorization domains.

- **Linear Algebra**

  Change of basis, applications to difference equations, applications to Markov chains, eigenvalues and eigenvectors, eigenspaces and similarity, representation by a diagonal matrix.

Text Book and References

1. Bhattacharya, Jain and Nagpal, Basic Abstract Algebra (Second Edition), Cambridge, 2009.

2. Joseph A. Gallian, Contemporary Abstract Algebra (Fourth Edition), Narosa Publishing House, New Delhi, 1999.

3. Jimmie Gilbert and Linda Gilbert, Linear Algebra and Matrix Theory (Second Edition), Brooks Cole, 2004.

4. David C. Lay, Linear Algebra and its Applications (Third Edition), Pearson Education Asia, Indian Reprint, 2007.

8. Pedagogy:
   a. Instructional design
   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: AUD faculty
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

9. Assessment structure (modes and frequency of assessments)
   There will be at least three assessment situations, none of which will have more than 40% weightage. Assessment will take place continuously and will include assignments, class tests, presentations, Mid-Semester and End-Semester Exams.

01/2/24 PC

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.

(12)

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-8

DR. B.R. AMBEDKAR UNIVERSITY DELHI

65th STANDING COMMITTEE RESEARCH MEETING

Minutes of Meeting

The 65th meeting of Standing Committee Research (SCR) was held on Friday, 25th August 2023 | 11.00 am in the Conference room at Kashmere Gate Campus and the following attended the meeting.

Prof. Satyaketu Sankrit	Chair, SCR
Dr. Jyotirmoy Bhattacharya	Dean of Assessment Evaluation and Student Progression
Prof. Kartik Dave	Dean of School of Business, Public Policy and Social Entrepreneurship
Prof Deepita Chakarvarthy	Dean of School of Development Studies
Dr Anita Cherian	Dean of School of Culture Creative Expressions
Prof. Sunita Singh	Dean of School of Education Studies
Prof. N. Nakkeeran	Dean of School of Global Affairs
Prof. Satyaketu Sankrit	Dean of School of Letters
Prof. Satyaketu Sankrit	Dean of Academic Affairs
Prof. Lawrence Liang	Dean of School of Law, Governance & Citizenship
Prof. Rukmini Sen	Dean of School of Heritage Research and Management
Prof Babu P Remesh	Dean R&C
Prof Anita Ghai	Dean SHS
Dr Gunjan Sharma	PhD Coordinator Education
Dr. Dhiraj K Nite	PhD Coordinator History
Dr. Bidhan Chandra Dash	PhD Coordinator Sociology
Dr. Vatsala Saxena	PhD Coordinator Psychology
Dr. Anita Cherian	PhD Coordinator Visual Art
Dr. Anita Cherian	PhD Coordinator Literary Art
Dr. Anita Cherian	PhD Coordinator Film Studies
Dr. Sanju Thomas	PhD Coordinator English
Dr Subhra Nagalia	Convenor, RSC SHS
Dr. Urfat Anjem Mir	Convenor, SCR
Dr. Shad Naved	PhD Coordinator CLTS
Dr. Vebhuti Duggal	Convener, SCCE
Dr. Kanwal Anil	PhD Coordinator Management
Dr. Sima Yadav	PhD Coordinator SHRM
Dr Ramneek Khassa	PhD Coordinator Math, SLS
Dr Geeta Pandey	PhD Coordinator Hindi, SOL
Dr Pulak Das	PhD Coordinator SHE
Dr Dipa Sinha	PhD Coordinator Economics
Dr Pooja Satyogi	PhD Coordinator SLGC
Dr Anirban Sengupta	PhD Coordinator SDS

S. No	School	Item	Page No.
1.	School of Business, Public Policy And Social Entrepreneurship	To discuss and note the recommendation of the Research Studies Committee (RSC) of School Business, Public Policy And Social Entrepreneurship	
2	School of Culture And Creative Expressions	To discuss and note the recommendation of the Research Studies Committee (RSC) School of Culture And Creative Expressions	
3	School of Development Studies	To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Development Studies	
4	School of Education Studies	To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Education Studies	
5	School of Global Affairs	No Agenda Items	
6	School of Human Ecology	To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Human Ecology	
7	School of Human Studies	To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Human Studies	
8	School of Law, Governance And Citizenship	No Agenda received	
9	School of Letters	To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Letters	
10	School of Liberal Studies	To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Liberal Studies	
11	School of Vocational Studies	No Agenda received	
12.	Report of the committee of Part time Programme	Adoption of UGC regulations 2022 regarding minimum standards and procedures for award of PhD Degree. A committee constituted to frame Regulations for Part time PhD programme within the framework of the UGC regulations 2022	
13.	Any other Item		

School of Business, Public Policy and Social Entrepreneurship

Item No 1: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Business, Public Policy and Social Entrepreneurship on the following:

1.1- To consider and note the extension request for 3 months received from Ms. Sheetal (S195F0004) for synopsis presentation until July 2023.

Matter was discussed at the school RSC and the RSC suggested Ms Sheetal may be asked to submit a medical certificate, for records in support of her application of extension for synopsis presentation. The candidate had health issues due to which she was unable to make a timely synopsis presentation in the stipulated period.

The medical certificate was submitted by Ms Sheetal to the SBPPSE office and is attached herewith.

Given the reason of health grounds , the SCR resolved to recommend extension for defence of synopsis presentation by 31st December 2023.

1.2- To consider and note the change of RAC Members for Ms. Sarita Singh **(S195F0004)** (Research Supervisor-Dr Kritika Mathur) and Ms Sheetal Tanwar **(S195F0005)** (Research Supervisor-Prof Kartik Dave)

The RSC was informed about the request made to change the RAC members of Ms Sarita Singh. The present members are Dr Nidhi Kaicker and Dr Sakshi Sharma, ABVSME,JNU and the proposed are Dr Nidhi Kaicker, SBPPSE and Dr Parag Waknis, Economics Area, SLS, AUD.

The RSC was also informed regarding the request received for change of RAC members of Ms Sheetal Tanwar. The present members are Dr Anup Dhar and Dr Anshu Gupta, and the proposed are Dr Prof GN Patel (Co-Supervisor), Prof Vijita Agarwal,DTU(External RAC Member) and Dr Anshu Gupta, SBPPSE, AUD

The SCR took note of the change of RAC Members.

1.3 To consider and note the request application from Ms. Jaspreet Kaur **(S195F0002)** (Research Supervisor Prof Anu Singh Lather) for maternity leave from 10th Nov 2022 for a period of 280 days.

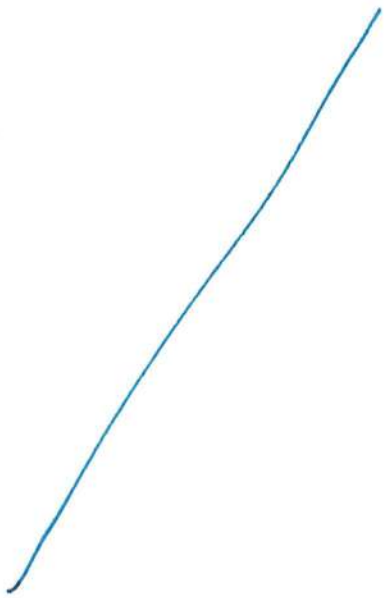
Ms Jaspreet due to emergency situation could not apply for Maternity leave and hence submitted an application dated 22nd March 2023 for applying for maternity leave of 280 days post her delivery from 10th Nov 2022.

The SCR resolved to recommend grant of maternity leave retrospectively with effect from 10th November 2022 Subject to the condition that the said leave period does not exceed 240 Days as admissible under Clause 12 (V) of Dr B R Ambedkar University regulations concerning degree of Doctor of Philosophy 2017

1.4: To consider and note the update on the Action taken in respect of De – enrolment of Mr. Hemant Kumar **(S195F0001)** from the Phd Program and the return of his JRF amount to UGC.

Mr Hemant was advised to return the JRF amount to UGC for the period for which he got the amount after his joining a permanent Job in a Delhi school .Accordingly Mr Hemant has sent an email to SBPPSE office informing that he has returned the amount to UGC and has also shared his Bank statement as proof.

The SCR took note.



School of Culture and Creative Expressions

ITEM NO- 2: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of School of Culture and Creative Expressions on the following:

2.1 To report the differences/similarities between the recommendations of the report of the committee for the practice-integrated PhD dissertation and the AUD PhD regulations, 2022. This committee was set up after a resolution in the 58th and 59th meetings of the SCR. The detailed report and specific recommendations of the committee were submitted to the SCR in the 60th meeting of the SCR (30 November 2022).

PhD programme document approved by the SCR in the 59th meeting stated:

> Any specific modalities and details for elaboration pertaining to the creative works produced within the practice-integrated research will be submitted to an expert committee constituted by the relevant university authorities which will consider them and approve them. [...] This will hold for all PhD programmes at the School, namely, Film Studies, Literary Art - Creative Writing, Performance Studies and Visual Art.
>
> These recommendations of the committee were recommended by the SCR in its 61st meeting (3 February 2023) and thereafter, submitted to the AC for approval. In the meantime, the AUD PhD Regulations 2022 have been adopted and accordingly, SCCE submits the committee's recommendations on the practice-integrated PhD for incorporation.

S.No	Criteria/ Details	Committee's recommendation	Programme Document	Note	UGC 2022 PhD regulations

1.	Criteria for Admission	The prior training of students in practice and craft, which is a prerequisite for joining the practice-integrated PhD programme, would be evidenced by the inclusion of portfolios and other forms of documentation during the process of admission. Students with prior experience in the humanities or humanities-oriented training would be encouraged to apply.	As per committee recommendations and AUD PhD Ordinance, 2021.	Committee's recommendation is in addition to the admission criteria as per AUD PhD Regulations, 2022. Given that the approval of the programme was subject to the guidelines/recommendations of the committee, this would be included.	Does not contradict UGC PhD regulations, 2022.
2.	Coursework	The UGC requirements of 16 credits of coursework will be met through the various existing courses approved at the university as well as newly devised courses produced by faculty at SCCE.	As per AUD PhD Regulations, 2022 and UGC PhD regulations, 2022.	Same.	Same.
3.	Qualifications for PhD supervisors, RAC members and evaluating authorities for practice-based PhDs	1. Supervisor and evaluators must have PhDs. 2. However, the RAC and co-supervisor may not possess a PhD, given the nature of careers in arts	As per committee recommendations and AUD PhD Ordinance, 2021.	Committee's recommendations for RAC and co-supervisor are in addition to those existing in the AUD PhD Regulations, 2022. Given	Same.

		and design practice. Thus, it would be ideal for all members of the supervisory committee to possess a PhD, however, this might be difficult in some instances. 3. In lieu of a PhD, the RAC and co-supervisor may possess significant awards/publications/inclusion in significant curatorial exercises/works of practice and production in order to be part of the supervisory committee.		that the approval of the programme was subject to the guidelines/recommendations of the committee, this would be included.	
4.	Research Outputs including Weightage	1. Outputs in the practice-integrated PhD programme would include both theoretical and practice components (artifacts and processes). 2. Theoretical components mean the PhD dissertation of up to 50,000	As per committee recommendations and AUD PhD Ordinance, 2021.	Committee's recommendations for research outputs and weightage are specified in the case of practice-integrated research dissertations. These are in addition to those noted in the AUD PhD Regulations,	Same.

		words. Practice components refer to the following: a. Creative artefact and its detailed documentation. b. The detailed documentation of the process of practice, where the artefact is processual. 3. Equal weightage would be given to the practice and theory components of the final PhD output.		2022. Given that the approval of the programme was subject to the guidelines/recommendations of the committee, this would be included.	

SCCE RSC asks (i) that the SCR affirm its recommendations made in the 61st SCR meeting in light of the revised recommendations (ii) resolve to include the committee recommendations for practice-integrated PhDs in the PhD regulations, 2022.

The SCR resolved to defer consideration of this agenda item. It was further advised that once the AUD PhD regulations, 2022 are notified, the Dean SCCE should prepare a detailed note point wise on the specific requirements for running the PhD programmes in the school which are not covered in the UGC 2022 Regulations but have been recommended by the committee for consideration by the SCR in its next meeting.

School of Development Studies

ITEM No- 3: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of School of Development Studies (SDS) on the following:

3.1- To consider and note the De- enrollment of Syed Hafsa Altaf (Roll Number: S215ADS05)

Syed Hafsa Altaf (Roll Number: S215ADS05), a PhD Development Studies student admitted in the 2021-22 batch, has applied for de enrolling from the programme. It is proposed that she be permitted to de enroll from the programme.

The SCR resolved to recommend de- enrollment of Syed Hafsa Altaf (Enrollment Number: S215ADS05) from PhD Development Studies programme.

3.2- To consider and note the completion of coursework's of winter 2023 semester students:

Sl. No.	Name and Roll Number	Date of registration	Details of the courses completed	Grade received
1.	BEHSHTA AMIN S225ADS01	02/01/2023	SDS3DS102- Research Methods (4 credit)	B PLUS
			SDS3DS107- Supervised Independent Study (4 credit)	B PLUS
			SDS3DS220- Institutions and Public Policy Processes (2 credit)	B PLUS
2.	HADSON SITEMBO S215ADS01	10/06/2022	SDS3DS102- Research Methods (4 credit)	B PLUS
			SDS3DS220- Institutions and Public Policy Processes (2 credit)	A MINUS
3.	KALYAN VEMALA S215ADS04	14/09/2022	SDS3DS102- Research Methods (4 credit)	B PLUS
			SDS3DS220- Institutions and Public Policy Processes (2 credit)	B PLUS
4.	GARIMA KUMARI S205ADS05	02/12/2021	SDS3DS215- Gender, Work and	B ONLY

			Development (2 credit)	
5.	MEGHA RANI S205ADS06	17/11/2021	SDS3DS215- Gender, Work and Development (2 credit)	B ONLY
6.	ARFA ANIS S195ADS01	02/08/2019	SDS3DS204- Environment, Natural Resources and Development (4 credit)	B PLUS
7.	ANU RANI S185ADS02	02/08/2018	SDS3DS215- Gender, Work and Development (2 credit)	A MINUS
8.	BHUVANESHWARI SUBRAMANIAN S185ADS03	03/08/2018	SDS3DS203- Identity, Discrimination and Development (4 credit)	A ONLY
			SDS3DS205-Indian Development: Thoughts, Debates and Experiences (4 credit)	A ONLY
9.	JASODHARA BORTHAKUR S175ADS01	17/08/2017	SDS3DS201- Introduction to Theoretical Perspectives (4 credit)	A ONLY
			SDS3DS203- Identity, Discrimination and Development (4 credit)	A ONLY

The SCR took note of the Course work completion of winter semester 2023 students tabled above.

3.3- To consider and note the relaxation for the following women candidates in the normal registration period as endorsed and recommended by their RACs and admissible by regulations-2017, clause 12- v that states:
'Women candidates and Persons with Disability (more than 40% disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/ Child Care Leave once in the entire duration of M.Phil/ Ph.D. for up to 240 days'"

S. N.	**Name**	**Enrollment No.**	**Date of Registration**	**Date of Completion of 5 years**	**RAC**	**Comments & Additional Information**
1.	Aakanksha Gautam	S185ADS01	02.08.2018	01.08.2023	Dr. Moggalla	Completed 16 credit PhD course work,

					n Bharati(Supervisor) Dr.Nandini Nayak (RAC Member) Dr.Teena Anil (RAC Member)	Synopsis passed on 21st June 2021 in the 55th meeting of the Standing Committee Research, AUD. Satisfactory & RAC recommended for relaxation as applicable to women candidates
2.	Bhuvaneshwari Subramanian	S185ADS03	03.08.2018	02.08.2023	Dr.Anirban Sengupta (Supervisor) Dr. Manish Jain (RAC Member) Dr. Nandini Nayak(RAC Member)	Completed 8 credit PhD course work. Enrolled for remaining credit in the Winter Semester 2023. Synopsis passed on 21st June 2021 in the 55th meeting of the Standing Committee Research, AUD. Satisfactory & RAC recommended for relaxation as applicable to women candidates
3.	Anu Rani	S185ADS02	02.08.2018	01.08.2023	Dr.Nandini Nayak (Supervisor) Dr. Deepita Chakravarty(RAC Member) Dr. Babu P. Remesh(RAC Member)	Completed 8 credit PhD course work. Enrolled for the remaining credit in the Winter Semester 2023/ to be enrolled in the Monsoon Semester 2023. Synopsis passed on 21st June 2021 in the 55th meeting of the Standing Committee Research, AUD. Satisfactory & RAC

						Satisfactory & RAC recommended for relaxation as applicable to women candidates
4	Jasodhara Borthakur	S175ADS01	17.08.2017	16.08.2022	Dr. Ivy Dhar (Supervisor) Dr. Deepita Chakravarty (RAC Member) Dr. Nandini Nayak (RAC Member)	Completed 8 credit PhD course work. Enrolled for the remaining credit in the Winter Semester 2023. Synopsis passed on 4th September 2019 in the 45th meeting of the Standing Committee Research, AUD. Satisfactory & RAC recommended for relaxation as applicable to women candidates

On this agenda The SCR in its 64th meeting had resolved that "In the absence of details of justification for seeking relaxation the request of the above listed cases cannot be considered and may be brought again to SCR along with necessary details in the next SCR meeting"

Based on this resolution of SCR, the School of Development Studies had communicated the following to the Chairperson, SCR through a notesheet dated 13 June 2023:

"S. No.1. The student has completed a total of 16 credit PhD coursework.

S.No. 2- 4. Given that students have completed their M.Phil/M.Phil coursework before admission to the PhD in Development Studies, they were earlier recommended 8 credit of PhD coursework, which they have duly completed. Complying with the notification from the Governance division dated January 20, 2023, SDS RSC recommended further completion of the remaining credit of PhD coursework in the ongoing /next Semester, as the case may be. Approval was received from the AES (dy. no 463 dated 18.05.2023) for ERP course registration and fee payment. [...]

By the 53rd SCR meeting held on 19th February & 5th March 2021 minutes (p.28): The relaxation clause and completion of 7 years as the normal registration period was considered within the extant regulation when the

cases of women candidates from the SDS PhD programme were presented for extension /de-registration (as the case may be). Two such women candidates have benefited from the clause and have been awarded PhD degree in 2022 or have completed viva and will proceed for receiving the award in 2023. By the precedent of such cases, SDS RSC did not seek approval for relaxation until now.

No additional conditions are laid for seeking the relaxation as per regulations-2017, clause 12- v, the same be extended to the above cases."

Accordingly, a 2 year relaxation in the registration period for all the four above-mentioned students is recommended.

The SCR resolved to recommend two year relaxations in the registration period for students figuring at SNo 1 to 4 in the above table as per Section 12, clause (v) of Dr B R Ambedkar University 2017, which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D", provided the relaxation period does not exceed the maximum period of registration admissible to women candidates.

3.4- To consider and note of supervisor allocation for Behshta Amin (Roll Number: S225ADS01)

Behshta Amin (Roll Number: S225ADS01) has completed the first semester of her PhD programme. During this semester, she has completed 10 credit of coursework:
1. SDS3DS102-Research Methods (4 credit)
2 SDS3DS107-Supervised Independent Study (4 credit)
3 SDS3DS220-Institutions and Public Policy Processes (2 credit)
She needs to complete six more credits of coursework, including 1. UNI300101-The Research and Publication Ethics and 2. SDS3DS101-Development Perspectives, Contexts and Historical Trends.
Both these courses are compulsory courses. She shall be able to pursue course no. 1 when the University offers the course. Course no. 2 shall be offered by the School of Development Studies when the remaining students of the 2022-23 batch (to which Behshta Amin belongs) are admitted.

In order to ensure that the student's PhD does not get delayed because of these developments, it was resolved to assign her a supervisor rightaway under whose guidance she can begin working on her thesis.

The SCR resolved to recommend allocation of the supervisor and further advised that the Research Advisory Committee for Behshta Amin (Roll Number: S225ADS01) may be constituted.

School of Education Studies

Item No 4: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of School of Education Studies on the following:

4.1- To consider the proposed change in the supervisory arrangement and re-constitution of the Research Advisory Committee for Ms. Disha Sharma (2019-20 cohort)

Ms. Disha Sharma [S195H0003; Registration date: 19 August 2019] was registered with Dr. Anandini Dar as her supervisor. Dr. Anandini Dar has been relieved from AUD w.e.f. 1 June 2023. Thus, there is a need for change in the supervisory arrangement of Ms. Disha Sharma. Ms. Disha Sharma has requested that Dr. Sunita Singh, Associate Professor SES, be assigned as her supervisor from SES, AUD, with Dr. Anandini Dar continuing as her co-supervisor. Dr. Sunita Singh has agreed to this arrangement. With this change the RAC of Ms. Disha Sharma will be as follows:

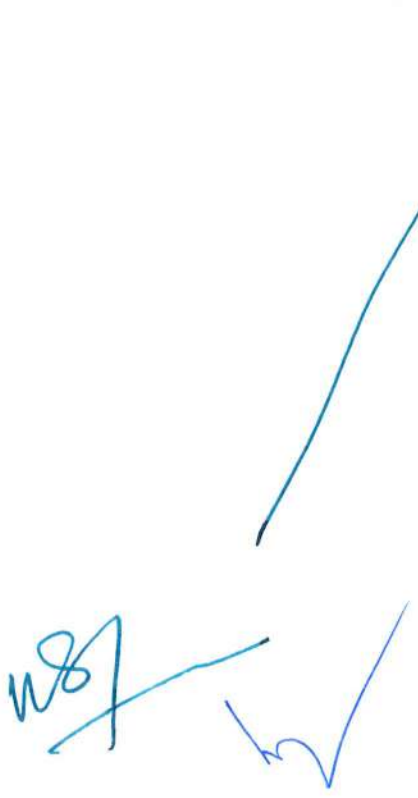
RAC Constitution	**Old RAC Constitution**	**New RAC Constitution**
Supervisor	Dr. Anandini Dar	**Dr. Sunita Singh**
Co-Supervisor	None	**Dr. Anandini Dar** (formerly with AUD)
Internal RAC member	Dr. Manasi Thapliyal Navani	Dr. Manasi Thapliyal Navani
Eternal RAC member (outside SES)	Dr. Moggallan Bharti Assistant Professor, School of Development	Dr. Moggallan Bharti Assistant Professor, School of Development Studies, AUD

	Studies, AUD	

The RSC discussed and resolved to recommend the change in the supervisory arrangement and re-constitution of Ms. Disha Sharma's RAC based on the based on Clause 9.3 of PhD Regulations 2021 which states that, "A co-supervisor can be appointed for a PhD scholar from another school or from outside the university with approval by the Academic Council based on the recommendation of the SCR, the School's RSC and the scholar's RAC with the approval of competent authority" (page 5).

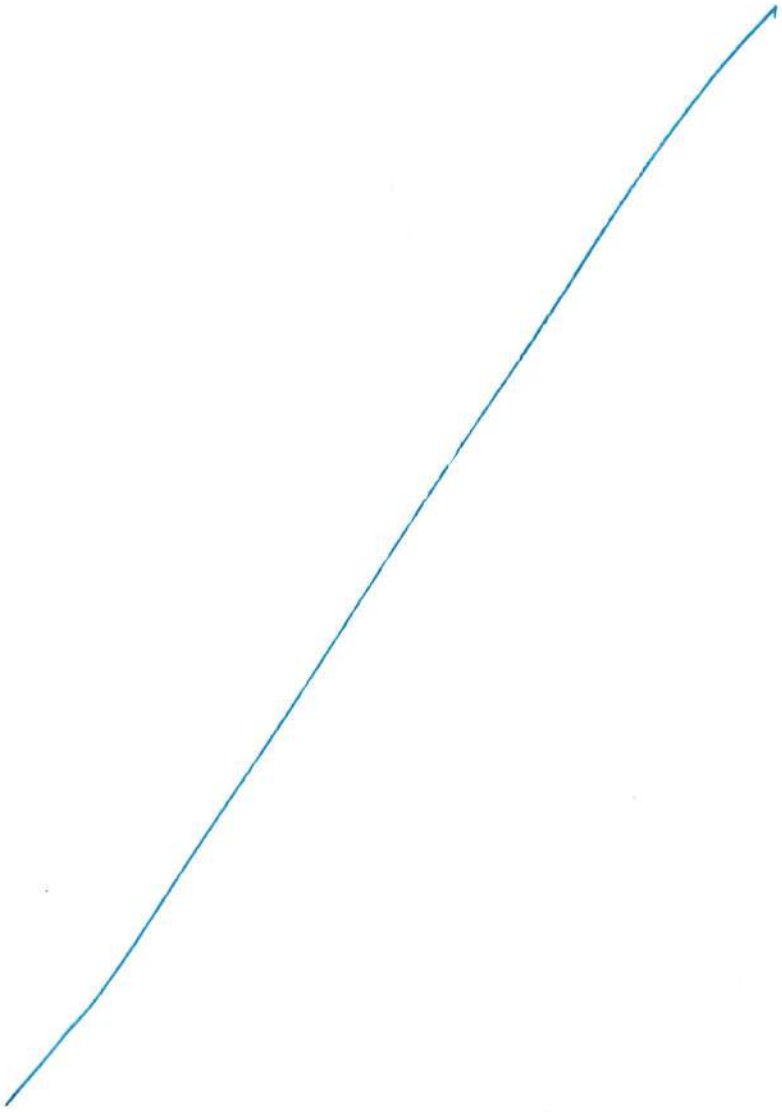
The necessary documents are attached for reference. (*Annexure A*: Minutes of the RSC/RAC; *Annexure B*: Email by student regarding supervisory preference; *Annexure C*: Email request for Co-Supervision; *Annexure D*: NOC by the institution of the co-supervisor.)

The SCR resolved to recommend approval of the changes in supervisory arrangement and re-constitution of the Research Advisory Committee for Ms. Disha Sharma (2019-20 cohort).



School of Global Affairs

Item No 5 : NO AGENDA ITEM RECEIVED



School of Human Ecology

ITEM No- 6: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of School of Human Ecology on the following:

6.1 To consider and note the scholars have been organised for the semester period January to June 2023, and satisfactory progress reports received from the RAC Convenors.

S. No.	Scholar	Date of Enrolment	Reporting Semester	Date of RAC presentation	Progress as per RAC	RAC Reports
1	Anchal Dhiman	31/8/2016	15th	08/08/2023	Satisfactory	**Annexure 1**
2	Sonam Mahalwal	01/09/2016	15th	09/08/2023	Satisfactory	**Annexure 2**
3	Nikita Samarnath	15/09/2022	3rd	09/08/2023	Satisfactory	**Annexure 3**
4	Suraj Pratap Singh Bhati	16/11/2021	3rd	09/08/2023	Satisfactory	**Annexure 4**
5	Amit Kumar Srivastwa	26/07/2019	9th	09/08/2023	Satisfactory	**Annexure 5**

The SCR took note of the Six monthly progress report of students tabled above for the period (January to June 2023).

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6.2 To consider and note the PhD Scholar Syed Shoaib Ali (SHE165BED03) has submitted his PhD thesis.

S. No	Enrol. No	Name	Thesis submission date
1.	**SHE165BED03**	Syed Shoaib Ali	30 June 2023

The SCR took note of the PhD thesis submission of Mr. Syed Shoaib Ali (SHE165BED03).

School of Human Studies

ITEM No- 7: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

Matters pertaining to the PhD WGS Programme

7.1 To consider and note the request for two years' relaxation (or extra time) under women category by the following student in accordance to 2017 PhD regulation, Section 12, clause (v), which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D."

Sl. no	Enrolment No	Name	Registration Date	Date of completion of 5 years	Extension details/period of extension sought	Attachments
1.	S185CWG04	Hemantika Singh	27/07/2018	26/07/2023	27 July 2023 to 26 July 2025 Two years relaxation (or extra time) under women category	Application for extension endorsed by the supervisor and RAC members. RAC form. Draft Chapters with work plan. Medical certificate
2	S185CWG07	Riya Singh	27/07/2018	26/07/2023	27 July 2023 to 26 July 2025 Two years relaxation (or extra time) under women category	Application for extension endorsed by the supervisor and RAC members. RAC form. Draft Chapters with work plan. Cited personal

						and familial issue.
3	S185CWG10	Vandana Chaudhary Palta	01/07/2018	30/06/2023	01 July 2023 to 30 June 2025 Two years relaxation (or extra time) under women category	Application for extension endorsed by the supervisor and RAC members. RAC form. Draft. Chapters with work plan. Cited health and familial issues

The SCR resolved to recommend two year relaxations in the registration period for students figuring at SNo 1 to 3 in the above table as per Section 12, clause (V) of Dr B R Ambedkar University 2017, which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D.", Provided the relaxation period should not exceed the maximum period of registration admissible to women candidates.

7.2 To consider and note the request for one and half years' relaxation (or extra time) under women category by the following student in accordance to 2017 PhD regulation, Section 12, clause (v), which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D."

Sl. no	**Enrolment No**	**Name**	**Registration Date**	**Date of completion of 5 years**	**Extension details/period of extension sought**	**Attachments**
1	S155CWG01	Sutanuka Bhattacharya	19/01/2015 De-registered on 08/01/2018 & Re-registered on 04/08/2020	14/08/2022	UGC extension granted till 31st Dec 2022 in the 60th SCR meeting. 1st extra time/relaxation under women candidate granted from 1st Jan 2023 to 30th June 2023 in 61	Application for relaxation endorsed by the supervisor and RAC members. RAC form. Draft Chapters with work

					SCR meeting **2nd extra time/ relaxation under women category sought from 1st July 2023 till 31st December 2024 (remaining one and half years).**	plan Medical certificate
2	S165CWG 06	Dona Biswas	13/01/2016	12/01/2021	UGC Pandemic provision till 30th June 2022 in 57 SCR. UGC pandemic extension granted from 1st July till 31st Dec 2022 in the 60th SCR meeting. 1st extra time/relaxation under women candidate granted from 1st Jan 2023 to 30th June 2023 in 61 SCR meeting **2nd extra time/ relaxation under women category sought from 1st July 2023 till 31st December 2024 (remaining one and half years).**	Application for relaxation endorsed by the supervisor and RAC Members. RAC form. Draft Chapters with work plan and certificate of undergoing Therapy
3	S175CWG 03	Sanjana	07/12/2016	06/12/2021	UGC Pandemic provision till 30th June 2022 in 57 SCR. UGC extension granted from 1st July till 31st Dec 2022 in the 59th	Application for relaxation endorsed by the supervisor and RAC Members. RAC form.

					SCR meeting. 1st extra time/relaxation under women candidate granted from 1st Jan 2023 to 30th June 2023 in 61 SCR meeting **2nd extra time/ relaxation under women category sought from 1st July 2023 till 31st December 2024 (remaining one and half years).**	Draft Chapters with work plan Cited personal & familial situation

The SCR resolved to recommend One and half year relaxations in the registration period for students figuring at SNo 1 to 3 in the above table as per Section 12, clause (v) of Dr B R Ambedkar University 2017, which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D." , Provided the relaxation period should not exceed the maximum period of registration admissible to women candidates.

7.3 To consider and note the report of the conduct of PhD pre-submission presentation and submission of thesis of the following student.

Sl. No	Enrolment No	Name	Registration Date	Date of Pre-submission	Date of Thesis Submission
1	S165CWG03	Renu Singh	13/01/2016	07/06/ 2023	16/06/2023

The SCR took note of the PhD pre-submission presentation and submission of thesis Ms. Renu Singh (S165CWG03).

7.4 To consider and note the report that the RAC was conducted for the following students for the period January to June 2023 according to PhD 2017 regulations clause 12. Under *Course Work, Degree Requirements, Registration Periods, de-registration, reregistration,* point. (ii) state that, ... A research scholar shall appear before the Research Advisory Committee **at least once** in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six monthly progress reports shall be submitted by the Convener of the Research Advisory Committee to the SCR through RSC of

the School, with a copy to the research scholar. Such occasions may also provide opportunities for formal assessment of the student's progress in satisfying 'thesis pre-submission' requirements (e.g., language proficiency, acquisition of other skills/investigative techniques prescribed by the RSC on the recommendations of the RAC). In case the progress of the candidate is deemed unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. *If the candidate fails to implement these corrective measures, the Research Advisory Committee may recommend cancellation of the candidate's registration to the SCR through the RSC of the School, with specific reasons in a detailed report.*

Sl. no	**Enrolment No**	**Name**	**Registration Date**	**Date of RAC Meeting**	**Comments**	**Attachments**
1	S155CWG01	Sutanuka Bhattacharya	19/01/2015	30/06/2023	Satisfactory & recommended for extension	RAC report
2	S165CWG06	Dona Biswas	13/01/2016	15/06/2023	Satisfactory & recommended for extension	RAC report
3	S165CWG03	Renu Singh	13/01/2016	29/05/2023	Satisfactory & recommended pre-submission and submission of thesis	RAC report submitted along with PhD Thesis
4	S175CWG03	Sanjana	07/12/2016	02/06/2023	Satisfactory & recommended for extension	RAC report
+-						
5	S185CWG02	Alpaxee Kashyap	01/08/2018	01/05/2023	Satisfactory	RAC report
6	S185CWG03	Chaitanya Khandelwal	30/07/2018	27/04/2023	Satisfactory	RAC report submitted in 64th SCR
7	S185CWG04	Hemantika Singh	27/07/2018		Satisfactory&	RAC report

				26/05/2023	recommended for extension	
8	S185CWG07	Riya Singh	27/07/2018	30/06/2023	Satisfactory & recommended for extension	RAC report
9	S185CWG10	Vandana Chaudhary Palta	01/07/2018	29/05/2023	Satisfactory & recommended for extension	RAC report
10	S195CWG02	Isha Yadav	26/07/2019	16/06/2023	Satisfactory & recommended for extension	RAC report
11	S195CWG03	Manisha Pal	29/07/2019	19/06/2023	Satisfactory	RAC report
12	S195CWG05	Shirin	29/07/2019	26/06/2023	Satisfactory	RAC report
13	S195CWG06	Shreya Malik	29/07/2019	09/06/2023	Satisfactory	RAC Report
14	S195CWG07	Srishti Srivastava	07/26/2019	14/06/2023	Satisfactory	RAC Report
15	S205CWG01	Anjali Joshi	27/11/2021	27/05/2023	Satisfactory	RAC Report
16	S205CWG02	Dawa Lhamu Sherpa	07/12/2021	13/06/2023	Satisfactory	RAC report
17	S205CWG04	Viraj Godage	27/11/2021	14/06/2023	Satisfactory	RAC report

The SCR took note of the Six monthly progress (January to June 2023) report of students tabled above.

7.5 To consider and note the report of the reconstitution of the RAC committee of the following students according to PhD regulation 2021, clause 11.2, which states that, *"At least two (2) members shall be within the PhD programme faculty" and "All RAC members should be eligible for PhD supervision."*

Sl. No	Enrolment no	Name of the student	Date of Registration	Supervisor	RAC members
1	S185CWG10	Vandana Chaudhary Palta	01/07/2018	Dr Rachna Chaudhary	Dr Rachna Chaudhary, Dr Shubhra Nagalia (internal),

		Palta			Dr Shubhra Nagalia (internal), Prof. Rachana Johri and Dr Anandini Dar

The SCR took note of reconstitution of the RAC.

7.6 To consider and note the request by the following for Re-registration to the Ph.D in Women's and Gender Studies programme under PhD 2016 regulation, Clause 16 (vi) *Subsequent to completion of Ph.D. course work or, in case of a doctoral scholar admitted without course work requirement, no later than one year after his/her admission—a scholar seeking extraordinary leave for any legitimate purpose may request temporary de-registration subject to approval of the Supervisor(s) and the RSC.* ***Temporary de-registration shall not be permitted before a candidate has successfully presented to the RSC (or relevant functional group—cf. §4) a thesis synopsis, understood as an articulated plan of a research project well beyond the initial research proposal and usually containing a chapter outline. The de-registered candidate cannot re-register sooner than one year after the date of de-registration and may re-register no later than four years after the date of de-registration. An RSC shall not approve an application for re-registration without a candidate's clear statement of intent to submit a thesis for examination within the stated time frame.*** *The designated supervisor (or primary joint-supervisor) must concur with the plan, or a new supervisor may be appointed who concurs with the arrangement. In the absence of concurrence of the original or a new supervisor, the RSC would close the candidate's registration. In such event, a candidate may appeal to the SCR, whose decision is final.* ***Upon re-registration, the candidate must submit a Ph.D. thesis for examination not sooner than six months after re-registration and within a period such that the total span of the initial doctoral registration, de-registration, re-registration and thesis submission is not more than six years.***

Sl. no	Enrolment No	Name	Registration Date	Period of Temporary de-registration	Date of request for re-registration	Attachments
1	S175CWG06	Vikas Singh	07/12/2016	19/11/2019 to 13/08/2023 Agenda 6.	14/08/2023	Application endorsed by Supervisor and full draft of the thesis.

				(vi) of 47 SCR page 9		Relevant portion of 47 SCR minutes attached.

The SCR resolved to recommend the re registration of Vikas Singh (S175CWG06) in the PhD women and gender studies programme w.e.f. 14-08-2023 after availing the deregistration period.

7.7 To consider and note the request by the following student for extension from 31st August 2023 to 6 December 2023 under PhD 2016 regulations, clause 16 (vi).

Clause 16 (vi) *Subsequent to completion of Ph.D. course work or, in case of a doctoral scholar admitted without course work requirement, no later than one year after his/her admission—a scholar seeking extraordinary leave for any legitimate purpose may request temporary de-registration subject to approval of the Supervisor(s) and the RSC. Temporary de-registration shall not be permitted before a candidate has successfully presented to the RSC (or relevant functional group—cf. §4) a thesis synopsis, understood as an articulated plan of a research project well beyond the initial research proposal and usually containing a chapter outline. The de-registered candidate cannot re-register sooner than one year after the date of de- registration and may re-register no later than four years after the date of de-registration.* ***An RSC shall not approve an application for re-registration without a candidate's clear statement of intent to submit a thesis for examination within the stated time frame. The designated supervisor (or primary joint-supervisor) must concur with the plan, or a new supervisor may be appointed who concurs with the arrangement. In the absence of concurrence of the original or a new supervisor, the RSC would close the candidate's registration. In such event, a candidate may appeal to the SCR, whose decision is final. Upon re-registration, the candidate must submit a Ph.D. thesis for examination not sooner than six months after re-registration and within a period such that the total span of the initial doctoral registration, de-registration, re-registration and thesis submission is not more than six years.***

Sl. no	Enrolment No	Name	Registration Date and De-registration period	Completion of 3 years	Completion of 6 years including de-registration period	Request for extension within 6 years period	Attachments
1	S175CWG06	Vikas Sing	07/12/2016	30/08/2023	06/12/2023	31/08/2023 to	Application

		h	Period of temporary de-registration from 19/11/2019 to 13/08/2023			6/12/2023	endorsed by Supervisor and full draft of the thesis

The SCR resolved to recommend extension for submission of PhD Thesis and completion of other requirements with effect from 31-08-2023 to 06-12-2023 as per clause 16(X) of the AUD PhD 2016 regulations.

Matters pertaining to the MPhil Psychoanalytic Psychotherapy Programme

7.8 To report and note the reconstitution of the RAC of the scholar under the supervision of Prof. Honey Oberoi Vahali.

The MPhil Psychoanalytic Psychotherapy programme coordinator reported the resignation of Prof. Rachana Johri from within the school and from the university. Against this background, the programme seeks the permission from SCR to allow Prof. Rachana Johri to continue as an external member of the RAC for the scholar Khushboo Mehra.

The reconstitution of the RAC committee of the following student is in accordance with the PhD regulation 2021, clause 11.2, which states that, *"At least two (2) members shall be within the PhD programme faculty" and "All RAC members should be eligible for PhD supervision."*
The details of the reconstitution of RAC are given below:

S. no	Student name & Enrolment no	Date of Registration	Supervisor	RAC member (internal)	RAC members (external)
1	Khushboo Mehra (S194CPS04)	30/07/2019	Prof. Honey Oberoi Vahali	Dr. Shifa Haq	1.Dr. Ashis Roy and 2.Prof. Rachana Johri

The SCR took note of the reconstitution of the RAC of the Ms Khushboo Mehra (S194CPS04).

7.9 To consider and note the report of the conduct of MPhil pre-submission presentation and submission of thesis of the following student from the batch of (2019-2022).

Sl. No.	Student name/ Enrolment number	Date Of Registration	Date of Pre-Submission Presentation	Date of Submission
1	Bia Roy S194CPS01	30/07/2019	16/6/2023	27/7/2023
2	Hafsah Masroor S194CPS02	30/07/2019	16/6/2023	20/7/2023
3	Hatneihoi Haokip S194CPS03	29/07/2019	15/6/2023	28/7/ 2023
4	Khushboo S194CPS04	30/07/2019	15/6/2023	29/7/2023
5	Mohit Raj S194CPS05	29/07/2019	15/6/2023	26/7/2023
6	Parul Muwal S194CPS07	29/07/2019	15/6/2023	26/7/2023
7	Prerana Rathi S194CPS08	30/07/2019	16/6/2023	21/7/2023
8	Priya Khandelwal S194CPS09	29/07/2019	16/6/2023	28/7/2023
9	Rajesh Kumar S194CPS11	29/07/2019	16/6/2023	28/7/2023
10	Samriddhi S194CPS12	29/07/2019	15/6/2023	28/7/2023
11	Shirine Marian TiggaS194CPS13	29/07/2019	16/6/2023	28/7/2023
12	Varsha Jain S194CPS14	29/07/2019	16/6/2023	20/7/2023

The SCR took note of the conduct of MPhil pre-submission presentation and submission of thesis as tabled above.

7.10 To consider and note the report that the following student from the MPhil batch of 2019-2022 has failed to submit the MPhil thesis

S. no	Student name & Enrolment no	Date of Registration	Date of Pre-submission Presentation	RAC members
1	Priyanka Yadav S194CPS10	30/07/2019	15/6/2023	1. Dr. Anoop Koileri (Supervisor, SHS); 2. Prof. Rachana Johri (co-supervisor);

According to the regulations concerning the degrees of MPhil, 2017 (Revised Regulations Approved by the Academic Council on 04.08.2017), clause 11 (vii), the **normal registration period** for M. Phil. Programme in Psychoanalytic Psychotherapy is three years with the possibility of two extensions up to one year. The scholar has used the maximum time permissible as per the regulations.

The SCR took note that Ms Priyanka Yadav (S194CPS10) MPhil student batch of 2019-2022 has failed to submit the MPhil thesis with in the maximum time permissible under the applicable regulations.

Matters pertaining to the PhD Psychology Programme

7.11 To consider and note that the PhD Psychology scholars of 2021 batch have completed their course work in accordance to *AUD research regulations of 2021 , clause 10.*

Sno.	Scholar	Enrolment number	Courses	Credits
1	Simran Bodh	S215CPS01	**Semester 1** 1) Reading Text: A Methodological Focus (4 credits) 2) Theoretical issues in Sociological Research (4 credits) 3) The Research and Publication Ethics (2 credits) **Semester 2** 1) Critical Cultural Psychology (4 credits) 2) Subjectivity, Life history and the Psyche: Researching into the world of survivors . (4 credits)	18
2	Srishti Kathak	S215CPS02	**Semester 1** 1) Reading Text: A Methodological Focus	18

			(4 credits) 2) Theoretical issues in Sociological Research (4 credits) 3) The Research and Publication Ethics (4 credits) **Semester 2** **1)** Critical Cultural Psychology (4 credits) **2)** Subjectivity, Life history and the Psyche: Researching into the world of survivors . (4 credits)	
3	Vinod.R	S215CPS03	**Semester 1** 1) Research Methodologies through Exemplary Works (4 credits) 2) Reading Text: A Methodological Focus (4 credits) 3) The Research and Publication Ethics (2 credits) **Semester-2** **1)** Critical Cultural Psychology (4 credits) 2)Subjectivity, Life history and the Psyche: Researching into the world of survivors . (4 credits)	18

The SCR took note of the course work completion of PhD Psychology students of 2021 batch as tabled above.

7.12 To report and note that PhD Psychology 2021 scholars on completion of their course work were allotted their supervisors and their RAC was constituted, as per *AUD 2021 regulations, clause 9.1 and 11.*

Sno.	Name	Enrolment Number	Supervisor	RAC constitution
1.	Simran Bodh	S215CPS01	Dr. Vatsala Saxena	Dr. Vatsala Saxena (Supervisor), Prof. Honey Oberoi Vahali (Psychology program), Dr. Shifa Haq (Psychology program), Dr. Rinju Rasaily (School of Liberal Studies)
2.	Srishti Kathak	S215CPS02	Dr. Mamatha Karollil	Dr. Mamatha Karollil (Supervisor), Prof. Honey Oberoi Vahali (Psychology Program),Prof. Nakkeeran Nanjappan (School of Global Affairs)
3.	Vinod .R	S215CPS03	Prof. Honey Oberoi Vahali	Prof Honey Oberoi Vahali (supervisor), Dr Shifa Haq (Psychology program) Dr Diamond Oberoi vahali (School of Letters) Dr Yogesh Snehi (School of Liberal Studies)

The SCR took note of the Supervisor allocation and RAC Constitution of students tabled above.

7.13 To report and note that Prof. Anita Ghai is retiring in less than 3 years. In accordance to *AUD 2021 research regulation, clause 9.2*, Ms.Meena Sawariya (S175CPSO3) PhD Psychology 2017 scholar has been re-assigned Dr. Anoop Kumar Koileri as her PhD supervisor, with Prof. Anita Ghai as a co-supervisor.

Name	Enrolment number	Date of registration	Supervisor	Co-supervisor
Meena Sawariya	S175CPSO3	22/08/2017	Dr. Anoop Kumar Koileri	Prof. Anita Ghai

The SCR resolved to recommend approval of change in supervisor allocation.

7.14 To consider and note that Ms. Meena Sawariya (S175CPS03) , a PhD Psychology 2017 batch scholar has completed her 1 year of women's relaxation , and has requested for de-registration, as per AUD 2017 research regulations ,clause 12 (vi) : *'A Ph. D. scholar can request the RSC for* ***temporary de-registration*** *subject to approval by the RAC, RSC and SCR. Temporary de-registration can only be sought by a Ph. D. scholar* ***after completion of the course work and successful defence of a thesis synopsis****. The de-registered candidate cannot re-register sooner than one year after the date of de-registration and may re-register no later than four years after the date of de-registration.*

Her application for deregistration is endorsed by her RAC and approved by RSC The scholar is going through a crisis at personal level which is making it difficult for her to work on her research. The deadlines imposed by the research regulations are causing her immense stress. The supervisor, the candidate, and her RAC are hopeful that de-registering will take some pressure off her, allowing her to navigate through her difficult life situations, and come back to research with more focus .

Name	**Enrolment Number**	**Date of Registration**	**Date of completing 5 years of registration**	**Women's relaxation**	**Date of application for de-registration**	**Attachment**
Meena Sawariya	S175CPS03	22-8-2017	21-8-2022	22-8-2022 to 21-8-2024 (approved in SCR 60 , Clause 7.15)	14th August 2023 onwards	Application for de-registration

The SCR resolved to recommend de-registration of Ms. Meena Sawariya (S175CPS03) from PhD Psychology programme as per DR B R Ambedkar 2017 research regulations ,clause 12 (vi) provided the scholar cannot re-register no sooner than one year after the date of de-registration and may re-register no later than four years after the date of de-registration.

7.15 To report that Ms. Anshu (S205CPS02) a PhD 2020 scholar has submitted an application to the student services for withdrawal of her PhD admission.

The SCR took note of the application submitted by the Ms Anshu for withdrawal of her PhD admission.

7.16- It is to seek clarity on the status of Syeda Naghma Abidi , PhD Psychology 2012 batch scholar who had done her Pre-PhD presentation on 17-5-2023. The same was reported in the SCR 64 , however the minutes of SCR 64 reads as

following 'SCR had deferred discussion on the case , as it's being considered separately by the competent authority'. The scholar has submitted her thesis to SHS office on 14-8-2023 as three months from the date of pre-submission is ending on 16.08.2023.

The SCR office reported that the file continues to be under process.

Matters pertaining to the PhD Disability Studies Programme

7.17 To report and consider the allotment of PhD supervisor and constitution of RAC for the following Disability Studies students as per *AUD 2021 regulations , clause 9.1 11.*

Sno.	Name of the scholar	Enrolment Number	Date of registration	Supervisor	Co-supervisor	RAC
1.	Damini Rana	S205CDS03	29/11/2021.	Prof. Honey Oberoi Vahali	Prof. Anita Ghai	Prof. Honey Oberoi Vahali, Prof. Anita Ghai, Prof. Rukmini Sen.
2.	Shrabanti Senla	S205CDS04	16/11/2021	Dr. Vatsala Saxena	Prof. Anita Ghai	Dr. Vatsala Saxena, Prof. Anita Ghai Dr. Divya Jalan
3.	Adarsh Chhetry	S205CDS01	26 -11 -21	Dr. Anoop Koileri	Prof. Anita Ghai	Dr. Anoop Koileri, Prof. Anita Ghai. Dr. Mamatha Karollil

The SCR took note of the allotment of PhD supervisor and constitution of RAC as tabled above.

School of Law, Governance and Citizenship

ITEM No- 8 – No Agenda Item Received

School of Letters

ITEM No- 09: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Letter on the following:

9.1. To consider and note the reconstitution of Research Studies Committee of the School of Letters:

(i) Prof. Satyaketu Sankrit (Chair)

(ii) Dr Shad Naved (Convener and Programme Coordinator, CLTS)

(iii) Dr Sanju Thomas as Programme Coordinator, English

(iv) Dr Geeta Pandey as Programme Coordinator, Hindi

(v) Dr Urfat Anjem Mir (SLS, external member)

(vi) Dr Oinam Hemlata Devi (SHE, external member)

The SCR took note of the reconstitution of Research Studies Committee of the School of Letters.

Comparative Literature & Translation Studies (CLTS)

9.2 To discuss and note the RSC's recommendation for granting first six-month extension of normal registration period for the following PhD CLTS Scholar:

S.no.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of application	RAC members (supervisor first)
1.	Mr Aniruddha Nagaraj	S185LCL02	21.08.2018	11.07.2023	Anita Cherian (S), Radha C (Co-S), Shad Naved, Bindu KC

The SCR resolved to recommend first six-month extension of normal registration period for Mr Aniruddha Nagaraj (S185LCL02).

9.3 To report six-monthly "Satisfactory" progress report for the following PhD CLTS Scholar (January to June 2023):

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of RAC meeting	Discussions/ Comments and Suggestions	RAC members present (superviso

					from RAC	r first)
1	Mr Mohammed Irfan	S195LCL03	19.08.2019	04.08.2023	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Shad Naved (S), Radha Chakravarty (external after retirement), Bindu KC (external)

The SCR took note of the Six monthly progress reports of student tabled above

B. English

9.4. To consider the RSC's recommendation for two-year relaxation (extra-time) of normal registration period for following PhD English women scholars:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	RAC members (supervisor first)
1	Ms Ruchita Machal	S185LEN07	30.07.2018	Vikram Singh Thakur (S), Sanju Thomas, Shad Naved
2	Ms Dimpy Lochav	S185LEN03	30.08.2018	Sanju Thomas (S), Bhoomika Meiling, Anita Cherian
3	Ms Sangeeta Jawla	S185LEN08	30.07.2018	Diamond Oberoi Vahali (S), Lovitoli Jimo, Sanju Thomas

The SCR resolved to recommend relaxations in accordance to Dr B R Ambedkar University 2017 PhD regulation, Section 12, clause (v), which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D, provided the period of relaxation doesn't exceed the maximum period of registration period admissible to women candidates.

9.5. To consider the RSC recommendation of temporary deregistration of the following PhD English Scholar accepted as Fulbright Foreign Language Teaching Assistant in the USA:

S. No.	Name of PhD Scholar	Enrolment No.	Application Date	Date of registration	RAC members (supervisor first)
1	Ms Shivani Bhatt	S185LEN09	8th June 2023	30.07.2018	Diamond Oberoi Vahali (S), Amit Singh, Oinam Hemlata Devi

The SCR resolved to recommend temporary deregistration of Ms Shivani Bhatt (S185LEN09) w.e.f. 8th June 2023 as per DR B R Ambedkar 2017 research regulations ,clause 12 (vi) provided the scholar cannot re register no sooner than one year after the date of de-registration and may re-register no later than four years after the date of de-registration.

9.6. To consider the RSC's recommendation of maternity leave for the following PhD English scholar:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of application (start of leave period)
1..	Ms Archa Bhatnagar	S185LEN01	30.07.2018	15.07.2023

The SCR resolved to recommend the maternity leave of Ms Archa Bhatnagar (S185LEN01) as per AUD 2017 regulations clause 12 (V) "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil. / Ph.D. for up to 240 days

9.7. To report six-monthly "Satisfactory" progress reports for the following PhD English Scholars (January to June 2023):

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Mr Aishwarya Kumar	S195LEN02	21.08.2019	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Bhoomika Meiling (S), Amit Singh, Rohit Negi
2	Ms Zakra Saiwa	S195LEN09	2.08.2019	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Sanju Thomas (S), Bhoomika Meiling, Bindu KC
3	Ms Jenisha Singh	S195LEN04	21.08.2019	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Sanju Thomas (S), Usha Mudiganti, Moggallan Bharti
4	Ms Dimpy Lochav	S185LEN03	03.08.2018	The scholar's progress was	Sanju Thomas (S), Bhoomika Meiling, Anita Cherian

				deemed satisfactory (see attached RAC report for details).	
5	Ms Ruchita Machal	S185LEN07	10.07.2018	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Vikram Singh Thakur (S), Sanju Thomas, Shad Naved
6	Ms Shivani Bhatt	S185LEN09	10.07.2018	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Diamond Oberoi Vahali (S), Amit Singh, Oinam Hemlata Devi
7	Ms Sangeeta Jawla	S185LEN08	10.07.2018	The scholar's progress was deemed satisfactory (see attached RAC report for details).	Diamond Oberoi Vahali (S), Lovitoli Jimo, Sanju Thomas

The SCR took note of the Six monthly progress reports of students tabled above.

9.8 - To note the submission of thesis by the following PhD English Scholars:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of thesis submission
1.	Mr Hemchandra Nameirakpam	S175LEN03	17.08.2017	08.08.2023
2	Mr Ashutosh Kant Prabhakar	S175LEN01	16.08.2017	07.08.2023
3	Ms Sruti MD	S175LEN07	17.08.2017	17.07.2023

The SCR took note of the submission of PhD thesis by Scholars of English Programme as tabled above

C. Hindi

9.9. To consider and note the thesis submission by the following PhD Hindi Scholar:

S.No.	Name of PhD Scholar	Enrolment No.	Date of registration	Date of submission
1.	Ms Wagapedige Neetha Subashini Senevirathna	S195DHI06	17.07.2017	01.08.2023

The SCR took note of the thesis submission by Ms Wagapedige Neetha Subashini Senevirathna (S195DHI06)

9.10 To consider and note the verify publication requirement for following PhD Hindi Scholar Mr Dinesh Kumar Verma (S175DHI02) registration date 17-08-2017.

The Scholar's publication "Dalit atmakathaon men yatharth aur svanubhuti ka dvandva" is in a UGC CARE list journal *Naya Gyanodaya* which is a literary magazine. But the publication does not appear to be a research publication as it has no references or footnotes and appears to be an opinion piece. However, two members of the SOL PhD Documents Verification Committee are of the opinion that considering the ambiguity because of lack of bibliography and secondary material, the Scholar can be given an opportunity to clarify and given an opportunity to submit an already published second article.

The letter included by the Scholar as proof of this being a research paper is signed by the Sales Officer of the organization which publishes the literary magazine and *not* any member of the editorial board or the editor himself.

Decision: The Scholar does not currently meet pre-submission requirements of the AUD PhD Regulations.

The SCR resolved that the opinion of the RAC members of the student with regard to the publication may be obtained and placed for consideration of the SCR.

School of Liberal Studies

ITEM No- 10: To discuss and note the recommendation of the Research Studies Committee (RSC) of School of Liberal Studies (SLS) on the following:

A. Economics

10.1 To consider and note the RAC re-constitution for the following students, whose supervisor earlier was Dr. Arindam Banerjee, who is no longer with AUD.

S. No	Name of Students / Enrolment No	Date of Registration	RAC Members	Remarks
1	Anna Sinha/ S185DEC02	6.8.2018	Dr. Parag Waknis (Supervisor) Dr. Arindam Banerjee (Co-supervisor) Dr. Dipa Sinha Dr. Satyaki Roy	Anna Sinha has completed 5 years of PhD and was given extension as women candidate in the 64th SCR meeting. Her synopsis has been passed, she has completed her field work and she is working on chapter drafts. She has requested that given the advanced stage in which her thesis is, Dr. Arindam Banerjee continue to be on her RAC as co-supervisor. The programme committee discussed her case and decided to reconstitute her RAC with Dr. Parag Waknis as supervisor and Dr. Arindam Banerjee as co-supervisor. The other two members of the RAC remain the same.
2	Akanksha Yadav/ S195DEC02	1.8.2019	Dr. Parag Waknis (Supervisor) Dr. Arindam Banerjee (co-	Akanksha Yadav is starting her 5th year of PhD in Monsoon 2023. Her synopsis has been passed, she

			supervisor) Dr. Dipa Sinha Dr. Indranil Mukhopadhyay	has completed her field work and she is working on chapter drafts. She has requested that given the advanced stage in which her thesis is, Dr. Arindam Banerjee continue to be on her RAC as co-supervisor. The programme committee discussed her case and decided to reconstitute her RAC with Dr. Parag Waknis as supervisor and Dr. Arindam Banerjee as co-supervisor. The other two members of the RAC remain the same.
3.	Ravi Gupta/ S205DEC04	17.11.2021	Dr. Jyotirmoy Bhattacharya (supervisor), Dr. Robin Singhal and Dr. Ishan Anand (external member)	This student has completed his course work and is currently working on drafting his synopsis. The programme committee discussed his case and decided to reconstitute his RAC with Dr. Jyotirmoy Bhattacharya as his supervisor, in place of Dr. Arindam Banerjee. The other two RAC members remain the same.

While considering the item, the SCR resolved that in case the external Co-supervisor meets the eligibility criteria for supervision, the requirement of NOC from an external co-supervisor should not be made mandatory.
In view of this. the SCR resolved to recommend changes in the supervisor allocation and RAC reconstitution of the students tabled above.

10.2 To consider and note the RAC re-constitution for the following students, in whose RACs Dr. Arindam Banerjee, was an internal RAC member.

S.No	Name of Students / Enrolment No	Date of Registration	RAC Members	Remarks
1.	Neha/ S205DEC02	21.11.2021	Dr. Krishna Ram Dr. Dipa Sinha Prof. Babu P. Ramesh	Dr. Dipa Sinha in place of Dr. Arindam Banerjee, as discussed by the programme committee
2.	Aishwarya R S195DEC01	01/08/2019	Dr. Dipa Sinha (Supervisor) Dr. Parag Waknis Dr. Arindam Banerjee (external member) Dr.Deepita Chakravarty (external member)	This student has almost completed her thesis and is expected to make her pre-submission presentation soon. The programme committee proposed that for the sake of continuity, Dr. Arindam Banerjee remain in the RAC as an additional external member. Dr. Parag Waknis has been added to the RAC as internal member
3.	Mansi Mehta S185DEC04	01/08/2018	Dr. Dipa Sinha (Supervisor) Dr. Krishna Ram Dr. Nandini Nayak (external member)	This student was granted extension as a woman student in the 64th SCR. She lost her father during Covid-19 and due to her changed circumstances has faced some delays. In her case, Dr. Arindam Banerjee is replaced by Dr. Krishna Ram. The other members remain the same
4.	Divya Sharma/	1.8.2018	Dr. Jyotirmoy Bhattacharya	This student is nearing

	S185DEC03		Dr. Parag Waknis Dr. Arindam Banerjee (external member) Dr. Satyaki Roy (external member)	completion of her thesis and is expected to make her pre-submission presentation soon. In her case, there were already four members in the RAC including Dr. Arindam Banerjee. It is proposed that the RAC remains the same, with the only change being that Dr. Arindam Banerjee is now present as an external member.

The SCR took note of the RAC re-constitution of the student tabled above.

10.3 To consider and note the RAC constitution for the following students of the PhD 2021 batch.

S. No.	Name of Student/ Enrollment ID	Date of Registration	RAC Members
1	Baisakhi Mondal S215DEC01	14.09.2022	Dr. Jyotirmoy Bhattacharya (Supervisor) Dr. Dipa Sinha Dr. Deepita Chakravarty (external member)

The SCR took note of the constitution of RAC of the student tabled above.

10.4 To note the successful PhD Pre-Submission presentation of the following student:

S.No	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	Date of Pre-submission presentation
1	Shivani Yadav/ S185DEC06	01.08.2018	Role of Caste Bias and Prejudice in Inter-Group Health Inequities:	09.08.2023

			A Study Based on Primary Survey in EtawahDistrict of Utter Pradesh, India	

The SCR took note of successful PhD Pre-Submission presentation of the Ms. Shivani Yadav (S185DEC06) .

10.5 To note the successful synopsis defence by Ms. Bhoomika Mann (Enrolment Number: S195DEC03, Date of Registration: 01.08.2019).
She presented her synopsis titled "A Longitudinal Analysis of Gender Wage Gap in Urban India"before the RAC and the Economics faculty members on 3rd August 2023. The synopsis was approved and deemed passed.

The SCR took note of the successful defence of synopsis titled "A Longitudinal Analysis of Gender Wage Gap in Urban Indi" ***by Ms. Bhoomika Mann (Enrolment Number: S195DEC03)***

10.6 To consider and note that Ms. Sonam Kumari (S215DEC03, Date of Registration: 24.09.2023) has rejoined on 18.07.2023 after completion of maternity leave.

The 60th SCR meeting recommended extension of six-month registration period as applicable under the provisions of the 2017 Regulations beyond the normal period of registration (Agenda item 10.3, 60th SCR). She will undertake her coursework with the new batch of students who will be admitted soon.

The SCR took note of the re-joining of Ms. Sonam Kumari (S215DEC03) in the PhD programme with effect from 18-07-2023 after availing of maternity leave.

10.7 To consider and note that Ms. Priya Jindal (S205DEC03), Date of Registration: 16.11.2021) has rejoined on 24.07.2023 after completion of their maternity leave.

She was granted maternity leave vide resolution in 61st SCR meeting (Agenda item 10.4), "as admissible under clause 12 (V) of AUD 2017 regulation". She has completed all her coursework requirements except the compulsory Research Ethics course. The RSC recommended that the extension in her period of registration be noted and she be asked to do the remaining course whenever it is offered. In the meanwhile, she will continue working on her synopsis.

The SCR took note of the re-joining of Ms. Priya Jindal (S205DEC03), in the PhD programme with effect from 24.07.2023 after availing of maternity leave.

10.8 To consider and note the results of the coursework of the following student of the PhD Economics 2021 batch (admitted in 2022)

S.No	Name&Enrollment Number	Date of Registration	Course work completed during the second semester
1	Ms. Baishakhi Mondal (S215DEC01)	14.09.2022	**Second Semester:** Guided Reading (SLS3EC201): 4 credits (A only) Guided Study (SLS3EC202): 4 credits (A only) **First Semester:** Research Methods-1 (SLS3EC101): 2 credits (A only) Mathematical Methods Track 2 (SLS3EC132): 2 credits (A only) Econometrics Track 1 (SLS3EC111): 2 credits (A minus) Econometrics Track 3 (SLS3EC113): 2 credits (A only) Research and Publication Ethics (UNI300101): 2 credits (A only)

The SCR took note of the coursework completion of the PhD scholar as tabled above.

B. History

10.9 To consider and note the RAC Constitution for the following students of the PhD History 2021 batch.

S. No.	Name of Student/ EnrollmentNo.	Date of Registration	Supervisor	RAC Members
1	Navratan (S215DHS03)	14.09.2022	Prof Dhirendra Dangwal	Dr Yogesh Jain Dr Manish Jain, SES (External Member)
2	Sri Harsha Sai Matta (S215DHS08)	14.09.2022	Dr. Yogesh Jain	Dr Shailaja Menon Dr Rajan Krishnan (External Member)
3	Amartyajyoti Basu (S215DHS01)	14.09.2022	Dr. Dhiraj Kr Nite	Prof Dhirendra Dangwal Dr RinjuRasaily(External Member)

4	Shuchi Agrawal (S215DHS07)	20.09.2022	Dr. Dhiraj Kr Nite	Prof. Dhirendra Dangwal Dr Kanwal Anil (External Member)
5	Lalit Kumar (S215DHS02)	14.09.2022	Prof. Dhirendra Dangwal	Dr Dhiraj Kumar Nite Dr Mayank Kumar, Associate Professor from IGNOU (External Member)

The SCR took note of RAC Constitution of the PhD History 2021 batch as tabled above.

10.10 - To consider and note the successful PhD pre-submission presentation for the following student

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor /RAC Members	Date of Pre-submission	Discussion/Comments and Suggestions from RAC
1	Debasree Dhar S185DHS01	14.08.2018	Dr. Dhiraj Kumar Nite (Supervisor) Prof. Dhirendra Datt Dangwal Dr.RinjuRasaily	15 June 2023	The RAC recommended that the student may prepare her final thesis and submit in next three months.

The SCR took note of successful PhD pre-submission presentation of Ms Debasree Dhar (S185DHS01).

10.11 – To consider note the successful submission of PhD thesis by the following student

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor /RAC Members	Date of submission	Title of Dissertation
1	Debasree Dhar S185DHS01	14.08.2018	Dr. Dhiraj Kumar Nite (Supervisor) Prof. Dhirendra Datt Dangwal Dr.RinjuRasa	1 August 2023 (pre-submission date: 15 June 2023)	Capitalism and the Dynamics of State Welfare: the deprivation of the working people in an Indian coalfield 1946-72

			ily	(Date of synopsis defence: 13.01.2021	

The SCR took note of the submission of PhD thesis of Ms Debasree Dhar (S185DHS01).

10.12 - To consider and note the six-monthly progress reports of the following PhD students for the period January to June 2023.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion /Comments and Suggestions from RAC
1	Chandrika Das/ S195DHS01	13.8.2019	Dr. Dharitri Narzary (Supervisor) Dr. Manjeet Baruah Dr. Dhiraj Kumar Nite	Jan-June 2023	16.6.2023	The scholar's progress was deemed satisfactory

The SCR took note of the Six monthly progress (January to June 2023) reports of student tabled above

C. Mathematics

10.13- To consider and note the details of PhD pre-submission reported in the previous SCR meeting. It was reported in the previous RSC meeting the following three students successfully made their PhD Pre-Submission presentations and duly forwarded to the SCR.

The SCR in its 64th meeting resolved, "*The SCR resolved that the complete details (Date of Registration, etc.) of the students should be placed on records. The item may be reported again along with requisite details in the next SCR meeting.*". Therefore, this agenda is brought again with the requisite details.

S.No	Name of the Student/ Enrollment No.	Date of Registration	Title of PhD Dissertation	Date of Pre-submission presentation
1	Ashutosh/S185DMA02	26.07.2018	On Prime Rings having Differential Identities	16.05.2023

2	Nisha/ S195DMA02	07.08.2019	Traffic Flow Modeling and Prediction	19.05.2023
3	Manoj Kumar/S185DMA03	30.07.2018	Traffic Congestion Modeling and Prediction	16.05.2023

The SCR took note of the successful PhD pre-submission presentation of students as tabled above.

10.14- To consider and note that the following students have submitted their PhD dissertations

S.No	Name of the Student/ Enrollment No.	Date of Registration	Supervisor/RAC Members	Title of PhD Dissertation	Date of - Submission presentation
1	Ashutosh/ S185DMA02	26.07.2018	Dr. Balchand Prajapati Prof. Geetha Venkataraman Dr. Ramneek Khassa Dr. Anuj Bishnoi (External Expert	On Prime Rings having Differential Identities	Submission date: 29.06.2023 (pre-submission date:16.05.2023) (Date of synopsis defence:19.01.2022)
3	Manoj Kumar/ S185DMA03	30.07.2018	Dr. Kranti Kumar Dr. Pranay Goswami Dr.Mradul Veer Singh Dr. Durvesh Kumar Verma (External Expert)	Traffic Congestion Modeling and Prediction	Submission date 31.06.2023 (pre-submission date:16.05.2023 (Date of synopsis defence:20.01.2022)

The SCR took note of the PhD thesis submission by the students as tabled above.

10.15 To consider and note that that Ms. Nisha/ S195DMA02 has secured a permanent appointment in PGDAV college. She has submitted an NOC from her present place of employment.

The SCR took note of the submission of NOC.

10.16 To consider and note the six-monthly progress reports of the following PhD students for the period Jan. 2023- June 2023.

S.No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion /Comments and Suggestions from RAC
1	Prashun Kumar/ S195DMA01	07.8.2019	Prof. Geetha Venkataraman (Supervisor) Dr. A Satyanarayan Reddy Dr. Balchand Prajapati Dr.Ramneek Khassa	Jan-June 2023	25.5.2023	The scholar's progress was deemed satisfactory.
2	Bhawna/ S205DMA02	20.11.2021	Dr. Pranay Goswami (Supervsior) Dr. Jitendra Kumar Dr.Mradul Veer Singh Dr. Kranti Kumar	Jan-June 2023	29.5.2023	-Do-
3	Kuldeep/ S205DMA03	24.11.2021	Dr. Pranay Goswami (Supervisor) Dr. Arun Choudhary Dr.Mradul Veer Singh	Jan-June 2023	26.5.2023	-Do-

The SCR took note of the Six monthly progress (January to June 2023) reports of student tabled above.

D. Sociology

10.17 To consider and note the reconstitution of RAC for the following students (see note below table for details).

S. No.	Name and Enrolment number	Date of Registration	RAC Members	Remarks
1	Shahana/ S195DSC03	26.07.2019	Prof. Rukmini Sen (Supervisor) Dr.RinjuRasaily Prof. Farhana Ibrahim (External Member)	Dr.RinjuRasaily will now be the internal member in the RAC.
2	Priya Darshani/ S185DSC03	14.08.2018	Prof. Rukmini Sen (Supervisor) Prof. Niharika Banerjea (Co-Supervisor) Dr. Urfat Anjem Mir Dr. Anandini Dar (External Member)	In the interest of the student, the RAC recommended that Prof. Niharika Banerjea continue as co-supervisor on the committee. Following such a request, Prof. Niharika Banerjea has submitted an NOC from the O.P.Jindal Global University.

Note: It was reported in the previous RSC meeting that the RAC has been constituted for the following students, whose supervisor earlier was Dr. Niharika Banerjea. This was duly forwarded to the SCR. The SCR in its 64th meeting resolved, "*The SCR resolved that the complete details (Date of Registration etc) of the students should be placed on records. Further in case of Dr Niharika Banerjea NOC from her current employer may also be obtained for consideration. The item may be brought again along with requisite details in the next SCR meeting.*" Therefore, this agenda is brought again with the requisite details.

The SCR took note of the* reconstitution of RAC *of students tabled above.

10.18 To consider the request of Mr. Abhik Bhattacharya (Registration Number: S185DSC01 and Date of Registration: 13.08.2018) for six-months extension to be considered on an emergency basis as he is facing some unanticipated delay and his five-year registration period is due to end soon.

The student has completed most of his thesis writing and other requirements for thesis submission.He needs a little more time to do the final corrections and formatting. RAC has recommended extension as per clause 12 (V) of the AUD Regulations 2017. The RSC agreed to forward the recommendation to the SCR.

The SCR resolved and recommend six-month extension in registration period with effect from the day of completion of five year registration period.

10.19 To consider the request of Mr. Manas Raturi (Registration Number: S185DSC02 and Date of Registration: 13.08.2018) for six-months extension to be considered on an emergency basis as he is facing some unanticipated delay and his five-year registration period is due to end soon.

The RAC has recommended extension as it is satisfied the scholar's progress and he has completed 80% of his writing.RAC has recommended extension as per clause 12 (V) of the AUD Regulations 2017.The RSC agreed to forward the recommendation to the SCR.

The SCR resolved to recommend six-month extension in registration period with effect from the day of completion of five year registration period

10.20 To consider and note the allocation of supervisors for the following students of the 2021 batch (admitted in 2022). It was also reported that the full RAC will be constituted and reported in the next meeting.

S. No	Name of Student/Enrollment Number	Date of Registration	Supervisor
1	Jahnvi Dwivedi/ S215DSC03	15.09.2022	Dr. Bidhan Chandra Dash
2	Jitender Kumar/ S215DSC04	14.09.2022	Dr. Snigdha Vishnoi
3	Niki Rai/ S215DSC06	14.09.2022	Dr.RinjuRasaily
4	Shivani Choudhary/ S215DSC07	24.09.2022	Prof. Rukmini Sen
5	Vipan Kumar/ S215DSC08	15.09.2022	Dr. Snigdha Vishnoi
6	Zaira Rahim/ S215DSC09	14.09.2022	Prof. Rukmini Sen

The SCR took note of the supervisor allocation and advised that RAC may be constituted for the students tabled above.

10.21 To consider the request of Ms. Yaminie Sharma (Registration Number: S185DSC05, Date of Registration: 10.08.2018) in accordance to 2017 PhD regulation, Section 12, clause (v), which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for PhD". The RAC has reported that her work has been progressing satisfactorily and there has been some delay on account of her getting permanent job in a university.

The SCR resolved to recommend two year relaxations in accordance to Dr B R Ambedkar University 2017 PhD regulation, Section 12, clause (v), which states that, "Women candidates and Persons with Disability (more than 40 % disability) may be allowed relaxation (or extra time) of 2 years for Ph.D." provided the period of relaxation does not exceed the maximum period of registration admissible to women candidates.

10.22 To note the pre-submission presentation of PhD thesis for the following student:

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor /RAC Members	Date of Pre-submission	Discussion/Comments and Suggestions from RAC
1	Virendra Kumar/ S175DSC10	08.07.2017	Dr. Bidhan Chandra Dash Dr. Manish Jain Prof. Vivek Kumar (External Expert) Dr. Anirban Sengupta	14.06.2023	The RAC recommended that the student may prepare his final thesis and submit in next three months.

The SCR took note of the PhD pre-submission presentation by Mr Virendra Kumar (S175DSC10).

10.23 To note the successful submission of PhD thesis for the following student:

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor /RAC Members	Date of submission	Title of Dissertation
1	Virendra Kumar/ S175DSC10	08.07.2017	Dr. Bidhan Chandra Dash Dr. Manish Jain Prof. Vivek Kumar (External Expert) Dr. Anirban Sengupta	Submission date:28.07.2023 (pre-submission date: 14 June 2023) (Date of synopsis defence:28.	Higher Education in India: An Analysis of Caste Matrix

The SCR took note of submission of PhD thesis of Mr Virendra Kumar (S175DSC10).

10.24 To note the submission of PhD Thesis of the following students.

S.No	Name and Enrolment ID of the PhD Scholar	Date of Registration	Date of Submission	Thesis Title	Supervisor
1	Abhilasha Chattopadhyay/ S175DSC01	09.08.2017	08.05.2023	Examining Marriage through Mediation Process; Study of Matrimonial Disputes in Delhi	Prof. Rukmini Sen
2	Ratna Bharti Bhamidipati/ S185DSC04	13.08.2018	28.04.2023	About Region and Making of Migrant Subjectivities: A Study of Dharmaj	Prof. Rukmini Sen

Note: It was reported in the previous RSC meeting that the following students have submitted their PhD thesis. This was duly forwarded to the SCR. The SCR in its 64th meeting resolved, "*The SCR resolved that the complete details (Date of Registration. etc.) of the students should be placed on records. The item may be brought again along with requisite details in the next SCR meeting.*" Therefore, this agenda is brought again with the requisite details. The date of registration has been added.

The SCR took note of submission of PhD thesis of students as tabled above.

10.25- To note that the student Ms. Yaminie Sharma (Registration Number: S185DSC05, Date of Registration: 10.08.2018) has given an application for discontinuation of her JRF as she has secured a permanent job. Her application may be forwarded to the Student Services immediately. The RSC also recommended that she should be asked to submit an NOC from her present employer if she wishes to continue.

The SCR resolved to recommend discontinuation of JRF and further advised that the student may be asked to submit NOC for consideration.

10.26- To consider and note the six-monthly progress reports of the following PhD students for the period Jan. 2023- June 2023.

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Period for the month of	Date of RAC Meeting	Discussion /Comments and Suggestions from RAC
1	Abhik Bhattacharya/ S185DSC01	13.8.2018	Dr. Urfat Anjem Mir (Supervisor) Dr. Farhana Ibrahim Dr. Bidhan Chandra Dash	Jan-June 2023	31.5.2023	The scholar's progress was deemed satisfactory.
2	Devika Singh Shekhawat/ S195DSC01	08.08.2023	Dr.RinjuRasaily (Supervisor) Prof. Rana P. Behal Dr. Preeti Sampat	Jan-June 2023	13.6.2023	-do-
3	Shahana/ S195DSC03	08.08.2023	Prof. Rukmini Sen (Supervisor) Dr.RinjuRasaily Prof. Farhana Ibrahim	Jan-June 2023	20.06.2023	-do-
4	Abhishek Chandra/ S205DSC04	27.11.2021	Dr. Urfat Anjem Mir (Supervisor) Prof. Shiv Kumar Gupta Dr. Santosh K. Singh	Jan-June 2023	24.05.2023	-do-
5	Saahil Shokeen/ S205DSC09	28.4.2023	Dr. Bidhan Chandra Dash (Supervisor) Prof. Sarbeswar	Jan-June 2023	28.05.2023	-do-

			Sahoo Dr. Santosh K. Singh			
6	Manas Raturi/ S185DSC 02	14.8.2023	Dr.RinjuRasaily (Supervisor) Prof. Harish Naraindas Dr. Urfat Anjem Mir	Jan-June 2023	5.06.2023	-do-
7	Dhiraj Singha/ S195DSC 02	13.08.2019	Dr. Bidhan Chandra Dash (Supervisor) Prof. Padmanabh Samarendra Dr. Priyasha Kaul	Jan-June 2023	08.08.2023	The scholar's progress was deemed satisfactory.
8	Chitra/ S205DSC 08	28.11.2021	Dr.RinjuRasaily (Supversior) Dr. Snigdha Vishnoi Dr. Anirban Sengupta	Jan-June 2023	13.06.2023	-Do-

The SCR took note of the Six monthly progress reports of students tabled above.

School of Vocational Studies

Item no: 11: No Agenda Item Received

Item no: 12: . Report of the committee constituted to frame reguslation part time PhD programme

Subsequent to adoption of UGC regulations 2022 regarding minimum standards and procedures for award of PhD Degree, a committee constituted to frame Regulations for Part time PhD prograame within the framework of the UGC regulations 2022.The report of the committee is given below:

PhD Part-time Regulations Committee

Minutes of Meeting held on 31 July 2023

The meeting was attended by:

1. Dr. Nitin Malik, Registrar
2. Professor Satyaketu Sankrit, Chairperson SCR
3. Professor Kartik Dave, Dean Planning & Dean SBPPSE
4. Dr. Santosh Singh, Dean Student Services & Dean SLS
5. Dr. Gunjan Sharma, Assistant Professor SES
6. Dr. Anshu Gupta (co-opted member), Assistant Professor SBPPSE

The following were discussed and agreed:

1. There will be one single PhD Regulation document for the University comprising both the PhD full-time and part-time related stipulations based on UGC (Minimum Standards and Procedures for Award of Ph.D. Degree) Regulations 2022.
2. PhD through part-time mode will be strictly governed by the provisions of UGC (Minimum Standards and Procedures for Award of Ph.D. Degree) Regulations 2022, for the part-time mode.
3. It was decided that the following excerpt based on the UGC PhD Regulations 2022, section 13 on page 13, will be integrated in the University's PhD Regulation:
   PhD through Part-time Mode:

   (1) PhD through part-time mode will be permitted, provided all the conditions stipulated in these Regulations are fulfilled.
   (2) The candidate applying for the part-time mode shall obtain a "No Objection Certificate" from the appropriate authority in the organization where the candidate is employed, clearly stating that:
      i. The candidate is permitted to pursue studies on a part-time basis.
      ii. His/her official duties permit him/her to devote sufficient time for research.
      iii. If required, he/she will be relieved from the duty to complete the course work.
   (3) Notwithstanding anything contained in these Regulations or any other law, for the time being in force, no PhD programme shall be conducted through distance and/or online mode.

4. It was agreed that the minutes will be submitted for the consideration of the SCR in its next meeting.

After detailed deliberation the SCR resolved that the committee constituted for framing regulation for part time PhD programme may be requested to share detailed guidelines for conducting the Part time PhD programme.

The SCR further resolved that given the diversity of the academic programme of AUD requiring distinct paedogical practices, the committee may co-opt members from Academic programme which have specific requirement to deliberate and submit comprehensive recommendation. The committee may specifically make recommendation with regard to the following.

- ***The modalities of Course work requirements, and the mode of offering course work.***
- ***Attendance requirement/ contact hours with supervisor during the period of registration and any other recommendation vital for making the par time programme successful without compromising on the requirement of rigour and quality of scholarship***

Item no 13. Any other item:

While deliberating on the question of clarifications sought by the respective programmes and the situation wherein the SCR requires further interpretation of any provisions of the regulations for want of clarity due to any reason, it was resolved that any such matters of clarification / interpretations of regulations should be referred to URDC for advice.

School of Letters
साहित्य अध्ययन पीठ

बारहवीं अध्ययन मंडल की बैठक का कार्यवृत्त (BoS) : 12th BOS Minutes, SOL.

दिनाँक – 01/09/2023 को साहित्य अध्ययन पीठ द्वारा बारहवीं अध्ययन मंडल बैठक का आयोजन अपराह्न 12:00 बजे से किया गया। अध्ययन मंडल बैठक के मुख्य विषय इस प्रकार रहे :-

1. एम.ए (हिंदी) कार्यक्रम के आगामी सत्र में दो नए पाठ्यक्रमों 'भारतीय ज्ञान परम्परा : अवधारणा और सिद्धांत' तथा 'भारतीय ज्ञान परम्परा : व्यवहार और वैचारिकी' को शामिल करना।
2. एम.ए. (हिंदी) में पढ़ाए जाने वाले कुछ पाठ्यक्रमों जैसे - हिंदी का आधुनिक कथा साहित्य, भारतीय एवं पाश्चात्य काव्यशास्त्र तथा आधुनिक हिंदी कविता को दो अलग -अलग पाठ्यक्रम में परिवर्तित करने का सुझाव।
3. 4 से 8 क्रेडिट के मूक कोर्स को एम. ए (हिंदी) विद्यार्थियों के लिए अनिवार्य करना।
4. एम. ए. (हिंदी) कार्यक्रम को 64 क्रेडिट से 96 क्रेडिट में परिवर्तित करने का प्रस्ताव।

बैठक में बाह्य विशेषज्ञ के रूप में प्रो. आलोक भल्ला (अंग्रेजी, ई.एफ.एल.यू, हैदराबाद), प्रो. नवीन चन्द्र लोहानी (हिंदी, चौधरी चरण सिंह वि.वि.मेरठ), प्रो. सदानंद भोसले (हिंदी, सावित्री बाई फुले पुणे यूनिवर्सिटी) शामिल हुए। वहीं विश्वविद्यालय की तरफ से बीओएस अध्यक्ष के रूप में प्रो. सत्यकेतु सांकृत, अधिष्ठाता, साहित्य अध्ययन केंद्र तथा सदस्यों के रूप में प्रो. गोपाल जी प्रधान, डॉ. डायमंड ओबेरॉय वहाली, डॉ. शाद नावेद (डिप्टी डीन, एसओएल), डॉ. महेन्द्र प्रजापति, डॉ. गीता पाण्डेय डॉ. अनंत विजय पालीवाल, डॉ. निकिता जैन, मुख्य रूप से शामिल थे।

सर्वप्रथम साहित्य अध्ययन पीठ के अधिष्ठाता प्रो. सत्यकेतु सांकृत ने बैठक की औपचारिक शुरुआत की और विषय से सम्बंधित मुद्दों को विशेषज्ञों और सदस्यों के समक्ष प्रस्तुत किया। एम.ए. हिंदी के कार्यक्रम समन्वयक डॉ. महेन्द्र प्रजापति ने भारतीय ज्ञान परम्परा से सम्बंधित दोनों पाठ्यक्रमों को समिति के समक्ष प्रस्तुत करते हुए वर्तमान समय में इस पाठ्यक्रम की महत्ता एवं प्रासंगिकता से सदस्यों को अवगत कराया। तत्पश्चात डॉ. गीता पाण्डेय, डॉ. अनंत एवं डॉ. निकिता ने एम. ए. हिंदी में पढ़ाए जाने वाले अन्य पाठ्यक्रमों को संशोधन सहित समिति के सदस्यों के समक्ष प्रस्तुत किया। एम. ए. (हिंदी) के सभी प्रस्तावित एवं संशोधित पाठ्यक्रमों एवं रूपरेखा पर विचार- विमर्श के बाद बाह्य विशेषज्ञों एवं अध्ययन मण्डल के सदस्यों ने अपनी स्वीकृति प्रदान की।

आगामी सत्र हेतु प्रस्तावित पाठ्यक्रम :-

1. भारतीय ज्ञान परम्परा - अवधारणा और सिद्धांत (प्रथम सत्र)
2. भारतीय ज्ञान परम्परा - व्यवहार और वैचारिकी (द्वितीय सत्र)

संशोधित पाठ्यक्रम :-

1. हिंदी कहानी
2. हिंदी उपन्यास
3. आधुनिक हिंदी कविता (छायावाद तक)
4. आधुनिक हिंदी कविता (छायावादोत्तर)
5. भारतीय काव्यशास्त्र
6. पाश्चात्य काव्यशास्त्र

बैठक का समापन प्रो. सत्यकेतु सांकृत ने धन्यवाद ज्ञापन के साथ किया।

प्रो. सत्यकेतु सांकृत
अधिष्ठाता, साहित्य अध्ययन पीठ

डॉ० गीता पांडेय गीता
डॉ. महेन्द्र प्रतापति
डॉ. निकिता जैन
डॉ. अनंत विजय पालीवाल

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भारतीय ज्ञान परंपरा (2).docx
30K

Prema Kumari <prema@aud.ac.in> Fri, Sep 1, 2023 at 11:26 AM
To: alok bhalla <alokbhalla45@gmail.com>, नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>
Cc: Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>

Dear All,
The BoS meeting will start at 12 noon. Sorry for the inconvenience caused.

Regards
Prema
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alok bhalla <alokbhalla45@gmail.com> Fri, Sep 1, 2023 at 12:08 PM
Reply-To: alokbhalla45@gmail.com
To: Prema Kumari <prema@aud.ac.in>

Please call when you are ready to start the meeting.

[Quoted text hidden]

Prema Kumari <prema@aud.ac.in> Tue, Dec 5, 2023 at 9:39 AM
To: alok bhalla <alokbhalla45@gmail.com>, नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>
Cc: Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>

Dear All,
Good Morning!
Please find attached the 12th BOS meeting minutes for the approval. If any changes are required please let me know.

Regards
Prema
SOL office
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12th BoS.pdf
432K

Prof. Sadanand Bhosale <skbhosale3131@gmail.com>
To: prema@aud.ac.in
Tue, Dec 5, 2023 at 9:39 AM

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नवीन चन्द्र लोहनी <nclohani@gmail.com>
To: Prema Kumari <prema@aud.ac.in>
Cc: alok bhalla <alokbhalla45@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>
Tue, Dec 5, 2023 at 12:13 PM

Approved.

[Quoted text hidden]

JOY PACHUAU <jpachuau@jnu.ac.in>
To: नवीन चन्द्र लोहनी <nclohani@gmail.com>
Cc: Prema Kumari <prema@aud.ac.in>, alok bhalla <alokbhalla45@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>
Wed, Dec 6, 2023 at 7:07 AM

Approved.

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Shad Naved <shad@aud.ac.in>
To: Prema Kumari <prema@aud.ac.in>
Cc: alok bhalla <alokbhalla45@gmail.com>, नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>
Wed, Dec 6, 2023 at 9:21 AM

Endorsed.

Shad

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Shad Naved
Assistant Professor
Comparative Literature
Dr B.R. Ambedkar University Delhi

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lok bhalla <alokbhalla45@gmail.com>
eply-To: alokbhalla45@gmail.com
Wed, Dec 6, 2023 at 9:50 AM

To: Prema Kumari <prema@aud.ac.in>

Approved.
Alok Bhalla
[Quoted text hidden]

Amit Singh <amit@aud.ac.in> Wed, Dec 6, 2023 at 9:08 PM
To: Shad Naved <shad@aud.ac.in>
Cc: Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Diamond Oberoi Vahali <diamond@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, JOY PACHUAU <jpachuau@jnu.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Prema Kumari <prema@aud.ac.in>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, alok bhalla <alokbhalla45@gmail.com>, jpachuau@mail.jnu.ac.in, नवीन चन्द्र लोहनी <nclohani@gmail.com>

Endorsed!
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Diamond Oberoi Vahali <diamond@aud.ac.in> Wed, Dec 6, 2023 at 10:35 PM
To: Amit Singh <amit@aud.ac.in>
Cc: Shad Naved <shad@aud.ac.in>, Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, JOY PACHUAU <jpachuau@jnu.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Prema Kumari <prema@aud.ac.in>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, alok bhalla <alokbhalla45@gmail.com>, jpachuau@mail.jnu.ac.in, नवीन चन्द्र लोहनी <nclohani@gmail.com>

I approve the minutes.
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11th BOS minutes

School of Letters

11th BOS Meeting minutes

ग्यारहवीं अध्ययन मंडल की बैठक का कार्यवृत्त (BoS)

दिनाँक – 27/04/2023 को साहित्य अध्ययन केंद्र द्वारा ११वी अध्ययन मंडल बैठक का आयोजन पूर्वाह्न 11:00 बजे से किया गया | 11वीं अध्ययन मंडल बैठक का मुख्य विषय था :-

1. बी.ए (हिंदी) कार्यक्रम के पांचवें एवं छठे सत्र के सभी अनिवार्य एवं वैकल्पिक पाठ्यक्रमों का प्रस्तुतीकरण :-

5th Semester courses

अनिवार्य पाठ्यक्रम
1. भारतीय काव्यशास्त्र
2. हिंदी की साहित्यिक पत्रकारिता

अनुशासन आधारित वैकल्पिक (D S E-1)
3. लोक साहित्य
4. अस्मितामूलक विमर्श और हिंदी साहित्य

अनुशासन आधारित वैकल्पिक (D S E-2)
5. प्रवासी साहित्य
6. राष्ट्रीय काव्यधारा

6th semester Courses

अनिवार्य पाठ्यक्रम
1. पाश्चात्य काव्यशास्त्र
2. भाषा विज्ञान और हिंदी भाषा

अनुशासन आधारित वैकल्पिक (D S E-3)
3. तुलसीदास
4. प्रेमचंद
5. लघु शोध प्रबंध (Dissertation Work)

बैठक में बाह्य विशेषज्ञ के रूप में प्रो. आलोक भल्ला (अंग्रेजी, ई.एफ.एल.यू, हैदराबाद), प्रो. नवीन चन्द्र लोहानी (हिंदी, चौधरी चरण सिंह वि.वि.मेरठ), प्रो. सदानंद भोसले (हिंदी, सावित्री बाई फुले पुणे यूनिवर्सिटी) शामिल हुए विश्वविद्यालय की तरफ से बीओएस सदस्य के रूप में प्रो.गोपाल जी प्रधान, डॉ. डायमंड ओबेरॉय बहाली, डॉ अमित सिंह, डॉ. शाद नावेद, डॉ.गीता पाण्डेय, डॉ. महेंद्र प्रजापति, डॉ. निकिता जैन, डॉ. अनंत विजय पालीवाल, डॉ.अम्बिका राम, डॉ. रुबीना सैफी, डॉ. शत्रुघ्न मिश्रा, डॉ. श्रवण कुमार, श्री विजय यादव एवं श्री सुनील कुमार यादव मुख्य रूप से शामिल थे |

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सर्वप्रथम साहित्य अध्ययन केंद्र के अधिष्ठाता प्रो. सत्यकेतु सांकृत (अध्यक्ष, बी.ओ.एस) ने बैठक की औपचारिक शुरुआत की और विषय से सम्बंधित मुद्दों को विशेषज्ञों और सदस्यों के समक्ष प्रस्तुत किया। इसके पश्चात् बी.ए (हिंदी) कार्यक्रम के पांचवें एवं छठे सत्र के अनिवार्य एवं अनुशासन आधारित वैकल्पिक पाठ्यक्रमों को बाह्य विशेषज्ञों के समक्ष प्रस्तुत किया गया। प्रस्तावित पाठ्यक्रमों पर विचार-विमर्श के बाद उपस्थित सभी बाह्य विशेषज्ञों ने अपनी संस्तुति प्रदान की।

बैठक का समापन प्रो. सत्यकेतु सांकृत ने धन्यवाद ज्ञापन के साथ किया।

Discussion of MA CL programme document

1. Discussion on the Research Methods and Ethics course: Inclusion of readings on the teaching of English literature diachronically, such as the teaching of Keats by C.F. Andrews.
2. Clarify module on the making of Indian Literature as a CompLit category.
   - Give more visibility to South Indian texts and contexts.
   - Another possible dimension of CompLit research and study could be the Silk Route and its literatures.
3. Some readings relating to folklore, visual texts and oral ethnography could be introduced in the RME course, such as Alice Walker's "The Unglamorous But Worthwhile Duties of the Black Revolutionary Artist, or of the Black Writer who Simply Works and Writes" in *In Search of a Mother's Gardens: Womanist Prose*
4. Writings from Marathi and Kannada which have been translated into English, such as *Says Tuka* by Dilip Chitre could also be introduced to students in the methodology component of the course.
5. Conversion narrative and literatures, such as Jesuits' translation of Bible stories into Marathi using the *abhang* form of Eknath (*Krista Purana* by Thomas Stevens) could be a valuable addition to this course and become a separate elective in the future.

Decisions:

1. The Board of Studies unanimously approved the "Research Methods & Ethics" course with the above stated suggestions and comments.
2. The minor typographical changes in the year 1 of the programme document were approved and incorporated in the MA Programme document.
3. The year 2 programme structure of Masters in Comparative Literature was approved in its entirety and incorporated in the Programme Document and recommended for further approval.

Prof. Satyaketu Sankrit
Dean, SOL

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Member present

Dr. Geeta Pandey - Geeta

VIJAY YADAV - Vijay

Dr. Shatrughna Kr. Mishra

Dr. Anant Vijay Paliwal

SUNIL KUMAR YADAV

Dr. Nikita Jain

डॉ. महेन्द्र प्रजापति

Dr. Rubina Saifi

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Prema Kumari <prema@aud.ac.in>

th BOS Meeting SOL : Agenda item along with the supporting documents.

Prema Kumari <prema@aud.ac.in> Fri, May 26, 2023 at 2:45 PM
To: alok bhalla <alokbhalla45@gmail.com>, नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>, "Prof. Satyaketu Sankrit" <satyaketu@aud.ac.in>, Gopalji Pradhan <gopalji@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>
Cc: "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Dean SOL <deansol@aud.ac.in>

Dear All,
Good Afternoon!
Please find attached the 11th Board of Studies, draft minutes of the School of Letters, held on 27th April,2023 at Kashmere Gate campus. All the BOS members are requested to kindly give your approval for the further proceedings.
Thanks in advance.

Warm regards
Prema
SOL office

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11th BOS minutes.docx
23K

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11th BOS Meeting SOL : Agenda item along with the supporting documents.

12 messages

Prema Kumari <prema@aud.ac.in> Wed, Apr 26, 2023 at 5:00 PM
To: alok bhalla <alokbhalla45@gmail.com>, नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>

Dear All,
Good Afternoon!
This is a gentle reminder for tomorrow's 11th BOS meeting of the School letters.
Please find herewith the agenda item along with the supporting documents.
The meeting will start at 11 AM and the venue for the meeting is Committee room-02 (room no-5), kashmere gate campus.
All the BOS members are requested to kindly be on time.

Thanks
Prema
SOL office

13 attachments

- 11th BOS agenda.docx 15K
- MA in Comparative Literature document.pdf 199K
- Year 2 Programme Structure of Masters in Comparative Literature.pdf 176K
- तुलसीदास.docx 23K
- हिन्दी की साहित्यिक पत्रकारिता (1).docx 27K
- लोक साहित्य.docx 27K
- भाषा विज्ञान और हिंदी भाषा (1).docx 31K
- प्रवासी साहित्य.docx 29K
- _पाश्चात्य_काव्यशास्त्र.docx 38K
- भारतीय काव्यशास्त्र.docx 22K
- अस्मितामूलक विमर्श और हिन्दी साहित्य-सिलेवस.docx 38K
- Premchand - DSE.docx 21K

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Rashtriya Kavyadhra - DSE.docx
16K

alok bhalla <alokbhalla45@gmail.com>
Reply-To: alokbhalla45@gmail.com
To: Prema Kumari <prema@aud.ac.in>
Wed, Apr 26, 2023 at 7:0

Dear Prema,
Sorry to bother you so late. But will it be possible for your office to book an Uber taxi to pick me up from my place at 10.0
and later drop me back. That would save both of us billing and taxation. Thanks.
My address is:
B 28, Second Floor, Kailash Colony
New Delhi.
Cell: 9654031813
We live very near Summer Fields School.
Bet wishes,
Alok Bhalla

[Quoted text hidden]

Prema Kumari <prema@aud.ac.in>
To: alok bhalla <alokbhalla45@gmail.com>, नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>, "Prof. Satyaketu Sankrit" <satyaketu@aud.ac.in>, Gopalji Pradhan <gopalji@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>
Cc: "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Dean SOL <deansol@aud.ac.in>
Fri, May 26, 2023 at 2:45 P

Dear All,
Good Afternoon!
Please find attached the 11th Board of Studies, draft minutes of the School of Letters, held on 27th April,2023 at Kashmere Gate campus. All the BOS members are requested to kindly give your approval for the further proceedings.
Thanks in advance.

Warm regards
Prema
SOL office

[Quoted text hidden]

11th BOS minutes.docx
23K

Prof. Sadanand Bhosale <skbhosale3131@gmail.com>
To: prema@aud.ac.in
Fri, May 26, 2023 at 2:46 PM

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f. Sadanand Bhosale
OD & Professor,
Dept. of Hindi,
Savitribai Phule Pune University, Pune- 07
Mobile No. 9822980668
E-Mail : skbhosale3131@gmail.com

--

Regards

Prof. Sadanand Bhosale
HOD & Professor,
Dept. of Hindi,
Savitribai Phule Pune University, Pune- 07
Mobile No. 9822980668
E-Mail : skbhosale3131@gmail.com

Programme Coordinator MA in Comparative Literature. <pcmacl@aud.ac.in> Fri, May 26, 2023 at 2:54 PM
To: Prema Kumari <prema@aud.ac.in>

Dear Prema,

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I. The Decisions section of the MA in Comparative Literature minutes, please remove the word "of" in decision number
It should read as "approved the ..." without the "of" in between.

The minutes read fine otherwise. I am not a BOS member, so my "approval" is not required. But writing in to correct the sentence. Thanks.
[Quoted text hidden]

alok bhalla <alokbhalla45@gmail.com>
Reply-To: alokbhalla45@gmail.com
To: Prema Kumari <prema@aud.ac.in>
Cc: नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>, "Prof. Satyaketu Sankrit" <satyaketu@aud.ac.in>, Gopalji Pradhan <gopalji@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Dean SOL <deansol@aud.ac.in>
Fri, May 26, 2023 at 3:07 PM

Approved. Alok Bhalla
[Quoted text hidden]

Gopalji Pradhan <gopalji@aud.ac.in>
To: alokbhalla45@gmail.com
Cc: Prema Kumari <prema@aud.ac.in>, नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>, "Prof. Satyaketu Sankrit" <satyaketu@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Dean SOL <deansol@aud.ac.in>
Fri, May 26, 2023 at 8:04 PM

Approved.
G
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--
Dr. Gopalji Pradhan
School of Letters
Ambedkar University, Delhi
Lothian Road
Kashmere Gate
Delhi-110006

Amit Singh <amit@aud.ac.in>
To: Gopalji Pradhan <gopalji@aud.ac.in>
Cc: Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Diamond Oberoi Vahali <diamond@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, JOY PACHUAU <jpachuau@jnu.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Prema Kumari <prema@aud.ac.in>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, "Prof. Satyaketu Sankrit" <satyaketu@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, alokbhalla45@gmail.com, jpachuau@mail.jnu.ac.in, नवीन चन्द्र लोहनी <nclohani@gmail.com>
Sat, May 27, 2023 at 10:16 PM

Approved. Thanks!
[Quoted text hidden]

JOY PACHUAU <jpachuau@jnu.ac.in>
To: Amit Singh <amit@aud.ac.in>
Cc: Gopalji Pradhan <gopalji@aud.ac.in>, Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Diamond Oberoi Vahali <diamond@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>, Hindi Faculty
Sun, May 28, 2023 at 9:07 PM

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, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Prema Kumari
@aud.ac.in>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, "Prof. Satyaketu Sankrit"
ketu@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, "Programme Coordinator MA in
parative Literature." <pcmacl@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, Shad Naved
ad@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, alokbhalla45@gmail.com, jpachuau@mail.jnu.ac.in, नवीन चन्द्र लोहनी
hani@gmail.com>

Approved.
Thank you.

Joy
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--

Joy LK Pachuau
Professor
Centre for Historical Studies
Room No. 309
School of Social Sciences-III
Jawaharlal Nehru University
New Delhi 110067

Diamond Oberoi Vahali <diamond@aud.ac.in> Sun, May 28, 2023 at 9:30 PM
To: JOY PACHUAU <jpachuau@jnu.ac.in>
Cc: Amit Singh <amit@aud.ac.in>, Gopalji Pradhan <gopalji@aud.ac.in>, Dean SOL <deansol@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Prema Kumari <prema@aud.ac.in>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, "Prof. Satyaketu Sankrit" <satyaketu@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, Shad Naved <shad@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, alok bhalla <alokbhalla45@gmail.com>, jpachuau@mail.jnu.ac.in, नवीन चन्द्र लोहनी <nclohani@gmail.com>

Approved. Thanks.
[Quoted text hidden]

Shad Naved <shad@aud.ac.in> Mon, May 29, 2023 at 1:53 PM
To: Prema Kumari <prema@aud.ac.in>
Cc: alok bhalla <alokbhalla45@gmail.com>, नवीन चन्द्र लोहनी <nclohani@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali <diamond@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>, "Prof. Satyaketu Sankrit" <satyaketu@aud.ac.in>, Gopalji Pradhan <gopalji@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Dean SOL <deansol@aud.ac.in>

Approved.

Best,

Shad
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--

Shad Naved
Assistant Professor
Comparative Literature
Dr B.R. Ambedkar University Delhi

नवीन चन्द्र लोहनी <nclohani@gmail.com> Tue, May 30, 2023 at 7:26 AM
To: Shad Naved <shad@aud.ac.in>
Cc: Prema Kumari <prema@aud.ac.in>, alok bhalla <alokbhalla45@gmail.com>, "Prof. Sadanand Bhosale" <skbhosale3131@gmail.com>, JOY PACHUAU <jpachuau@jnu.ac.in>, jpachuau@mail.jnu.ac.in, Diamond Oberoi Vahali

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<diamond@aud.ac.in>, Kartik Dave <kartik@aud.ac.in>, Lawrence Liang <lawrence@aud.ac.in>, Amit Singh <amit@aud.ac.in>, Hindi Faculty <hindifaculty@aud.ac.in>, Programme Coordinator BA Hindi <pcbahindi@aud.ac.in>, Shelmi SanKhil <shelmi@aud.ac.in>, Sandeep R Singh <sandeeprsingh@aud.ac.in>, "Programme Coordinator MA in Comparative Literature." <pcmacl@aud.ac.in>, "Prof. Satyaketu Sankril" <satyaketu@aud.ac.in>, Gopalji Pradhan <gopalji@aud.ac.in>, Geeta Pandey <gpandey@aud.ac.in>, "Deputy Dean (SOL)" <dydeansol@aud.ac.in>, Dean SOL <deansol@aud.ac.in>

Approved.

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--

प्रो.नवीन चन्द्र लोहनी

संकायाध्यक्ष कला/ अध्यक्ष हिंदी विभाग,

चौधरी चरण सिंह विश्वविद्यालय मेरठ

पिन 250004 उत्तर प्रदेश भारत.

फोन- 0121 -2772455 मो न . 09412207200

nclohani@gmail.com / nclohani@yahoo.co.in

विजिटिंग प्रोफेसर: रवीन्द्र नाथ टैगोर चेयर, लौजान विश्वविद्यालय, स्विट्जरलैंड विजिटिंग प्रोफेसर: आई°सी°सी°आर° चेयर सांघाई अन्तरराष्ट्रीय अध्ययन विश्वविद्यालय, (सिसु SISU) चीन (प्रतिनियुक्ति पर भारतीय सांस्कृतिक संबंध परिषद्, विदेश मंत्रालय, भारत सरकार)

नामित सदस्य : सदस्य, राजभाषा समिति, अल्पसंख्यक कार्य मंत्रालय, नई दिल्ली (2014 से 2019)

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MA Hindi Courses
12th BOS Approved

School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

MA (Hindi) Hons.

Time Slot-Monsoon semester

Course Code: TBD

Title: भारतीय ज्ञान परंपरा: अवधारणा और सिद्धांत

Type of Course: Core

Cohort for which it is compulsory: MA Honours Hindi

Cohort for which it is elective: MA Honours Hindi

No of Credits: 4

Semester and Year Offered: Monsoon semester 2023-24

Course Coordinator and Team: Hindi Faculty

Email of course coordinator:

Pre-requisites: None.

Aim:

इस पाठ्यक्रम में भारतीय ज्ञान परंपरा का समग्रता में अध्ययन किया जाएगा। इसमें भारतीय आचार्यों द्वारा ज्ञान अर्जन हेतु प्रतिपादित विभिन्न चिंतन, दर्शन व सिद्धांतों पर परिचयात्मक रूप से विचार किया जाएगा। यह पाठ्यक्रम विद्यार्थियों को प्राचीन चिंतकों, दार्शनिकों व आचार्यों द्वारा प्रतिपादित एक दीर्घ परंपरा से अवगत कराएगा। भारतीय ज्ञान परंपरा के इस

पाठ्यक्रम में सामाजिक और आध्यात्मिक चिंतन के उद्भावक आचार्यों से लेकर उनके संग्रहकर्ता आचार्यों, व्याख्याताओं और टीकाकारों के महत्वपूर्ण योगदानों से विद्यार्थी अवगत हो सकेंगे। इस पाठ्यक्रम के जरिए विद्यार्थियों में भारतीय ज्ञान परंपरा के परिचय के साथ एक सुचिंतित बोध विकसित करने में मदद मिलेगी। यह पाठ्यक्रम भारत और उसकी सुदीर्घ ज्ञान परंपरा को समझने का व्यापक दृष्टिकोण विकसित करने में मदद करेगा।

Course Outcomes:

- विद्यार्थी भारतीय ज्ञान परंपरा व दर्शन परंपरा से परिचित हो सकेंगे।
- भारतीय ज्ञान परंपरा में निबद्ध विभिन्न ग्रंथों, शिक्षण संस्थाओं और उनसे जुड़े सिद्धांतों की समझ विकसित होगी।
- भारतीय दार्शनिकों और उनसे जुड़े ज्ञान दर्शनों के आधार पर एक परिचयात्मक समझ विकसित कर सकेंगे।
- विद्यार्थियों में एक सृजनात्मक व रचनात्मक दृष्टिकोण विकसित होगा।

Brief description of modules/ Main modules:

माड्यूल-1

इस पाठ्यक्रम में भारतीय ज्ञान परंपरा को एक स्वतंत्र इकाई के रूप में चिन्हित कर उस पर चिंतन और मनन किया गया है। भारतीय चिंतन की एक समृद्ध परंपरा के चलते इसकी कई कोटियां उपस्थित रही हैं। चिंतन और सृजन की इन विभिन्न कोटियों के कारण भारतीय ज्ञान परंपरा का अध्ययन हमेशा से एक महत्वपूर्ण प्रश्न रहा है। भारतीय ज्ञान परंपरा के इन विषयों को समय-समय पर आचार्यों ने विभिन्न रूपों में प्रस्तुत किया है। अतः इस मॉड्यूल में, छात्र

भारतीय ज्ञान परंपरा की अवधारणा को समझते हुए भारतीय शिक्षण पद्धति के विषय में विभिन्न आचार्यों के मत और उनके द्वारा प्रतिपादित सिद्धांतों से परिचित हो सकेंगे। साथ ही वेद, वेदांग और उपनिषद आदि प्रायोगिक व तार्किक ग्रंथों के जरिए विद्यार्थियों में एक बौद्धिक समझ विकसित करने का प्रयास किया जाएगा।

निर्धारित विषय :

भारतीय ज्ञान परंपरा-
1- अवधारणा
2- चार वेद नाम व संक्षिप्त परिचय
3- छः वेदांग - (शिक्षा, व्याकरण, निरुक्त, छंद, ज्योतिष, कल्प) संक्षिप्त परिचय
4- ग्यारह उपनिषद- नाम व संक्षिप्त परिचय
5-अठारह पुराण- नाम व संक्षिप्त परिचय

माड्यूल-2

यह माड्यूल भारतीय ज्ञान परंपरा के महत्वपूर्ण दर्शनों पर केंद्रित है। यह विदित है कि भारतीय ज्ञान के महत्व, वैविध्य और उसके अनुपालन को लेकर विभिन्न चिंतकों और आचार्यों ने अपने कई महत्वपूर्ण मत प्रस्तुत किए हैं। इन मतों ने तत्कालीन सामाजिक व्यवस्था से लेकर शिक्षण व्यवस्था तक को प्रभावित किया। इस मॉड्यूल के अंतर्गत छात्र इन मतों के जरिए तत्कालीन समाज में उपस्थित विभिन्न दर्शनों और उसके महत्व से परिचित हो सकेंगे। साथ ही इन दर्शनों से उत्सर्जित शिक्षा और शिक्षण पद्धतियों की महत्ता का ज्ञान भी छात्र इस मॉड्यूल के अंतर्गत प्राप्त कर सकेंगे।

निर्धारित विषय :

प्राचीन प्रमुख भारतीय दर्शन: सिद्धांत व संक्षिप्त परिचय

1. चार्वाक, जैन, बौद्ध, न्याय- वैशेषिक
2. सांख्य ,योग और अद्वैत
3. पूर्व मीमांसा और उत्तर मीमांसा

माड्यूल 3

प्रस्तुत मॉड्यूल में विद्यार्थी प्राचीन भारतीय गुरुकुल व्यवस्था से परिचित हो सकेंगे। विभिन्न विषयों के अध्ययन और अध्यापन के ये केंद्र न केवल भारत में अपितु वैश्विक स्तर पर भी एक मत्वपूर्ण स्थान रखते थे। अतः इस मॉड्यूल के अंतर्गत इन गुरुकुलों के परिचय के साथ उनके तत्कालीन महत्व को उद्घाटित करने का प्रयास किया जाएगा जिससे छात्र प्राचीन भारतीय शिक्षण पद्धति और उसकी विशेषता को समझ सकेंगे। इस मॉड्यूल का मुख्य उद्देश्य इन अध्ययन केंद्रों के जरिए भारतीय ज्ञान परंपरा की थाती का एक संपूर्ण और समृद्ध अध्ययन छात्रों को प्रदान करना है।

निर्धारित विषय :

प्राचीन भारतीय गुरुकुल व्यवस्था

नालंदा, तक्षशिला, विक्रमशिला, वल्लभी, उदंतपुरी, मिथिला, कांची, पुष्पगिरी, नागार्जुनकोंडा, शरदापीठ, उज्जयिनी आदि।

माड्यूल-4

प्रस्तुत माड्यूल में पुरुषार्थ चतुष्टय का परिचय देते हुए मनुष्य जीवन में उसके सैद्धान्तिक तथा प्रायोगिक रूप से परिचित करवाया जाएगा। ज्ञान विवेचना में प्रमुख पौराणिक ग्रंथों के महत्व और उनमें अंतर्निहित संदेशों का परिचय भी छात्र इस मॉड्यूल के अंतर्गत प्राप्त करेंगे। साथ ही ज्ञान को विज्ञान और समाज से जोड़ने का जो चिरंतन प्रयास इन ग्रंथों में दर्ज है, उसकी एक समग्र समझ विकसित करने का प्रयास इस मॉड्यूल के अंतर्गत किया जाएगा।

निर्धारित विषय :

धर्म, अर्थ और समाज

1. चार पुरुषार्थ: धर्म, अर्थ, काम, मोक्ष - परिभाषा और संक्षिप्त परिचय।
2. प्रमुख ग्रंथ- संक्षिप्त परिचय : रामायण, महाभारत, श्रीमद्भगवदगीता, अर्थशास्त्र।

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%

3	End Term Exam	As per AUD Academic Calendar	50%

Reading List:

1) भारतीय चिंतन परंपरा : नए आयाम, नई दिशाएं - कृष्णदत्त पालीवाल, सस्ता साहित्य मंडल।

2) भारतीय दर्शन - सर्वपल्ली राधा कृष्णन, राजपाल।

3) भारतीय दर्शन का इतिहास - S.N. दास गुप्ता, राजस्थान हिंदी ग्रंथ अकादमी।

4) भारतीय दर्शन की रूपरेखा - एम. हिरिन्ना, राजकमल।

5) भारतीय चिंतन - रांगेय राघव, किताब महल।

6) भारतीय चिंतन परंपरा - के. दामोदरन, P.P.H.

7) भारतीय ज्ञान परंपरा: सिद्धांत एवं व्यवहार
प्राचीन शिक्षा पद्धति, डॉ. सुरेन्द्र झा, आशुतोष प्रकाशन, लखनऊ, 2004
8) वैदिक साहित्य एवं संस्कृति, डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी।
9) भारतीय शिक्षा का इतिहास तथा समस्याएँ, डॉ. सीताराम जायसवाल, प्रकाशन केन्द्र लखनऊ।
10) भारतवर्ष वैदिक कालीन शिक्षा पद्धति, आचार्य लक्ष्मीचन्द्र, संजय प्रकाशन, दिल्ली, 1997
11) भारतीयता की पहचान, विद्यानिवास मिश्र, वाणी प्रकाशन, 2008
12) चिन्मय भारत (आर्ष चिंतन के बुनियादी सूत्र), कुबेरनाथ राय, हिंदुस्तानी एकेडमी, इलाहाबाद, 2006
13) भारतीय दर्शन, बलदेव उपाध्याय, चौखम्भा ओरियन्टालिया, वराणसी, 1976
14) इशादि नौ उपनिषद् (शांकरभाष्य), गीता प्रेस गोरखपुर, 2021
15) छान्दोग्य उपनिषद्, गीता प्रेस, गोरखपुर, 2019

16) वृहदारण्यक उपनिषद्, गीता प्रेस, गोरखपुर, 2019



School of Letters
Dr. B. R. Ambedkar University Delhi
Course Outline
M.A.(Hindi)

Time Slot- 2nd (Winter Semester)

Course Code: TBD

Title : भारतीय ज्ञान परंपरा : व्यवहार और वैचारिकी

Type of Course: Core Course
No of Credits: 4
Semester and Year Offered - Winter Semester 2024-25
Course Coordinator : Prof. Satyaketu Sankrit, Dr. Geeta Pandey, Dr. Mahendra Prajapati
Email of course coordinator:

Aim:
स्नातकोत्तर प्रथम सत्र के विद्यार्थी भारतीय ज्ञान परम्परा भाग -1 में विभिन्न भारतीय दर्शनों की अवधारणा एवं स्वरुप से परिचित हुए हैं। इसी पाठ्यक्रम की अगली श्रृंखला 'भारतीय ज्ञान परम्परा भाग -2' के अंतर्गत भारतीय शिक्षण प्रणाली, चिंतन पद्धति का संक्षिप्त अध्ययन अपेक्षित रहेगा।
भारतीय शिक्षा के इतिहास पर दृष्टिपात करने से ज्ञात होता है प्राचीन काल में शिक्षा का मूल उद्देश्य ज्ञान की प्राप्ति रहा है। इस उद्देश्य के अनुरुप शिक्षा का स्वरुप और विषय निर्धारित किये जाते थे। आज जरूरत है आध्यात्म को विज्ञान से, परमार्थ को व्यवहार से परंपरा को आधुनिकता से जोड़ते हुए वैयक्तिक सामाजिक एवं वैश्विक जीवन में समरसता के लिये एकता के सूत्र के खोजने की। प्रस्तावित पाठ्यक्रम का प्रमुख उद्देश्य है विद्यार्थियों को वेदों, उपनिषदों, स्मृतियों और भारत की प्राचीन जीवन शैली जानने के लिए प्रेरित करना क्योंकि

भारत ने पूरे विश्व को एक परिवार माना है और वसुधैव कुटुंबकम का दर्शन हमेशा से इसके मूल में रहा है।

Course Outcomes :-

1. विद्यार्थी प्राचीन भारतीय ज्ञान पद्धति से अवगत हो सकेंगे।
2. विद्यार्थी भारत के प्राचीन मूल्यों को यथोचित महत्त्व दे सकेंगे।
3. विद्यार्थियों की रचनात्मक एवं सृजनात्मक क्षमता एक नई दिशा में विकसित हो सकेगी।
4. राष्ट्रीय शिक्षा नीति एवं यूजीसी के अंतर्गत प्रस्तावित यह पाठ्यक्रम भविष्य में विद्यार्थियों के लिए लाभान्वित होगा।

माड्यूल -1

प्रस्तावित मॉड्यूल में भारतीय शिक्षा परंपरा के अंतर्गत प्राचीन भारत के विभिन्न आचार्य एवं चिंतकों का अध्ययन कराया जाएगा। इस मॉड्यूल के अंतर्गत चरक, सुश्रुत, आर्यभट्ट, वराहमिहिर, भास्कराचार्य, पाणिनि, पंतजलि, शंकरदेव, मैत्रेयी एवं गार्गी जैसे अनेक महान विद्वानों द्वारा प्रतिपादित सिद्धांतो का संक्षिप्त अध्ययन कराया जाएगा। इन विद्वानों द्वारा प्रतिपादित सिद्धांत वैश्विक स्तर पर मौलिकता के वाहक हैं।

निर्धारित पाठ -

भारतीय शिक्षण परंपरा: -

- चरक (चिकित्साशास्त्र)
- सुश्रुत (शल्य चिकित्सा)
- आर्यभट्ट (गणित)
- वराहमिहिर (खगोल)
- भास्कराचार्य (भौतिकी)
- पाणिनि (व्याकरण)
- पतंजलि (योग और व्याकरण)

- शंकरदेव (ललित कला)
- मैत्रेयी (दार्शनिक)
- गार्गी (ब्रह्मवादिनी)

माड्यूल 2

प्रस्तावित मॉड्यूल में विद्यार्थियों को भारतीय परम्परा एवं संस्कृति से सम्बद्ध जीवन शैली, नैतिक मूल्यों से परिचित कराने की कोशिश की जाएगी जिसका आधार पंचतंत्र (आचार्य विष्णुशर्मा), जातक कथाएँ (बौद्ध कथाएँ), हितोपदेश (नारायण पंडित), कथासरितसागर (आचार्य सोमदेव) जैसे ग्रन्थ रहेंगे। इन ग्रंथों में केवल नैतिक मूल्यों पर केंद्रित या आदर्शवादी कथा - कहानियाँ ही नहीं हैं बल्कि ये ग्रन्थ भारत की प्राचीन ज्ञान परम्परा का अमूल्य दस्तावेज हैं जिसमें भारतीय संस्कृति एवं सभ्यता के विभिन्न आयामों का रोचक ढंग से उल्लेख किया गया है। ये ग्रन्थ ज्ञान के विभिन्न स्त्रोतों सशक्त उदाहरण पेश करते हैं जिसके माध्यम से विद्यार्थी भारतीय मूल्यों के परिप्रेक्ष्य में एक नई समझ विकसित कर सकेंगे।

- पंचतंत्र - आचार्य विष्णु शर्मा
- जातक कथाएं - बौद्ध कथाएं
- हितोपदेश- नारायण पंडित
- कथासरित्सागर- आचार्य सोमदेव (संक्षिप्त परिचय)

माड्यूल 3

प्रस्तावित माड्यूल के अंतर्गत विद्यार्थियों को आधुनिक चिंतकों के विचारों और दर्शन से परिचित कराया जाएगा। भारतीय ज्ञान परम्परा में जितना स्थान प्राचीन ज्ञान परंपरा का है वही स्थान आधुनिक चिंतकों का भी है। इन चिंतकों ने प्राचीन परम्पराओं को अपनाते हुए भारतीय जीवन पद्धति के प्रति अपनी एक नई दृष्टि समाज के समक्ष प्रस्तुत की है। प्रस्तुत मॉड्यूल में प्रमुख आधुनिक

चिंतकों एवं विचारकों का अध्ययन अपेक्षित रहेगा ताकि विद्यार्थी प्राचीन भारतीय परम्परा से परिचित होते हुए आधुनिक भारतीय विचारों से अवगत हो सकें और दोनों में समन्वय स्थापित कर सकें।

निर्धारित पाठ -

प्रमुख आधुनिक चिंतक

- विवेकानंद
- महर्षि अरविंद
- स्वामी दयानंद सरस्वती
- राजा राममोहन राय
- रवीन्द्र नाथ टैगोर
- महात्मा गांधी
- डॉ. बी. आर. अम्बेडकर
- मदन मोहन मालवीय
- सहजानन्द
- बाल गंगाधर तिलक
- ईश्वरचंद्र विद्यासागर
- गणेश शंकर विद्यार्थी
- दीन दयाल उपाध्याय

माड्यूल 4

प्रस्तुत मॉड्यूल में आधुनिक पाठ के माध्यम से बदलती हुई भारतीय परम्परा एवं संस्कृति से विद्यार्थियों को अवगत कराया जाएगा। निर्धारित पाठ के आधार पर विद्यार्थियों को समाज, राजनीति, अर्थ, साहित्य, संस्कृति, नैतिक मूल्यों की बदलती हुई परिभाषा आदि से नए रूप में परिचित कराया जाएगा जिससे विद्यार्थी प्राचीन भारतीय ज्ञान प्रणाली एवं नई भारतीय ज्ञान परम्परा का न केवल तुलनात्मक अध्ययन करने में सक्षम हों बल्कि इसके प्रति अपनी एक स्पष्ट समझ और दृष्टि का निर्माण भी कर सकें।

निर्धारित पाठ :-

- संस्कृति के चार अध्याय - रामधारी सिंह दिनकर (भूमिका, भाग -1)
- संपत्तिशास्त्र - महावीर प्रसाद द्विवेदी (चुनिंदा अंश)
- हिन्द स्वराज - महात्मा गांधी
- जातिभेद का उच्छेद अंबेडकर (चुनिंदा अंश)
- कोलम्बो से अल्मोड़ा व्याख्यान - विवेकानंद (चुनिंदा अंश)
- धर्मपाल - रमणीय वृक्ष
- गुणाकर मुले - TBD
- श्री अरविन्द - भारतीय संस्कृत के मूलाधार

Assessment Details with Weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%

Reading List:-

1. संस्कृति के चार अध्याय - रामधारी सिंह दिनकर, लोकभारती प्रकाशन, दिल्ली, 2011
2. संपत्तिशास्त्र-महावीर प्रसाद द्विवेदी, epustkalya.com
3. हिंदी स्वराज - महात्मा गांधी, हिंदी पॉकेट बुक्स,2015
4. 4.जातिभेद का उच्छेद - डॉ बी. आर.अंबेडकर, epustkalya.com
5. कोलम्बो से अल्मोड़ा व्याख्यान - स्वामी विवेकानंद, epustkalya.com
6. इतिहास, समाज और परंपरा: धर्मपाल के आलेख, लक्ष्मीनारायण मित्तल (संकलन और संपादन), राष्ट्रीय पुस्तक न्यास, नई दिल्ली, 2022
7. भारतीय चिंतन परंपरा : नए आयाम, नई दिशाएं - कृष्णदत्त पालीवाल, सस्ता साहित्य मंडल।
8. भारतीय दर्शन - सर्वपल्ली राधा कृष्णन, राजपाल।
9. भारतीय दर्शन का इतिहास - S.N. दास गुप्ता, राजस्थान हिंदी ग्रंथ अकादमी।
10. भारतीय दर्शन की रूपरेखा - एम. हिरिन्ना, राजकमल।
11. भारतीय चिंतन - रांगेय राघव, किताब महल।
12. भारतीय चिंतन परंपरा - के. दामोदरन, P.P.H.
13. भारतीयता की पहचान, विद्यानिवास मिश्र, वाणी प्रकाशन, 2008
14. चिन्मय भारत (आर्ष चिंतन के बुनियादी सूत्र), कुबेरनाथ राय, हिंदुस्तानी एकेडमी, इलाहाबाद, 2006
15. भारतीय दर्शन, बलदेव उपाध्याय, चौखम्भा ओरियन्टालिया, वाराणसी,
16. संस्कृत साहित्य का इतिहास, बलदेव उपाध्याय, चौखम्भा प्रकाशन, वाराणसी
17. भारत सावित्री, वासुदेव शरण अग्रवाल, सस्ता साहित्य मंडल, 2011
18. विवेकानंद, रोमा रोलां, लोकभारती प्रकाशन, 2017

School of Letters

Ambedkar University Delhi

Course Outline

Time Slot: 2 Hours

Course Code:

Title: भारतीय काव्यशास्त्र

Type of Course: हिंदी

Cohort for which it is compulsory: एम. ए. (तीसरा सेमेस्टर)

Cohort for which it is elective: सभी अनुशासनों के एम. ए. के विद्यार्थी

No. of Credits: 4

Semester and Year Offered: Monsoon Semester, 2021

Course Coordinator: Prof. Satyaketu Sankrit, Dr. Mahendra Prajapati

Email of course coordinator: satyaketu@aud.ac.in & mprajapati@aud.ac.in

Pre-requisites: None

Course Objectives/Description:

पूर्व और पश्चिम दोनों जगहों पर काव्यशास्त्र पर इतना वृहद विचार होना यह साबित करता है कि काव्यकला को समुन्नत करने के लिए मनुष्य लंबे समय से चिंतन-मनन करता रहा है। कविता को केवल कवि प्रतिभा पर ही नहीं छोड़ दिया गया बल्कि कवि शिक्षा के माध्यम से उसके परिमार्जन का उपक्रम भी किया गया। यहां तक कि पाठक, स्रोता, दर्शक यानी सहृदय को भी सुरुचिसंपन्न बनाने के बारे में चिंतन उपलब्ध है। इस पाठ्यक्रम का उद्देश्य भारतीय काव्यशास्त्र की परंपराओं से विद्यार्थी को परिचित कराना है।

Course Outcomes:

1. भारतीय कविता को समझने के प्राचीन काव्य-सिद्धांतों का बोध विकसित करना।
2. काव्यात्मक सांस्कृतिक परम्परा का बोध पैदा करना।
3. विविध कलाओं पर लागू होने वाले एक जैसे सिद्धांत कलाओं की परस्पर संबद्धता को रेखांकित करते हैं। कलाओं की परस्पर संबद्धता का बोध पैदा करना।

Brief description of modules/ Main modules:

Module One:

इस मॉड्यूल में विभिन्न आचार्यों द्वारा कविता क्या है? किसके लिए है? और कविता के लक्षण क्या हैं जैसे प्रश्नों पर किये गये विचारों से विद्यार्थी को अवगत करायेंगे। तत्पश्चात रस, अलंकार, रीति, ध्वनि, वक्रोक्ति और औचित्य संप्रदाय के प्रमुख आचार्यों व उनके सिद्धांतों से विद्यार्थियों को परिचित करायेंगे। ये सभी संप्रदाय काव्य के अलग-अलग तत्वों को उसकी आत्मा मानकर काव्य का विवेचन करने पर जोर देते हैं। साथ ही इन संप्रदायों के दार्शनिक व सामाजिक आधार भी हैं। कक्षा में विद्यार्थी से इन आधारों की चर्चा भी की जायेगी।

निर्धारित विषय -

काव्य का स्वरूप
काव्य तत्व
काव्य सृजन की प्रक्रिया

Module Two:

इस मॉड्यूल में काव्य के चार मुख्य आयामों - काव्य लक्षण, काव्य हेतु, काव्य प्रयोजन, और काव्य गुण - का गहन अध्ययन करेंगे। प्रत्येक खंड काव्य के विविध पहलुओं को उजागर करता है और साहित्यिक कृतियों के मूल्यांकन और सृजन में महत्वपूर्ण योगदान देता है। काव्य में गुणवत्ता और सौंदर्य के मानदंडों को परिभाषित करने वाले तत्वों की चर्चा इस खंड में की जाएगी। शिल्प, अलंकार, रस, छंद, और भाषा के प्रयोग जैसे पहलुओं को विस्तार से समझाया जाएगा।

प्रत्येक खंड सिद्धांत और व्यवहारिक उदाहरणों के माध्यम से काव्य की समझ को गहराई से विकसित करेगा, साथ ही छात्रों को अपने स्वयं के काव्यात्मक विचारों और कृतियों को तैयार करने में सहायता प्रदान करेगा।

निर्धारित विषय

काव्य लक्षण
काव्य हेतु
काव्य प्रयोजन
काव्यगुण -काव्यदोष

Module Three

इस मॉड्यूल में विद्यार्थियों को काव्यशास्त्र की प्रमुख अवधारणाओं और सिद्धांतों से परिचित कराया जायेगा। रस निष्पत्ति का प्रश्न और साधारणीकरण की अवधारणा भारतीय काव्यशास्त्र की उस वृहद दृष्टि को सामने रखती हैं जो कला को केवल कलाकार का मसला नहीं समझती। यह कला के प्रभावी संप्रेषण के लिए रसिक या भावक की धारणा पेश करती है। यह दृष्टि काव्य के गुणों पर विचार करती है तो काव्य के दोषों की भी चर्चा करती है। भारतीय काव्यशास्त्र शब्द से अर्थ के बोध को निर्मित करने वाली शक्तियों पर भी विचार करता है और इसे शब्द शक्ति कहता है।
इस मॉडयूल में विद्यार्थी जिन धारणाओं से परिचित होंगे वे इस प्रकार हैं -

निर्धारित विषय

रस निष्पत्ति
साधारणीकरण
शब्द शक्ति

Module Four:

इस मॉड्यूल में हम हिंदी साहित्य के कुछ महत्वपूर्ण सिद्धांतों - अलंकार, रीति, ध्वनि, वक्रोक्ति, और औचित्य - का अध्ययन करेंगे। इस मॉड्यूल का उद्देश्य साहित्य में इन सिद्धांतों के अनुप्रयोग और उनके महत्व को समझाना है। इस मॉड्यूल के माध्यम से, छात्र साहित्यिक सिद्धांतों की गहरी समझ विकसित करेंगे और सीखेंगे कि कैसे ये सिद्धांत साहित्यिक कृतियों की रचना और विश्लेषण में महत्वपूर्ण भूमिका निभाते हैं।

निर्धारित विषय

अलंकार सिद्धांत
रीति सिद्धांत
ध्वनि सिद्धान्त
वक्रोक्ति सिद्धांत

औचित्य सिद्धांत

Assessment Details with weights:

S. No.	Assessment	Weightage
1.	Class Assignment	25%
2.	Class Presentation	25%
3.	Term Paper	50%

Reading List

भारतीय साहित्यशास्त्र- गणेश त्रयंबक देशपांडे

भारतीय काव्यशास्त्र की आचार्य परंपरा - राधावल्लभ त्रिपाठी

भारतीय काव्यशास्त्र-सत्यदेव चौधरी

रस मीमांसा – रामचंद्र शुक्ल

रस सिद्धांत – नगेंद्र

हिन्दी काव्यशास्त्र का इतिहास- भगीरथ मिश्र

School of Letters

Ambedkar University Delhi

Course Outline

Time Slot: 2 Hours

Course Code:

Title: पाश्चात्य काव्यशास्त्र

Type of Course: अनिवार्य

Cohort for which it is compulsory: एम. ए. हिंदी

Cohort for which it is elective: सभी अनुशासनों के एम. ए. के विद्यार्थी हेतु

No. of Credits: 4

Semester and Year Offered: Monsoon Semester,

Course Coordinator: Hindi Faculty

Email of course coordinator:

Pre-requisites: None

Course Objectives/Description:

Module 1

पाश्चात्य काव्यशास्त्र का आरंभ ग्रीक विचारकों प्लेटो और अरस्तु से माना जाता है। यद्यपि काव्य पर विचार करना उनका उद्देश्य न था फिर भी आदर्श राज्य पर विचार करते हुए उसमें कलाओं की स्थिति पर भी कुछ बातें कही हैं। पश्चिमी दर्शन की भाववादी परंपरा का आरंभ भी इन्हीं विचारकों से माना जाता है। इस मॉड्यूल में हम विद्यार्थी को प्लेटो के काव्य सिद्धांतों के साथ-साथ अरस्तू के अनुकरण सिद्धांत, विरेचन सिद्धांत से अवगत करायेंगे। -

- प्लेटो के काव्य संबंधी विचार
-अरस्तू का अनुकरण सिद्धांत
- विरेचन सिद्धांत

Module 2:

पश्चिम का रोमांटिक आंदोलन जिन सिद्धांतों पर विकसित हुआ उनमें विलियम वर्ड्सवर्थ का काव्यभाषा संबंधी सिद्धांत और सैम्युअल कॉलरिज का कल्पना और फैंटेसी संबंधी सिद्धांत प्रमुख है। इस मॉड्यूल में निम्नलिखित सिद्धांतों की चर्चा की जायेगी-

वर्ड्सवर्थ- काव्यभाषा सिद्धांत
कॉलरिज - कल्पना और फैंटेसी
त्रासदी विवेचन

Module 3:

पाश्चात्य काव्यशास्त्र पर टी.एस. इलियट और आई.ए. रिचर्ड्स के काव्य सिद्धांतों ने लंबे समय तक अपना प्रभाव बनाये रखा। इलियट ने निर्वैयक्तिकता और परंपरा के सिद्धांत के जरिये रोमांटिक दौर की वैयक्तिकता पर निर्णायक प्रश्न खड़े किये। वे वैयक्तिक प्रज्ञा को परंपरा के अविच्छिन्न प्रवाह में रखकर देखने का आग्रह करते हैं। इसी तरह रिचर्ड्स ने मूल्य, संप्रेषण और काव्यभाषा के प्रश्न को साहित्य के केन्द्र में खड़ा कर दिया। इस मॉड्यूल में निम्नलिखित सिद्धांतों पर चर्चा की जायेगी-

-टी.एस. इलियट- निर्वैयक्तिकता का सिद्धांत, परंपरा की अवधारणा

-आई.ए. रिचर्ड्स- मूल्य सिद्धांत, संप्रेषण सिद्धांत, काव्यभाषा सिद्धांत

Module 4:

पश्चिम के नयी समीक्षा आंदोलन ने साहित्य पर गहरा प्रभाव छोड़ा है । बाद में कविता के मूल्यांकन के लिए परंपरागत प्रतिमानों से अलग कुछ नयी धारणाओं ने भी विमर्श में केन्द्रीयता प्राप्त कर ली। इनमें बिम्ब, प्रतीक मिथक, फन्तासी और कल्पना आदि प्रमुख हैं। प्रस्तुत मॉड्यूल में निम्नलिखित सिद्धांतों एवं विषयों पर चर्चा की जायेगी:-

रूपवाद
नयी समीक्षा
बिम्ब
प्रतीक
मिथक
फैंटेंसी
कल्पना
स्वच्छंदतावाद
अभिव्यंजनावाद

Assessment Details with weights:

S. No.	Assessment	Weightage
1.	Class Assignment	25%
2.	Class Presentation	25%
3.	Term Paper	50%

Reading List:-

1. पाश्चात्य काव्यशास्त्र, देवेन्द्र नाथ शर्मा"
2. पाश्चात्य काव्यशास्त्र : इतिहास सिद्धांत और वाद - डॉ भगीरथ मिश्र
3. पाश्चात्य काव्यशास्त्र : डॉ. तारक नाथ बाली

4. पाश्चात्य काव्यशास्त्र : रामपूजन तिवारी
5. भारतीय साहित्यशास्त्र- गणेश त्रयंबक देशपांडे
6. भारतीय काव्यशास्त्र की आचार्य परंपरा - राधावल्लभ त्रिपाठी

School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

MA (Hindi)

Time Slot-Monsoon Semester

Course Code: TBD

Title: हिंदी कहानी

Type of Course: Core

Cohort for which it is compulsory: MA (Hindi)

Cohort for which it is elective: Except MA Hindi

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team: Prof. Satyaketu Sankrit

Email of course coordinator: satyaketu@aud.ac.in,

Pre-requisites: None

Aim:

प्रस्तुत पाठ्यक्रम में हिंदी कथा साहित्य विशेषकर आधुनिक हिंदी कहानी के जन्म की ऐतिहासिक-सामाजिक परिस्थितियों, विकास-यात्रा, प्रमुख प्रवृत्तियों, विचारधाराओं, कथा शिल्प आदि से विद्यार्थियों को परिचित कराया जाएगा ताकि वे समाज के विभिन्न पक्षों व आधुनिक समाज की जटिलताओं के प्रति संवेदनशील हो सकें। पाठ्यक्रम में सम्मिलित साहित्यिक कृतियों का उद्देश्य समाज में मामूली, साधारण, संघर्षशील विभिन्न पहलुओं के साथ साहित्य के संबंध को प्रकट करना होगा ताकि न्यायपूर्ण, आधुनिक व भेदभावहीन समाज की स्थापना के लिए चल रहे प्रयासों के प्रति गंभीरता को सुनिश्चित शिक्षण पद्धति के माध्यम से प्रोत्साहित किया जा सके।

Course Outcomes:

प्रस्तुत पाठ्यक्रम के माध्यम से विद्यार्थी आधुनिक हिंदी कहानी के इतिहास का आलोचनात्मक अध्ययन कर आधुनिक साहित्य की विकास यात्रा के प्रमुख पहलुओं का ज्ञान प्राप्त करेंगे। वे समाज के विविध घटकों, वर्गों, अस्मिताओं, सामाजिक स्तरों आदि के प्रति व्यापक संवेदनशील नजरिया ही नहीं विकसित करेंगे बल्कि वे अपने आगामी शोध व लेखन में इस ज्ञान का प्रयोग कर हिंदी के शोध-परिदृश्य को समृद्ध करने का कार्य करेंगे। वे ज्ञान, तर्क, वैचारिकी तथा साहित्य के अंतर्संबंधों पर विवेकवादी तरीके से सोचने के लिए स्वयं को तैयार कर सकेंगे।

Brief description of modules/ Main modules:

यह पाठ्यक्रम मुख्य रूप से दो मॉड्यूल पर केन्द्रित रहेगा -

माड्यूल 1: हिंदी कहानी का परिचय

प्रस्तावित मॉड्यूल का आरंभिक खंड आधुनिक हिंदी कहानी का विस्तृत परिचय प्रदान करेगा। यह मॉड्यूल विद्यार्थियों को हिंदी कहानी के उदय उसकी विशेषताओं के क्रमिक विकास व प्रमुख लेखकों व उनकी कृतियों का सर्वेक्षणी परिचय देगा। हिंदी साहित्य का विकास औपनिवेशिक स्थितियों, राष्ट्रवादी आंदोलनों, समाज सुधार की चेतना तथा नए मध्यवर्ग के उदय से प्रभावित रहा है। व्यवस्थित लेखन, फुटकर लेखन व छापामार आदि किस्म के लेखन ने कथासाहित्य की नींव रखने का काम किया है। इस खंड में 19वीं सदी के उत्तरार्ध में उत्पन्न परिस्थितियों के आलोक में हिंदी कथा साहित्य के विकास की रूपरेखा से विद्यार्थियों को परिचित कराया जाएगा और साथ ही बीसवीं सदी के विभिन्न चरणों में इस कथा साहित्य की परिवर्तनशील प्रवृत्तियों व विशेषताओं की जानकारी भी प्रदान की जाएगी ताकि वे अगले माड्यूल में, जिसमें हिंदी कहानी का पाठगत अध्ययन होना है, उसे विस्तृत ऐतिहासिक दृष्टिकोण से समझने के लिए स्वयं को तैयार कर सकें। कथा की विभिन्न शैलियों खासतौर पर सुधारवादी, रोमांटिक, ऐतिहासिक, राष्ट्रीयता से संबंधित, यथार्थवादी, को केंद्र में रखकर भी कथासाहित्य की विभिन्न प्रवृतियों का अध्ययन होगा। नवीन कहानी ने किस प्रकार से नए स्त्री-पुरुष की कल्पना, नई स्त्री की अवधारणा, नए समाज की परिकल्पना व इतिहास-अतीत से संबंधो को विकसित किया, इसका भी परिचय प्रदान किया जाएगा। साथ ही स्वतंत्रता के पश्चात् हिंदी कहानी को लेकर जितने भी आंदोलन साहित्य में सक्रिय रहे उन सभी आंदोलन से विद्यार्थियों को परिचित कराया जाएगा।

निर्धारित पाठ :-

1. हिंदी कहानी के उदय की ऐतिहासिक परिस्थितियां
2. हिंदी कहानी की विकास यात्रा
3. हिंदी कहानी और प्रमुख आंदोलन

माड्यूल 2:
हिंदी की आधुनिक कहानियां

प्रस्तुत माड्यूल में शामिल कहानियों के अध्ययन से बीसवीं सदी की मनुष्यता के समक्ष उत्पन्न सामाजिक-सांस्कृतिक उलझनों व चुनौतियों तथा उसके औदात्य व निकृष्टताओं के विभिन्न पहलुओं का अंतर्दृष्टिपूर्ण मूल्यांकन व समीक्षा संभव हो सकेगी। आधुनिक कहानी ने भारत जैसे कथाप्रधान देश में नई अंतर्वस्तु शिल्प व भाषा के स्तर पर किस प्रकार के नए प्रयोग किए तथा वे प्रयोग आधुनिकता के प्रोजेक्ट का किस प्रकार अनिवार्य हिस्सा बन रहे थे, इसका विवेचन व विश्लेषण किया जा सकेगा। समाज ने किस प्रकार से राष्ट्रीय स्तर पर विभिन्न त्रासदियों का सामना किया तथा परंपरा से किस प्रकार समाज की बहुपक्षीय मुठभेड़ हो रही थी, इन कहानियों के माध्यम से इसका प्रामाणिक बोध अर्जित किया जा सकेगा। विभिन्न किस्म के घरेलू परिवेश, संस्कृतियां, दिनचर्याएं, आर्थिक मुश्किलें, सम्मान-अपमान के प्रश्न, रोमांटिक भावबोध, जातपांत के स्थानीय तनाव, स्त्रीपक्ष इन कथाओं में उपस्थित हैं और कथाओं के पाठ से भारत के सांस्कृतिक-सामाजिक जीवन के विश्वसनीय चित्र उभरकर सामने आएंगे। उपन्यासों के अध्ययन के भांति कहानियों में भी लैंगिक वर्चस्व, जातिगत तनाव, राष्ट्रीयता के संकट तथा वर्गीय विभाजनों की कसौटी पर इन कहानियों का आलोचनात्मक पाठ

तैयार किया जा सकेगा। एक ओर समाज में परंपरा जैसी चीज से होने वाले द्वंद्व तथा दूसरी ओर आधुनिकता से विभिन्न किस्म के द्वंवों की संवादधर्मी पड़ताल की ओर विद्यार्थियों को उन्मुख किया जा सकेगा।

निर्धारित पाठ :

उसने कहा था (चंद्रधर शर्मा गुलेरी)

गुंडा (जयशंकर प्रसाद)

चंद्रदेव से मेरी बातें (राजेंद्र बाला घोष बंग महिला)

कफन (प्रेमचंद)

एक रात (जैनेंद्र)

पर्दा (यशपाल)

रोज (अज्ञेय)

त्रिशंकु (मन्नू भंडारी)

वापसी (ऊषा प्रियंवदा)

अमृतसर आ गया है (भीष्म साहनी)

परिंदे (निर्मल वर्मा)

मलबे का मालिक (मोहन राकेश)

कोसी का घटवार (शेखर जोशी)

हंसा जाई अकेला (मार्कंडेय)

राजा निरबंसिया (कमलेश्वर)

जिंदगी और जोक (अमरकांत)

तीसरी कसम (फणीश्वरनाथ रेणु)

पिता (ज्ञानरंजन)

घुसपैठिए (ओमप्रकाश वाल्मीकि)

मोहनदास (उदयप्रकाश)

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%

संदर्भ पुस्तकें :-

1.हिंदी कहानी का इतिहासः खंड -1 (1900-1950) गोपाल राय, राजकमल प्रकाशन, दिल्ली, 2008
2. हिंदी कहानी का इतिहासः खंड -2 (1951-1975) गोपाल राय, राजकमल प्रकाशन, दिल्ली, 2011.
3.हिंदी कहानी का इतिहासः खंड -1 (1976-2000) गोपाल राय, राजकमल प्रकाशन, दिल्ली, 2017.
4. कहानी, नई कहानी, नामवर सिंह, राजकमल प्रकाशन, नई दिल्ली, 2004
5. एक दुनिया समानांतर - राजेंद्र यादव, राधाकृष्ण प्रकाशन, नई दिल्ली, 2003
6. हिंदी कहानी का विकासः मधुरेश, राधाकृष्ण प्रकाशन, नई दिल्ली, 2003 4. हिंदी कहानी का इतिहासः गोपाल राय, राजकमल प्रकाशन, नई दिल्ली, 2008
7.नई कहानी की भूमिकाः कमलेश्वर, राजकमल प्रकाशन, नई दिल्ली, 2015 6. नई कहानी: संदर्भ और प्रकृति देवीशंकर अवस्थी, राजकमल प्रकाशन, नई दिल्ली, 2018
8. हिंदी साहित्य का इतिहासः रामचंद्र शुक्ल, लोकभारती प्रकाशन, इलाहाबाद, 2004
9. कहानी, समकालीन चुनौतियाः शंभू गुप्त, वाणी प्रकाशन, नई दिल्ली, 2014 3. अठारह उपन्यासः राजेंद्र यादव, राजकमल प्रकाशन, नई दिल्ली, 2008
10. कहानीकार प्रेमचंदः रचनादृष्टि और शिल्प शिवकुमार मिश्र, लोकभारती प्रकाशन, 2010
11 यथार्थवाद - शिवकुमार मिश्र, द मैकमिलन कंपनी आफ इंडिया, दिल्ली, 1983
12. हिंदी साहित्य का दूसरा इतिहास- बच्चन सिंह, राधाकृष्ण प्रकाशन, नई दिल्ली, 2018

School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

MA (Hindi)

Time Slot Winter Semester

Course Code: TBD

Title: हिंदी उपन्यास
Type of Course: Core

Cohort for which it is compulsory: MA (Hindi)

Cohort for which it is elective: Except MA Hindi

No of Credits: 4

Semester and Year Offered:

Course Coordinator and Team: Hindi Faculty

Email of course coordinator: satyaketu@aud.ac.in

Pre-requisites: None

Aim:
प्रस्तुत पाठ्यक्रम हिंदी विषय में स्नातकोत्तर स्तर के अध्यापन तथा स्कूल आफ लेटर्स (SOL) की अंतर्भाषी, अंतरानुशासनिक तथा तुलनात्मक साहित्यिक पद्धति के अनुरूप है। इसमें हिंदी उपन्यास के माध्यम से हिंदी समाज की सामाजिक ऐतिहासिक बनावट, अस्मितागत समस्याएं, राष्ट्रीय संकट को समाजशास्त्रीय परिप्रेक्ष्य में प्रस्तुत किया जा सकेगा। हिंदी उपन्यास में किस प्रकार समाज के विभिन्न वर्गों की अभिव्यक्ति हुई है, इसके बारे में विद्यार्थियों को सजग किया जाएगा। प्रस्तुत पाठ्यक्रम का प्रमुख उद्देश्य है साहित्य में जनजीवन की अभिव्यक्ति व उसकी ऐतिहासिकता के विषय में विद्यार्थियों को जानकारी प्रदान करना।

Course Outcomes:

प्रस्तुत पाठ्यक्रम के माध्यम से विद्यार्थियों को आधुनिक हिंदी कथा साहित्य के प्रमुख रूपों में से एक यानी प्रमुख आधुनिक हिंदी उपन्यासों से परिचित कराते हुए उन्हें भारत के विविधतापूर्ण परिवेश व जीवन स्थितियों से जोड़ने का कार्य किया जाएगा । भारत में आधुनिकता का आगमन बहुत जटिल बहुस्तरीय प्रक्रियाओं पर निर्भर रहा है तथा कथा साहित्य में उनकी विभिन्न प्रकार से अभिव्यक्ति हुई है। साहित्य में आधुनिकता का आधार उपनिवेशवादविरोधी संघर्ष सामंतवाद का विरोध जातिगत भेदभाव का विखंडन साधारण मनुष्य की कथा में स्थापना तथा गद्य के सामाजिक सरोकारों के विकास से जुड़ा हुआ है। गांव के साधारण किसान, नौजवान, बच्चे-बूढ़े, क्रांतिकारी समाज सुधारक, स्त्रियां, शिक्षक, नौकरीपेशा, कारीगर, मजदूर आदि समाज के सभी वर्गों की जो कथाएं हमारे साहित्य में हैं, उनमें अपने पाठकों

की कल्पनाशीलता व संवेदनशीलता को भव्यतम ऊंचाइयों पर पहुंचाने की अपार क्षमता है। उपन्यास साहित्य विभिन्न वर्गों की जीवन संबंधी चुनौतियों, संघर्षों, पराजयों व जीवट उत्साह के विस्तृत संसार के प्रति विद्यार्थियों को जिज्ञासु बनाएगा तथा उन्हें कालक्रम के अनुसार उपन्यास के बदलते सरोकारों तथा बदलते ढांचे से अवगत कराएगा।

Brief description of modules/ Main modules:

यह पाठ्यक्रम मुख्य रूप से दो मॉड्यूल पर केन्द्रित रहेगा -

माड्यूल 1: हिंदी उपन्यास का परिचय

प्रस्तुत मॉड्यूल में विद्यार्थियों को उपन्यास के उदय, उसके विकास, विशेषताओं आदि पहलुओं से परिचित कराया जाएगा। हिंदी साहित्य का विकास औपनिवेशिक स्थितियों, राष्ट्रवादी आंदोलनों, समाज सुधार की चेतना तथा नए मध्यवर्ग के उदय से प्रभावित रहा है। व्यवस्थित लेखन, फुटकर लेखन व छापामार आदि किस्म के लेखन ने कथासाहित्य की नींव रखने का काम किया है। प्रस्तुत मॉड्यूल में 19वीं सदी के उत्तरार्ध में उत्पन्न परिस्थितियों के आलोक में हिंदी साहित्य के विकास विशेषकर उपन्यास साहित्य की रूपरेखा से विद्यार्थियों को अवगत कराया जाएगा और साथ ही बीसवीं सदी के विभिन्न चरणों में उपन्यास साहित्य की परिवर्तनशील प्रवृत्तियों व विशेषताओं की जानकारी भी प्रदान की जाएगी। इसके अतिरिक्त आज़ादी के बाद हिंदी उपन्यास कैसे एक नए कलेवर के साथ प्रस्तुत होता है-कथावस्तु, शिल्प, सम्पूर्ण ढांचे में क्या -क्या परिवर्तन आते हैं, क्या नए प्रयोग हुए इन सब पहलुओं से भी विद्यार्थियों को परिचित कराया जाएगा।

निर्धारित पाठ :-

1. हिंदी उपन्यास के उदय की ऐतिहासिक परिस्थितियां
2. हिंदी उपन्यास की विकास यात्रा
3. स्वतंत्रता पश्चात् हिंदी उपन्यास : एक अवलोकन

माड्यूल 2:
हिंदी के आधुनिक उपन्यास

प्रस्तुत माड्यूल हिंदी के प्रधान उपन्यासों के गहन विश्लेषण, विवेचन आदि को संभव बनाने पर आधारित होगा। इन उपन्यासों के सघन पाठ के माध्यम से हिंदी उपन्यास में ग्रामीण जीवन की अभिव्यक्ति, स्वतंत्रता आंदोलन के प्रभाव, व्यक्तिवाद के विकास, सामाजिक समस्याओं की अभिव्यक्ति आदि की दिशा में शिक्षण कार्य को संपन्न किया जा सकेगा। छात्रों के भीतर साहित्यिक संवेदनशीलता को उत्पन्न करते हुए उन्हें उत्तर भारत के समाज की ऐतिहासिकता, घटनाओं-दुर्घटनाओं, हलचलों, उथलपुथल व जड़ताओं से जुड़े विविध प्रश्नों से जोड़ा जा सकेगा। उपन्यासों का एक बड़ा काम जीवन को महाकाव्यात्मक रूप से प्रस्तुत करना रहा है जिसमें चरित्र किसी विराट यथार्थ की अनुगूंज होते हैं। इसलिए उपन्यासों का पाठ जीवन की सूक्ष्म सचाइयों के साथ-साथ उसकी विशालता की दिशा में भी विद्यार्थियों को सोचने समझने तथा बहस में शामिल होने के लिए प्रवृत्त करेगा। आधुनिक समाज में जाति, जेंडर, वर्ग व क्षेत्र के सवालों पर संवेदनशीलता को दर्ज किया जा सकता है। साहित्यिक कृतियों के अस्मितावादी, हाशिए की वैचारिकी पर आधारित तथा पर्यावरण के दृष्टिकोण से आधारित पाठों पर विशेष बल दिया जाता है। इसे ध्यान में रखते हुए उपन्यासों की कथा को किसी निश्चित

व्याख्या या दृष्टिकोण के अधीन रखने के स्थान पर उन्हें विभिन्न किस्म की संवादी बहसों तथा विमर्श के लिए खोला जाएगा। उपन्यासों के अध्ययन में पाठगत अर्थों की बहुलता से विद्यार्थी को परिचित कराने पर भी विशेष ध्यान रखा जाएगा और वर्तमान सामाजिक परिवेश में उन कथाओं, चरित्रो, शिल्प की प्रासंगिकता को उभारा जा सकेगा। इसमें कुल मिलाकर दस उपन्यास प्रस्तावित किए जा रहे हैं जिनमें शिक्षक व विद्यार्थियों के बीच सहमति से 6 उपन्यासों का चयन किया जाएगा। विभिन्न सत्रों में उपन्यासों की दी गई सूची में से अलग उपन्यास चुनकर उन्हें शिक्षण कार्य के लिए उपयोग किया जाएगा। हिंदी में उपन्यासों की सुधारवादी, आदर्शवादी, मनोविश्लेषणात्मक यथार्थवादी, ऐतिहासिक उपन्यास, रोमांटिक उपन्यास, आंचलिक उपन्यास की पारंपरिक श्रेणियां रही हैं। इन श्रेणियों की ऐतिहासिकता से अवगत कराते हुए उपन्यास आलोचना के नए सिद्धांतों विशेषकर अस्मितावादी सिद्धांतों, उत्तर औपनिवेशिक सिद्धांतों, विखंडनवादी सिद्धांत, समाजशास्त्रीय पद्धित का भी उपन्यास के विवेचन- विश्लेषण में प्रयोग किया जाएगा।

निर्धारित पाठ:

1.रंगभूमि (प्रेमचंद)

2.त्यागपत्र (जैनेंद्र)

3.शेखर एक जीवनी, भाग-1 (अज्ञेय)
4.बाणभट्ट की आत्मकथा (हजारी प्रसाद द्विवेदी)

5.झूठा सच, भाग-1 (यशपाल)

6.तमस (भीष्म साहनी)

7.राग दरबारी (श्रीलाल शुक्ल)
8. मैला आंचल (फणीश्वरनाथ रेणु)
9.महाभोज (मन्नू भंडारी)
10.मित्रो मरजानी (कृष्णा सोबती)

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
3	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
4	End Term Exam	As per AUD Academic Calendar	50%

संदर्भ पुस्तकें :-

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2. मर्चेंट टेल्स एंड द इमरजेंस आफ द नावेल इन हिंदी वसुधा डालमिया, इकानमिक एंड पालिटिकल वीकली,43.3-49-60
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4. कसौटी पत्रिका का उपन्यास अंक- नंदकिशोर नवल (संपा)
5. आधुनिक हिंदी उपन्यास (दो खंड) - संपा- भीष्म साहनी, राजकमल प्रकाशन, नई दिल्ली, 2010.
6. हिंदी उपन्यास का इतिहास- गोपाल राय, राजकमल प्रकाशन, नई दिल्ली, 2000
7. उपन्यास और लोकजीवन- राल्फ फाक्स, पीपुल्स पब्लिशिंग हाउस, नई दिल्ली, 1957.
8. प्रेमचंद और उनका युगः रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली, 2001 6. रागदरबारी आलोचना की फांस रेखा अवस्थी, राजकमल प्रकाशन, नई दिल्ली, 2014.
9. अठारह उपन्यासः राजेंद्र यादव, राधाकृष्ण प्रकाशन, नई दिल्ली, 1999 8. उपन्यास और लोकतंत्र- मैनेजर पांडे, वाणी प्रकाशन, नई दिल्ली, 2011.
10. द थ्योरी आप नावेल- जार्ज लुकाच आकार बुक्स, नई दिल्ली, 2016
11. 14. हिस्टारिकल नावेल - जार्ज लुकाच, युनिवर्सिटी आफ नेबरास्का प्रेस, 1983
12. 15. रियलिज्म इन ट्वेंटीथ सेंचुरी नावेल, कोलोनियल डिफरेंस एंड लिटरेरी फार्म उलका अंजारिया, कैंब्रिज यूनिवर्सिटी प्रेस, कैंब्रिज, 2012.



School of Letters

Dr B. R. Ambedkar University, Delhi

MA Hindi

Winter Semester

Course Code - TBD
Programme(s) : **MA Hindi**
Course Title: हिंदी कविता : छायावाद तक
Total Credits: 4
Course type (Core/Compulsory/ Elective): Core
Level- (Pre-Doctoral/MA/PG Diploma/MA/Certificate/UG)
Proposed Date of launch –
Course Co-ordinator and team- Hindi Faculty

Course Details:

a.Summary:

यह पाठ्यक्रम हिंदी कविता में आधुनिकता के उदय की पृष्ठभूमि की चर्चा करने के साथ-साथ अवधारणा के रूप में आधुनिकता पर भी चर्चा करेगा। हिंदी साहित्य में आधुनिकता के उदय के समय के बारे में बहसें रही हैं। इस पाठ्यक्रम में कविताओं के जरिये ही आधुनिकता संबंधी इस बहस की यथासमय चर्चा की जायेगी। आधुनिक हिंदी के आरंभिक चरण की कविताओं और राष्ट्र की संकल्पना के अंतर्संबंधों का ज्ञान भी विद्यार्थियों को कराया जायेगा। हिंदी साहित्य के इतिहास में हम जैसे-जैसे समकालीनता की तरफ बढ़ते हैं, कालविभाजन की अवधि छोटी होती जाती है। भारतेंदु और द्विवेदीयुग की कविताओं के राष्ट्रवादी स्वर के ठीक बाद हिंदी कविता में छायावाद एक निर्णायक मोड़ की तरह आता है। छायावादी कविता की स्वीकार्यता और अस्वीकार्यता की बहस के बीच, इस दौर के कवियों ने स्वयं अपनी ही कविताओं के पक्ष-विपक्ष में आलोचनात्मक हस्तक्षेप प्रस्तुत किये। उत्तर-छायावादी काव्य का दौर 'राष्ट्रवाद की प्रखरता और मौज-मस्ती' के काव्य का दौर है। छायावाद के गर्भ से ही

प्रगतिवाद की कविता के अंकुर फूटने लगे थे। भारत के उपनिवेशवाद विरोधी संघर्ष और वैश्विक परिदृश्य के बीच, 1936 में प्रगतिशील लेखक संघ की स्थापना ने प्रगतिवाद को आधिकारिक तौर पर स्थापित कर दिया। इसी दौर में हिंदी कविता में 'व्यक्ति' और 'समाज' के बीच के अंतस्संबंधों और अंतर्विरोधों के बारे में भी बहस उठ खड़ी हुई। प्रयोगवाद ने स्वयं को 'राहों के अन्वेषण' की कविता कहा। यह पाठ्यक्रम विद्यार्थियों को आधुनिक हिंदी कविता के इन विविध काव्यात्मक पड़ावों की प्रतिनिधि कविताओं के जरिये, इनके बीच की सैद्धांतिक बहसों की भी बानगी देगा।

b. Objectives:

आधुनिक हिंदी कविता, राष्ट्रवाद से अपनी यात्रा शुरू करके विभिन्न अस्मिताओं तक की आवाज़ों से बनी है। इस दौर में अनेक साहित्यिक आंदोलन उभरे ,जो मूलतः काव्य आंदोलन थे। इस पाठ्यक्रम के अध्यापन के जरिये विद्यार्थियों में आधुनिक कविता के विभिन्न स्वरों की पहचान करने के साथ साथ, मानवीय गरिमा व मानव मूल्यों के प्रति संवेदनशील रुख विकसित करने का प्रयत्न होगा।

c. Expected learning outcomes:

1.आधुनिक हिन्दी कविता की काव्यात्मक अभिव्यक्ति के विश्लेषण में सक्षम बनाना।

2.काव्यात्मक-सांस्कृतिक परम्परा का बोध पैदा करना और उसके विश्लेषण के औज़ार विकसित करना।

3.आधुनिक हिंदी कविता के घटक तत्वों का बोध कराना।

4.आधुनिक काव्यबोध की निर्मिति की प्रक्रिया का बोध कराना।

मॉड्यूल-1 : आधुनिकता: परिवेश और पृष्ठभूमि

Aim:

'आधुनिकता' का संबंध ज्ञान-विज्ञान और नई तकनीकी से है। वैचारिक तौर पर 'आधुनिकता' का अर्थ हुआ- मध्यकाल से भिन्नता और यथार्थपरक दृष्टिकोण। तर्क-वितर्क तथा नवीन वैज्ञानिक दृष्टिकोण आधुनिकता की पहचान है। कुछ विद्वान 'आधुनिकता' का संबंध सातवें दशक (1960-70) से मानते हैं। उनका मानना है कि 'खोये हुए व्यक्तित्व की खोज प्रक्रिया' का नाम 'आधुनिकता' है। वास्तव में भारतेन्दु युग को 'आधुनिकता का द्वार' माना जाता है। आधुनिकता की इसी बयार में 'नवजागरण' और 'पुनर्जागरण' जैसी आधुनिक संकल्पनाएँ उपजीं, जिसका संबंध 'भारतीयता' से है। इसमें जहां एक ओर भारतीय मूल्यों के प्रति लगाव है, तो वहीं दूसरी ओर साम्राज्यवादी मानसिकता से क्षरित होती भारतीय ज्ञान परंपरा के प्रति गहरा दुख। सामाजिक-सांस्कृतिक पहचान के साथ-साथ सामाजिक सुधार पर बल देना 'नवजागरण' और 'पुनर्जागरण' का केन्द्रीय भाव है। दोनों के केंद्र में है-'विचार', जिसका उद्देश्य है- मध्यकालीनता से मुक्ति।

निर्धारित पाठ

- आधुनिकता का अर्थ, अवधारणा और स्वरूप
- आधुनिकता की पृष्ठभूमि
- आधुनिकताबोध
- नवजागरण एवं पुनर्जागरण

मॉड्यूल-2 : भारतेंदुयुगीन कविता

भारतेन्दु-युग 'नवीन जागरण' का काल है। यह 'जनचेतना' का युग है। इस युग की सामाजिक, सांस्कृतिक, राजनीतिक चेतना एक दूसरे से अंतःसंबंधित है। विषय-चयन की विविधता भारतेन्दु-युग की कविता की विशेषता है। राष्ट्रप्रेम, स्वदेशी वस्तुओं का व्यवहार, अंधविश्वासों पर प्रहार, बालविवाह का विरोध, विधवा विवाह का समर्थन, शिक्षा के महत्व का प्रसार, मद्य निषेध, भ्रूण हत्या

आदि कविता के विषय बन चुके थे। कविता रीतिकालीन प्रवृत्तियों से मुक्त हो रही थी। 'लोकगीत' की शैली की तर्ज़ पर 'सामाजिक कविता' का ज़ोर बढ़ने लगा था। भक्ति और नीति के साथ-साथ सामाजिक उत्थान की कविताएं भी लिखी जा रही थीं। हर क्षेत्र में 'पुनर्जागरण' की लहर दिख रही थी। मुद्रणयंत्रों के व्यापक प्रयोग, भाषा के प्रचार-प्रसार एवं संपर्क के अन्य साधनों; जैसे- यातायात के साधनों से नई राष्ट्रीय चेतना का विकास होता है, जिसका स्वर भारतेन्दुयुगीन कविता में सुनाई देता है।

निर्धारित पाठ :

- भारतेंदुयुगीन कविता : परिस्थितियाँ, सांस्कृतिक राष्ट्रवाद
- :प्रमुख कवि : परिचय और कविता
  - भारतेन्दु हरिश्चंद्र : कवित्त, मुकरियां और गज़लें
  - बाबा सुमेर सिंह
  - बदरीनारायण चौधरी 'प्रेमघन'
  - प्रतापनारायण मिश्र
  - राधाकृष्णदास
  - अम्बिकादत्त व्यास
  - ठाकुर जगमोहन सिंह

मॉड्यूल-3 : द्विवेदीयुगीन कविता

द्विवेदी युग को अपनी भाषा और साहित्य संबंधी प्रयोगों के कारण 'जागरण-सुधारकाल' भी कहा जाता है। इस युग की कविता 'द्वन्द्वों से मुक्ति की कविता' है; जैसे- जड़ता से मुक्ति, शृंगारिकता से मुक्ति, रूढ़ियों से मुक्ति। द्विवेदीयुगीन कविता 'समस्यापूर्ति' के स्थान पर 'नए विकल्प' सुझाती है। कविता में 'भाषा के प्रयोग' को लेकर भारतेन्दुयुगीन ऊहापोह नहीं है। ब्रजभाषा के मोह से मुक्त होकर 'खड़ीबोली' द्विवेदी युग की मुख्य भाषा बन चुकी थी। राष्ट्रीयता का भाव, सामान्य मानव के प्रति प्रेम, इतिहास-पुराणों के कथा-प्रसंगों

के माध्यम से उज्ज्वल चरित्रों का निर्माण, इतिहास में उपेक्षित पात्रों; विशेषता स्त्री पात्रों के प्रति अपार स्नेह द्विवेदीयुगीन कविता के मुख्य वर्ण्य विषय हैं। 'प्रियप्रवास' की राधा, 'यशोधरा' की यशोधरा और 'साकेत' की उर्मिला मानो संसार की अनेक उपेक्षित नारियों की प्रतिनिधि बन जाती हैं। 'गांधीवाद' का प्रभाव इस युग की कविता में स्पष्ट देखा जा सकता है।

निर्धारित पाठ :

- द्विवेदीयुगीन कविता : सामाजिक, सांस्कृतिक और राष्ट्रीयताबोध
- प्रमुख कवि : परिचय और कविता
  - आचार्य महावीरप्रसाद द्विवेदी - अयोध्या का विलाप
  - मैथिलीशरण गुप्त – 'साकेत' का बारहवां खंड
  - अयोध्यासिंह उपाध्याय 'हरिऔध' - प्रियप्रवास (चुनिन्दा अंश)
  - श्रीधर पाठक – पूजा फूल
  - माखनलाल चतुर्वेदी
  - रामनरेश त्रिपाठी – पथिक
  - मुकुटधर पांडेय -
  - गयाप्रसाद शुक्ल 'सनेही - कृषक क्रंदन

मॉड्यूल-4 : छायावादी कविता

छायावाद का समय 1918 से लेकर 1936 (डॉ. नगेंद्र संपादित 'हिन्दी साहित्य के इतिहास' में 1918 से 1938 तक है) तक माना जाता है। अनुभूति की तीव्रता, सूक्ष्मता और अभिव्यंजनाशिल्प की दृष्टि से छायावादी कविता श्रेष्ठ कविता की श्रेणी में आती है। छायावादी कविता न केवल प्राचीन भारतीय परंपराओं का समावेश करती है, बल्कि समकालीन और परवर्ती साहित्य को भी बेहद प्रभावित करती है। छायावादी कविता में सर्वांगीण जीवन के उच्चतम आदर्शों का निर्वाह हुआ है। 'कामायनी' इसका श्रेष्ठतम उदाहरण है। इस युग की कविता अपने युग को समग्रता में अभिव्यक्त करती है। भाषा के स्तर

द्विवेदीयुगीन खड़ीबोली और छायावादी खड़ीबोली में अंतर है। वह द्विवेदीयुगीन बहिर्मुखता और स्थूलता के स्थान पर आंतरिकता और सूक्ष्मता को अपनाती है। अर्थ गांभीर्य का उत्कर्ष आपको छायावादी कविता में ही दिखेगा। 'अनुभूति' छायावादी कविता के केंद्र में है। वैयक्तिकता, जिज्ञासा, प्रकृति प्रेम, नारी संबंधी चित्रण और राष्ट्रीय भावों को अभिव्यक्त करने में छायावादी काव्य अद्वतीय ठहरता है।

निर्धारित पाठ :

- छायावाद : परिस्थितियां और नामकरण
- प्रेम, प्रकृति, स्त्री, जीवन-दर्शन और राष्ट्र का नया विचार
- प्रमुख कवि -
  - जयशंकर प्रसाद - कामायनी: श्रद्धा सर्ग
  - निराला - चुनिन्दा गीत
  - सुमित्रानंदन पंत - ताज
  - महादेवी वर्मा - चुनिन्दा कविताएँ

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic	50%

		Calendar	

Reading list :-

- भारतेंदु प्रतिनिधि रचनाएँ, कृष्णदत्त पालीवाल, सचिन प्रकाशन, दिल्ली, 1987
- साकेत, मैथिलीशरण गुप्त, साहित्य सदन, झाँसी, 2014
- मैथिलीशरण गुप्त संचयिता, राजकमल प्रकाशन, दिल्ली, 2002
- प्रतिनिधि कविताएँ, जयशंकर प्रसाद, राजकमल प्रकाशन, दिल्ली, 2015
- स्वच्छंद, सम्पादक अशोक वाजपेयी, राजकमल प्रकाशन, दिल्ली, 2000
- राग-विराग, सम्पादक रामविलास शर्मा, लोकभारती प्रकाशन, प्रयागराज, 2008
- महादेवी, प्रतिनिधि कविताएँ, भारतीय ज्ञानपीठ, दिल्ली, 1983

Dr. B.R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SOL
Programme(s)	एम.ए. हिंदी (द्वितीय सेमेस्टर)
Course title	छायावादोत्तर हिंदी कविता
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective)	Core
Level (Pre-doctoral/MA/PG Diploma)/ Certificate/UG)	एम.ए. हिंदी (द्वितीय सेमेस्टर)
Proposed date of launch	July 2023
Course coordinator	Hindi Faculty

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

   बी.ए. स्तर पर पढ़ाए जाने वाले आधुनिक हिंदी कविता (छायावाद तक) [इलेक्टिव] शीर्षक पाठ्यक्रम से यह पाठ्यक्रम कुछ हद तक जुड़ा हुआ है। एम.ए. में प्रस्तावित यह पाठ्यक्रम विद्यार्थियों की आधुनिक हिंदी कविता की गहन समझ विकसित करेगा।

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): 45

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other - please specify): 2nd Semester

5. How does the course link with the vision of AUD?

   आधुनिक हिंदी कविता का जन्म उपनिवेशवाद विरोधी संघर्ष के दौर में हुआ। यह आरम्भ से ही मानव मुक्ति, लोकतंत्र, सौंदर्यचेतना, न्याय पूर्ण समाज की आकांक्षा अपने भीतर समेटे रही है। इस कोर्स के अध्ययन के जरिये विद्यार्थी इन्हीं मानवीय मूल्यों से अवगत होंगे और उन्हें आत्मसात कर सकेंगे।

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

एम.ए. हिंदी प्रोग्राम की मुकम्मल तस्वीर आधुनिक हिंदी कविता के बिना नहीं बन सकती इसलिए आधुनिक हिंदी कविता के अध्यापन के जरिये एम.ए. हिंदी पाठ्यक्रम का न सिर्फ पूरा स्वरूप निर्मित होगा, बल्कि यह विद्यार्थियों को नए किस्म के काव्य बोध प्रदान करेगा।

7. Course Details:

a. Summary: यह पाठ्यक्रम हिंदी कविता में आधुनिकता के उदय की पृष्ठभूमि की चर्चा करने के साथ-साथ अवधारणा के रूप में आधुनिकता पर भी चर्चा करेगा। हिंदी साहित्य में आधुनिकता के उदय के समय के बारे में बहसें रही हैं। इस पाठ्यक्रम में कविताओं के जरिये ही आधुनिकता संबंधी इस बहस की यथा समय चर्चा की जायेगी। आधुनिक हिंदी की आरंभिक चरण की कविताओं और राष्ट्र की संकल्पना के अंतर्संबंधों का ज्ञान भी विद्यार्थियों को कराया जायेगा। हिंदी साहित्य के इतिहास में हम जैसे-जैसे समकालीनता की तरफ बढ़ते हैं काल विभाजनों की अवधि छोटी होती जाती है। भारतेंदु और द्विवेदी युग की कविताओं के राष्ट्रवादी स्वर के ठीक बाद हिंदी कविता में छायावाद एक निर्णायक मोड़ की तरह आता है। छायावादी कविताओं की स्वीकार्यता और अस्वीकार्यता की बहसों के बीच इस दौर के कवियों ने स्वयं भी अपनी कविताओं के पक्ष के आलोचनात्मक हस्तक्षेप किये। उत्तर-छायावादी काव्य का दौर राष्ट्रवाद की प्रखरता और मौज-मस्ती के काव्य का दौर है। छायावाद के गर्भ से ही प्रगतिवाद की कविता के अंकुर फूटने लगे थे। भारत के उपनिवेशवाद विरोधी संघर्ष और वैश्विक परिदृश्य के बीच 1936 में प्रगतिशील लेखक संघ की स्थापना ने प्रगतिवाद को आधिकारिक तौर पर स्थापित कर दिया। इसी दौर में हिंदी कविता में 'व्यक्ति' और 'समाज' के बीच के अंतरसंबंधों और अंतर्विरोधों के बारे में भी बहस उठ खड़ी हुई। प्रयोगवाद ने स्वयं को 'राहों के अन्वेषण' की कविता कहा। यह पाठ्यक्रम विद्यार्थियों को आधुनिक हिंदी कविता के इन विविध काव्यात्मक पड़ावों की प्रतिनिधि कविताओं के जरिये इनके बीच की सैद्धांतिक बहसों की भी बानगी देगा।

b. Objectives: आधुनिक हिंदी कविता राष्ट्रवाद से अपनी यात्रा शुरू करके विभिन्न अस्मिताओं तक की आवाज़ों से बनी है। इस दौर में अनेक साहित्यिक आंदोलन उभरे जो मूलतः काव्य आंदोलन थे। इस पाठ्य क्रम के अध्यापन के जरिये विद्यार्थियों में आधुनिक कविता के विभिन्न स्वरों की पहचान करने, मानवीय गरिमा व मानव मूल्यों के प्रति संवेदनशील रुख विकसित करने का प्रयत्न होगा।

c. Expected learning outcomes:

1. हिंदी को आधुनिकता की काव्यात्मक अभिव्यक्ति के विश्लेषण में सक्षम बनाना।
2. काव्यात्मक सांस्कृतिक परम्परा का बोध पैदा करना और उसके विश्लेषण के औज़ार विकसित करना।
3. आधुनिक हिंदी कविता के घटक तत्वों का बोध कराना।
4. आधुनिक काव्य बोध के निर्मिति की प्रक्रिया का बोध कराना।

d. Overall structure (course organisation, rationale of organisation; outline of each module):

मॉड्यूल-1 :

छायावादोत्तर हिंदी कविता

हिंदी साहित्य में प्रगतिवाद की समय-सीमा 1936 से 1943 तक मानी जाती है। मार्क्सवादी विचारधारा साहित्य में प्रगतिवाद के नाम से जानी गयी। प्रगतिवाद 'मुक्तछंद के प्रयोग, साम्प्रदायिकता का विरोध, जनभाषा के प्रयोग, सामाजिक यथार्थ का परिवेशगत चित्रण और जनसंस्कृति से जुड़ाव, मुक्तक रचनाएं, लोक के गीतों जैसे- ठुमरी, लावनी, कजरी' आदि का प्रयोग देखने को मिलता है। प्रगतिवाद सामाजिक एवं आर्थिक नीतियों में सुधार की पैरवी करता है। प्रयोगवादी कविता में व्यक्तिगत पहचान और निजता की बात दिखायी देती है। प्रयोगवाद का नामकरण अज्ञेय द्वारा किया गया। प्रयोगवाद शब्द को स्थापित करने में 1943 में अज्ञेय द्वारा संपादित 'तार सप्तक' की अहम भूमिका है। इस युग की कविताओं में मध्यवर्गीय व्यक्ति का असंतोष दिखता है। वह हमेशा समाज की बजाय अपने को स्थापित करने में लगा होता है। इस माडयूल के माध्यम से विद्यार्थी प्रगतिवाद और प्रयोगवाद के कवियों और उनकी कविताओं में छिपी बातों का आलोचनात्मक अध्ययन कर सकेंगे।

पाठ :

- प्रगतिवाद और प्रयोगवाद : संवेदना और शिल्प का नया विधान
- प्रमुख कवि और कविता
- त्रिलोचन : नगई महरा (चुनिंदा पद)
- नागार्जुन : हरिजनगाथा, प्रेत का बयान (चुनिंदा पद)
- केदारनाथ अग्रवाल : हे मेरी तुम (चुनिंदा पद)
- शमशेर बहादुर सिंह : टूटी हुई बिखरी हुई लेकर सीधा नारा (चुनिंदा पद)
- मुक्तिबोध : चाँद का मुंह टेढ़ा है (चुनिंदा पद)
- अज्ञेय : कलगी बाजरे की (चुनिंदा पद)

मॉड्यूल-2 :

नयी कविता और उसके बाद

नयी कविता की शुरूआत 1951 से मानी जाती है। दूसरे सप्तक की शुरूआत भी 1951 से मानी जाती है। नयी कविता प्रयोगवाद की व्यक्तिगत निजता से ऊपर उठकर अधिक उदार और व्यापक अनुभूति को महत्व देती है। 'नयी कविता आंदोलन को जगदीश प्रसाद गुप्त' के संपादन में निकलने वाली पत्रिका 'नयी कविता' को जाता है। नयी कविता के नायक को 'लघु मानव' कहा गया। नयी कविता काव्य की व्यपकता, अनुभूति की प्रमाणिकता, मूल्यों की परीक्षा और भाषा में नये प्रतीक, नये उपमान नये बिम्ब शामिल होते है। इस माडयूल में विद्यार्थी भावभूमि को समझेंगे।

पाठ :

- मानव केन्द्रित कथ्य और नया भाषा-शिल्प
- प्रमुख कवि एवं कविता
- श्रीकांत वर्मा : मगध (चुनिंदा पद)

- रघुवीर सहाय : आत्महत्या के विरुद्ध, आप की हंसी (चुनिंदा पद)
- सर्वेश्वर दयाल सक्सेना : भेडिया श्रृंखला की कविताएं (चुनिंदा पद)
- राजकमल चौधरी : मुक्तिप्रसंग (चुनिंदा पद)
- भवानी प्रसाद मिश्र : सतपुड़ा के जंगल, गीत फरोश (चुनिंदा पद)
- शकुन्त माथुर : चुनिन्दा कविताएं (चुनिंदा पद)

मॉड्यूल-3 :

हिंदी की लम्बी कविताएं : कथ्य और शिल्प

इस माडयूल के माध्यम से विद्यार्थी लंबी कविता उदय उसके इतिहास एवं उसके प्रभाव को जान सकेंगे। कविता, नयी कविता और लंबी कविता के बीच के अन्तर से भी परिचित होंगे। साथ ही कविता, नयी कविता के रहते हुए भी लंबी कविता की जरूरत क्यों पड़ी यह भी जान सकेंगे। लंबी कविता अपनी शिल्पगत संरचना के कारण नाटक और सिनेमा से कैसे संबंध विकसित की लंबी कविता नाटकों से होते हुए सिनेमा तक की यात्रा कैसे लतय की और इस यात्रा का प्रभाव कैसा रहा सिनेमा पर तथा लंबी कविता के स्वास्थ्य पर।

पाठ :

- लम्बी कविता का संक्षिप्त इतिहास
- लम्बी कविता के तत्व, शिल्प एवं संरचना
- लम्बी कविता की उपलब्धियाँ और चुनौतियाँ
- लम्बी कविता का अन्य कलाओं से संबंध (नाटक, सिनेमा)

मॉड्यूल-4 :

हिंदी की लम्बी कविताएँ : पाठ और चर्चा

'लम्बी कविता' को एक अलग प्रकार की 'साहित्यिक पद्धति' कह सकते है। लंबी कविता मानव जीवन के विविध पक्षों को व्यक्त करती नजर आती है। लंबी कविता परम्परा लंबी कविता सिर्फ संवेदना नहीं जगाती, बल्कि निर्माण की पूरी प्रक्रिया को बताती है। इस माडयूल के आधार पर विद्यार्थी लंबी कविता के स्वरूप को जान सकेंगे।

पाठ :

- अशोक की चिंता (चुनिंदा पद)
- राम की शक्ति पूजा (चुनिंदा पद)
- सरोज स्मृति (चुनिंदा पद)
- तुलसीदास (चुनिंदा पद)
- संशय की एक रात (चुनिंदा पद)
- असाध्य वीणा (चुनिंदा पद)
- अंधेरे में (चुनिंदा पद)
- ब्रह्मराक्षस (चुनिंदा पद)

- कुआनो नदी (चुनिंदा पद)
- पटकथा (चुनिंदा पद)
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Assessment Details with weights:

S.No.	Assessment	Date/period which Assessment will take place	Weightage
1.	Assignment-1	As per AUD Academic Calendar	25%
2.	Assignment-2 or class Presentation	As per AUD Academic Calendar	25%
3.	End Term Exam	As per AUD Academic Calendar	50%

BA Hindi Courses
11th BOS

School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot-Winter Semester

Course Code: TBD

Title: भारतीय काव्यशास्त्र

Type of Course: Core

Cohort for which it is compulsory: BA Honours Hindi

Cohort for which it is elective: BA Honours Hindi

No of Credits: 4

Semester and Year Offered: Monsoon semester 2023-24

Course Coordinator and Team: Hindi Faculty

Email of course coordinator:

Pre-requisites: none

Aim:

इस पाठ्यक्रम में भारतीय काव्यशास्त्र का समग्रता में अध्ययन किया जाएगा। इसमें भारतीय आचार्यों द्वारा प्रतिपादित काव्यशास्त्रीय चिंतन, दर्शन व सिद्धांतों पर गहन विचार किया जाएगा। यह पाठ्यक्रम विद्यार्थियों को संस्कृत आचार्यों द्वारा प्रतिपादित साहित्य चिंतन और दर्शन परंपरा से अवगत कराएगा। भारतीय काव्यशास्त्र पाठ्यक्रम में विभिन्न काव्यशास्त्रीय सिद्धांतों के उद्भावक आचार्यों से लेकर उनके संग्रहकर्ता आचार्यों, व्याख्याताओं और टीकाकारों के महत्वपूर्ण योगदानों से विद्यार्थी अवगत हो सकेंगे। इस पाठ्यक्रम के अध्ययन से विद्यार्थियों में भारतीय काव्यशास्त्र की चिंतन परंपरा का बोध विकसित करने

में मदद मिलेगी। साथ ही यह उन्हें साहित्यिक समझ व आलोचनात्मक दृष्टिकोण विकसित करने में मदद करेगा।

Course Outcomes:

- विद्यार्थी भारतीय काव्यशास्त्र व दर्शन परंपरा से परिचित हो सकेंगे।
- भारतीय काव्यशास्त्र की काव्य संबंधी विभिन्न परंपराओं की जानकारी तथा सिद्धांतों की समझ विकसित होगी।
- भारतीय काव्य सिद्धांतों तथा उनके संग्रहों के आधार पर काव्य समीक्षा को समझ सकेंगे।
- विद्यार्थियों में आलोचनात्मक व तुलनात्मक दृष्टिकोण विकसित होगा।

Brief description of modules/ Main modules:

माड्यूल-1

प्लेटो, अरस्तू, लौंजाइनस एवं वडर्सवर्थ के काव्य सिद्धान्तों का अध्ययन

भारतीय काव्यशास्त्र में काव्य को एक स्वतंत्र इकाई के रूप में चिन्हित कर उस पर विशद चिंतन और मनन किया गया है। काव्य सृजन की एक समृद्ध परंपरा के चलते इसकी कई कोटियां भी उपस्थित थीं। सृजन को इन विभिन्न कोटियों के चलते काव्य चिंतन परंपरा में काव्य के लक्षणों को निर्धारित करना भी एक महत्वपूर्ण प्रश्न रहा है। काव्य लक्षण के इस विषय को आचार्यों ने विभिन्न रूपों में प्रस्तुत किया है। चूंकि काव्य सृजन किसी ने किसी प्रेरणा अथवा हेतु का परिणाम होता है और साथ ही उसके पीछे एक सुनिश्चित प्रयोजन भी शामिल होता है। अतः इस मॉड्यूल में, छात्र काव्य-लक्षण, काव्य-हेतु और काव्य-प्रयोजन के विषय में विभिन्न आचार्यों के मत और उनके द्वारा प्रतिपादित सिद्धांतों से परिचित हो सकेंगे। साथ काव्य मैं उपस्थित मैं उपस्थित रस सिद्धांत का विस्तृत विवेचन इस मॉड्यूल में किया जाएगा। इस मॉड्यूल में काव्य संबंधी इन अवधारणाओं तथा सिद्धांतों के जरिए विद्यार्थियों में एक बौद्धिक समझ विकसित करने का प्रयास किया जाएगा।

निर्धारित विषय :

1. काव्य-लक्षण, काव्य-हेतु और काव्य-प्रयोजन।

2. रस सिद्धांत - रस की अवधारणा और रस निष्पत्ति।

3. साधारणीकरण।

माड्यूल-2

यह माड्यूल भारतीय काव्यशास्त्र के दो महत्वपूर्ण सिद्धांतों अलंकार और धनी पर केंद्रित है। काव्य में अलंकरण के महत्व उसकी शोभा और उसके वैविध्य को प्रदर्शित करने वाले इस सिद्धांत पर विभिन्न आचार्यों ने अपने महत्वपूर्ण मत प्रस्तुत किए हैं। इन मतों के जरिए छात्र काव्य में अलंकार की उपस्थिति और उसके महत्व से परिचित हो सकेंगे। वही काव्य में ध्वनि की महत्ता और उसकी स्थापना के प्रयोजन से संबंधित सिद्धांतों का ज्ञान भी छात्र इस मॉड्यूल के अंतर्गत प्राप्त कर सकेंगे। को अधिकतम ज्ञान प्राप्त करने के लिए यहां विवरण दिया गया है।

निर्धारित विषय :

1. अलंकार सिद्धांत: अलंकार की अवधारणा, अलंकार और अलंकार्य
2. अलंकार का वर्गीकरण, अलंकार सिद्धांत और अन्य संप्रदाय।
3. ध्वनि सिद्धांत : ध्वनि की अवधारणा एवं ध्वनि का वर्गीकरण।

माड्यूल 3

विद्यार्थी प्रस्तुत मॉड्यूल में रीति और वक्रोक्ति काव्य सिद्धांतों के आधार पर काव्य की विशेषता को समझेंगे। इस मॉड्यूल का मुख्य उद्देश्य इन सिद्धांतों के जरिए काव्य आलोचना पर एक संपूर्ण और समृद्ध अध्ययन प्रदान करना है। इन संप्रदायों से जुड़े विभिन्न आचार्यों द्वारा प्रतिपादित विभिन्न मतों और इनके भेदों से लेकर वर्गीकरण तक का अध्ययन इस मॉड्यूल में शामिल है।

निर्धारित विषय :

1. रीति की अवधारणा, रीति और गुण।
2. रीति का वर्गीकरण।
3. वक्रोक्ति की अवधारणा, वक्रोक्ति का वर्गीकरण।
4. वक्रोक्ति एवं अभिव्यंजनावाद।

माड्यूल-4

प्रस्तुत माड्यूल में औचित्य संप्रदाय का परिचय देते हुए काव्य में उसके सैद्धान्तिक तथा प्रयोगात्मक रूप से परिचित करवाया जाएगा। काव्य विवेचना में औचित्य और अनौचित्य के संदर्भ में विभिन्न आचार्यों के मतों को विद्यार्थी समझ सकेंगे। साथ ही हिन्दी काव्यशास्त्र के ऐतिहासिक रूपरेखा को रेखांकित करने का प्रयास किया जाएगा जिससे विद्यार्थी काव्यशास्त्र की एक समग्र समझ विकसित कर सकेंगे।

निर्धारित विषय :

1. औचित्य सिद्धांत: औचित्य की अवधारणा।
2. हिंदी काव्यशास्त्र का इतिहास: सामान्य परिचय।

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage

1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%

Reading List:

1. काव्य के तत्व, आचार्य देवेन्द्रनाथ शर्मा,लोकभारती प्रकाशन, दिल्ली।
2. भारतीय काव्यशास्त्र, योगेंद्र प्रताप सिंह, लोकभारती प्रकाशन, दिल्ली।
3. काव्य में उदात्त तत्व , डॉ नगेंद्र ।
4. भारतीय काव्यशास्त्र की परंपरा, डॉ नगेंद्र, नेशनल पब्लिशिंग हाउस, नई दिल्ली।
5. भारतीय एवं पाश्चात्य काव्यशास्त्र तथा हिन्दी आलोचना, डॉ रामचंद्र तिवारी, संजय बुक सेंटर, गोलघर, वाराणसी
6. भारतीय काव्य सिद्धांत, डॉ. नागेंद्र, डॉ तारक नाथ बाली, हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।

School of Letters

Dr. B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot-Monsoon Semester

Course Code: TBD

Title : हिंदी की साहित्यिक पत्रकारिता

Type of Course : Core

Cohort for which it is compulsory : BA Hindi

Cohort for which it is elective : All BA programs

No of Credits : 4

Semester and Year Offered : Monsoon semester 2023-24

Course Coordinator and Team : Hindi Faculty

Email of course coordinator :

Aim :

स्नातक स्तर के विद्यार्थियों के लिए प्रस्तावित यह पाठ्यक्रम हिंदी की साहित्यिक पत्रकारिता और उसके इतिहास का व्यापक अध्ययन करने के लिए बनाया गया है। प्रारम्भ में पत्रकारिता का मुद्रित माध्यम जनसंचार का लोकप्रिय माध्यम रहा है। आज के डिजिटल समय में ई-पत्रकारिता भी इसका सशक्त माध्यम है। पत्रकारिता के इतिहास में साहित्यिक पत्रकारिता अपना प्रमुख स्थान रखती है। भारत में पत्रकारिता की शुरुआत होने के साथ ही साहित्य, कला, ज्ञान-विज्ञान की प्रमुख शाखाओं का विकास इसी माध्यम से हुआ। साहित्यिक पत्रकारिता एक महत्त्वपूर्ण माध्यम बनकर उभरा जिससे हिंदी भाषा व उसके साहित्य विधाओं का व्यापक

विकास हुआ। हिंदी साहित्य की अनेक विधाएं नवजागरण के दौर में साहित्यिक पत्रकारिता के माध्यम से नवीन कलेवर में प्रस्तुत होना शुरू हुईं। 'खड़ी बोली' को हिंदी काव्य व गद्य साहित्य की भाषा बनाने और हिंदी भाषा का मानकीकरण और उसमें एकरूपता लाने का सार्थक प्रयास भी साहित्यिक पत्रकारिता के माध्यम से हुआ। काव्य, कथा-साहित्य, समीक्षा, आलोचना, नाटक, निबन्ध, साक्षात्कार, तुलनात्मक साहित्य, यात्रा वृत्तान्त, कथेतर गद्य व साहित्यिक विमर्श (स्त्री, दलित, आदिवासी, किन्नर) इत्यादि विधाएं साहित्यिक पत्रकारिता के माध्यम से अभिव्यक्त हुईं। इन विधाओं को पत्रिकाओं के माध्यम से प्रस्तुत किया जाता है। पत्रिकाएं साप्ताहिक, पाक्षिक, मासिक, त्रैमासिक, अर्धवार्षिक, वार्षिक इत्यादि कलेवरों में आती हैं। साहित्यिक पत्रकारिता के माध्यम से रचनाएं दीर्घजीवी होती हैं और एक बड़े पाठक वर्ग तक पहुंचती हैं।

Course Outcomes :

- हिंदी पत्रकारिता के इतिहास के व्यापक अध्ययन के साथ-साथ हिंदी की साहित्यिक पत्रकरिता के प्रारम्भिक रूप से लेकर आज तक की साहित्यिक पत्रकारिता का सिलसिलेवार अध्ययन करना।
- साहित्यिक पत्रकारिता के माध्यम से हिंदी भाषा और उसके साहित्य रूपों में हुए परिवर्तनों के साथ उसकी राजनितिक-सामाजिक अवस्थाओं के विश्लेषण का बोध पैदा करना।
- समकालीन साहित्यिक पत्रकारिता के माध्यम से वर्तमान साहित्य को समझना।

Brief description of modules/ Main modules:

माड्यूल-1

हिंदी की साहित्यिक पत्रकारिता : परिचय एवं अवधारणा

इस इकाई में हिंदी की साहित्यिक पत्रकारिता की सैद्धान्तिकी से विद्यार्थियों को परिचित कराया जाएगा। पत्रकारिता और साहित्य का अंतःसंबंध पत्रकारिता के उद्भव के समय से ही है। दोनों के मध्य गहरा संबंध होता है। क्योंकि देश, काल की सामाजिक-सांस्कृतिक चिंता और जनता की चेतना का प्रवाह पत्रकारिता एवं साहित्य में व्यक्त होता है। प्रस्तुत मॉड्यूल में साहित्यिक पत्रकारिता के स्वरुप पर गहनता से प्रकाश डालते हुए उसके महत्त्व पर बारीकी से विचार किया जाएगा।

निर्धारित विषय :

1. साहित्यिक पत्रकारिता : अर्थ एवं अवधारणा
2. साहित्यिक पत्रकारिता की पृष्ठभूमि
3. साहित्यिक पत्रकारिता की वैचारिकी

माड्यूल-**2**

स्वतंत्रता पूर्व हिंदी साहित्यिक पत्रकारिता :

इस इकाई में स्वतंत्रता पूर्व की हिंदी की साहित्यिक पत्रकारिता का अध्ययन किया जाएगा। बंगीय परिवेश से जन्म लेकर हिंदी की साहित्यिक पत्रकारिता अपनी यात्रा प्रारंभ करती है और धीरे-धीरे हिंदी प्रदेश और भारत में अपना फैलाव करती है। नवजागरणकालीन चेतना, राष्ट्रीय चेतना तथा हिंदी के आधुनिक साहित्य का व्यापक विकास इसी युग में हुआ। प्रस्तुत मॉड्यूल में विद्यार्थियों को भारतेन्दु युगीन पत्रकारिता से लेकर छायावादोत्तर पत्रकारिता तक की विकास यात्रा के विभिन्न पहलुओं का अध्ययन कराया जाएगा।

निर्धारित विषय :

1. भारतेंदु युगीन साहित्यिक पत्रकारिता
2. द्विवेदी युगीन साहित्यिक पत्रकारिता
3. प्रेमचन्द व छायावाद युगीन साहित्यिक पत्रिकारिता
4. छायावादोत्तर साहित्यिक पत्रकारिता

माड्यूल **3**

स्वातंत्रयोत्तर हिंदी साहित्यिक पत्रिका

स्वातंत्रयोत्तर हिंदी की साहित्यिक पत्रकारिता में काव्य व गद्य विधाओं के साथ कथेतर गद्य का सर्वाधिक लेखन हुआ है। भारत की स्वतंत्रता के पश्चात जनता की समस्याएं व उनका स्वर साहित्यिक पत्रकारिता का विषय बनता है। लोकतंत्र की पैरोकारी इसकी प्रमुख आवाज है। आपातकाल के समय प्रेस सेंसरशिप फिर से अंग्रेजी शासन की याद दिलाता है। स्वातंत्रयोत्तर और समकालीन पत्रकारिता का स्वर विविध है, जिसके केंद्र में मनुष्य है। आधुनिक पत्रकारिता का बदलता समय और ई-पत्रकारिता, ब्लॉग, वेबसाइट भी आधुनिक पत्रकारिता के घटक हैं।

निर्धारित विषय :

1. स्वातंत्रयोत्तर साहित्यिक पत्रकारिता
2. आपातकाल की साहित्यिक पत्रकारिता
3. समकालीन साहित्यिक पत्रकारिता
4. सोशल मीडिया और पत्रकारिता (साहित्यिक पत्र- पत्रिकाएं, ब्लॉग, वेबसाइट)

माड्यूल-**4**

महत्त्वपूर्ण पत्र - पत्रिकाएँ

इस इकाई में हिंदी की साहित्यिक पत्रकारिता के कुछ प्रमुख पत्र-पत्रिकाओं का अध्ययन किया जाएगा। इन पत्रिकाओं के माध्यम से हिंदी साहित्य व हिंदी समाज में हुए अध्ययन को परिलक्षित किया जाएगा।

निर्धारित विषय :

1. हिंदी प्रदीप
2. सरस्वती
3. चाँद (फांसी अंक)
4. हँस
5. जनसत्ता

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
3	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
4	End Term Exam	As per AUD Academic Calendar	50%

Reading List:

1. समाचार पत्रों का इतिहास : अम्बिका प्रसाद वाजपेयी, ज्ञानमंडल, वाराणसी, 1986
2. भारतीय पत्रकारिता का इतिहास : जे नटराजन, प्रकाशन विभाग, नई दिल्ली, 2002

3. हिंदी पत्रकारिता का बृहद इतिहास : डॉ. अर्जुन तिवारी, वाणी प्रकाशन, नई दिल्ली, 2013

4. सम्पूर्ण पत्रकारिता : हेरम्ब मिश्र, अभिनव भारती, इलाहाबाद, 1979

5. हिंदी पत्रकारिता -जातीय चेतना और खड़ी बोली साहित्य की निर्माण भूमि : कृष्णबिहारी मिश्र, भारतीय ज्ञानपीठ, नयी दिल्ली, 2019

6. हिंदी पत्रकारिता - हमारी विरासत (दो खंड) : शम्भूनाथ, वाणी प्रकाशन, नई दिल्ली, 2007

7. भारतेंदु युग और हिंदी भाषा की विकास परम्परा : रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली, 2017

8. हिंदी पत्रकारिता : विविध आयाम (दो खंड) : डॉ वेदप्रताप वैदिक, हिंदी बुक सेण्टर, दिल्ली, 2006

9. हिंदी की साहित्यिक पत्रकारिता : प्रो० रमा, नयी किताब प्रकाशन, नयी दिल्ली, 2021

10. इमरजेंसी का कहर और सेंसर का जहर : बलबीर दत्त, प्रभात प्रकाशन, दिल्ली, 2019

11. आपातकालीन पत्रकारिता की संघर्ष गाथा : अरुण कुमार भगत, मेधा पब्लिशिंग हाउस, 2018

12. हिंदी की आधुनिक पत्रकारिता : अरुण कुमार भगत, नेशनल बुक ट्रस्ट, 2018

School of Letters

Dr. B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot-Monsoon Semester

Course Code : TBD

Title : लोक साहित्य

Type of Course : DSE-3

Cohort for which it is compulsory :-

Cohort for which it is elective : -All BA progam

No of Credits : 4

Semester and Year Offered : Monsoon semester 2023-24

Course Coordinator and Team : Prof. Satyaketu Sankrit, Dr. Mahendra Prajapati

Email of course coordinator :

Aim :

स्नातक स्तर के विद्यार्थियों के लिए प्रस्तावित यह पाठ्यक्रम लोक साहित्य का व्यापक अध्ययन करने के लिए तैयार किया गया है। लोक साहित्य का तात्पर्य ऐसे साहित्य से है, जिसका प्रतिनिधित्व केवल एक व्यक्ति नहीं करता वरन् सामान्य लोक समूह उसे अपनाता है। सामूहिकता ही उसका मूल स्वर है। भारत में प्रत्येक स्थान की अपनी भाषा व संस्कृति होती है। भारत एक विविधतावादी और बहुभाषी देश है, अतः प्रत्येक स्थान की अपनी भिन्न संस्कृति व भाषा होती है। भिन्न संस्कृति होने के कारण प्रत्येक समुदाय की मान्यताएं, अंधविश्वास,

लोकरूढ़ियाँ, लोक-कथाएं, लोकसंगीत व लोकनाट्य की अलग- अलग शैलियां हमें दिखाई देती हैं। इनका अध्ययन उपर्युक्त पाठ्यक्रम में प्रस्तावित है।

Course Outcomes :

- लौकिक साहित्य हिंदी साहित्य की आधार भूमि है। लोककथाओं को आधार बनाकर ही लिखित साहित्य का लेखन होता है। इसके माध्यम से लौकिक साहित्य व लिखित साहित्य के अंतरसंबंध का अध्ययन किया जाएगा।
- लोक साहित्य को लोक संस्कृति का महत्वपूर्ण अंग माना जाता है, क्योंकि इसमें लोक-संस्कृति से सभी पक्ष उपस्थित रहते हैं। किसी भी समाज की मान्यताएं, अंधविश्वास, त्योहार, रीति-रिवाज, गीत, कथा-कहानियां, लोकोक्तियां, कहावतें, आदि लोकसाहित्य का आधार होता है। इन सभी पहलुओं का अध्ययन लोक साहित्य के अंतर्गत किया जाएगा।

Brief description of modules/ Main modules :

माड्यूल-**1**

लोक की अवधारणा व स्वरूप :

इस इकाई में लोक की अवधारणा से विद्यार्थियों को परिचित कराया जाएगा। इसमें लोक-संस्कृति,लोक के तत्व, लोक-परम्परा, लोकवार्ता व लौकिक साहित्य जिसे मौखिक साहित्य भी कहा जाता है के सिद्धांतों के प्रतिपादन पर बल दिया जाएगा। लोक के विभिन्न रूपों व उसकी विविधता पर प्रकाश डाला जाएगा।

निर्धारित विषय :

1. लोक की अवधारणा और स्वरुप
2. लोकवार्ता

3. लोक संस्कृति और लोक जीवन का अंतः संबंध

4. लौकिक साहित्य और लिखित साहित्य का सम्बन्ध व अध्ययन की समस्याएं

माड्यूल-2

लोकगीत - वाचिक और मुद्रित :

इस इकाई में भारतीय समाज के प्रमुख लोकगीतों व उनके प्रकारों का अध्ययन किया जाएगा। लोकगीत किसी एक व्यक्ति का नहीं बल्कि पूरे समाज का प्रतिनिधित्व करता है। लोकगीतों द्वारा रचनाकार अपने व्यक्तित्व को लोक में परिवर्तित कर पूरे लोक समाज की आवाज बना देता है। भारत के विभिन्न क्षेत्रों में प्रमुख त्योहार, उत्सवों, सामाजिक जीवन, धार्मिक व लौकिक आधार पर लोकगीतों का विस्तार हुआ है।

निर्धारित विषय :

1. संस्कार गीत : सोहर, यज्ञोपवीत, विवाह, मंगल गीत
2. ऋतु सम्बन्धी गीत : बारहमासा, होली, चैती, कजरी इत्यादि
3. श्रम सम्बन्धी गीत : कटनी, जँतसर, दँवनी, रोपनी इत्यादि
4. विविध गीत : ग्रामगीत

माड्यूल 3

लोककथाएं - लोकभाषाएं : सामान्य परिचय एवं इतिहास

इस इकाई में लोककथा व लोकभाषा का अध्ययन किया जाएगा। लोककथा व लोकभाषा के माध्यम से ही अभिव्यक्त होता है, इसलिए इनमें पारस्परिक संबंध होता है। लोककथाएं मानव समुदाय की साझी अभिव्यक्ति होती है,जो कथाओं को विभिन्न रूपों में लौकिक भाषा में

अभिव्यक्त करती है। लोककथाएं कथानक रूढ़ियों और विभिन्न शैलियों में स्थानकिता के आधार पर ढलने के कारण विभिन्न प्रवृत्तियों और चरित्रों से युक्त होती है।

निर्धारित विषय :

1. लोककथा : व्रतकथा, परिकथा, नाग-कथा, कथा रूढ़ियाँ और अंधविश्वास
2. लोकभाषा : लोकोक्तियां, मुहावरें, कहावतें, पहेलियां
3. लोकनृत्य : छऊ, महारास
4. लोकसंगीत : आल्हा / पांडवानी / बाउल

माड्यूल-4

लोकनाट्य - विविध भाषा क्षेत्रों के नाट्यरूप और शैलियां

इस इकाई में भारत के विभिन्न क्षेत्रों और भिन्न भाषाओं में प्रस्तुत होने वाले लोकनाट्य का अध्ययन किया जाएगा। लोकनाट्य में संवाद के माध्यम से मंच पर अभिनय तथा गीत-संगीत के साथ प्रस्तुत होता है, जिसका निश्चित आलेख नहीं रहता और यह परम्परा से मौखिक रूप से चला आ रहा है।

निर्धारित विषय :

1. रामलीला / रासलीला
2. बिदेसिया / नौटंकी / स्वांग
3. कीर्तनियां / यक्षगान
4. माच / खयाल

Assessment Details with weights :

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
3	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
4	End Term Exam	As per AUD Academic Calendar	50%

Reading List :

1. लोक-साहित्य की भूमिका : कृष्णदेव उपाध्याय, लोकभारती प्रकाशन, इलहाबाद, 2019
2. लोक संस्कृति की रूपरेखा : कृष्णदेव उपाध्याय, लोकभारती प्रकाशन, इलहाबाद, 2020
3. भारतीय लोक साहित्य परंपरा और परिदृश्य : विद्या सिन्हा, प्रकाशन विभाग-भारत सरकार, नई दिल्ली , 2011
4. लोक साहित्य एवं लोक संस्कृति (परम्परा प्रासंगिकता एवं सामाजिक परिप्रेक्ष्य) : डॉ वीरेंद्र सिंह यादव , ओमेगा पब्लिकेशन, नई दिल्ली , 2012
5. लोक साहित्य विज्ञान : डॉ सत्येंद्र , राजस्थानी ग्रंथगार, जोधपुर 2023
6. हिन्दी साहित्य का बृहत् इतिहास (षोडश भाग) लोक साहित्य : महापंडित राहुल सांकृत्यायन - डॉ कृष्णदेव उपाध्याय, नागरी प्रचारिणी सभा, काशी, 1960
7. सम्मलेन पत्रिका - लोक संस्कृति विशेषांक : सम्पादक - रामनाथ सुमन, प्रयागराज, 1953
8. समसामयिक सृजन पत्रिका - हिंदी के लोक पर केंद्रित : सम्पादक - महेंद्र प्रजापति , दिल्ली, जनवरी - जून 2014

9. भारतीय लोकनाट्य : डॉ वशिष्ठ नारायण त्रिपाठी, वाणी प्रकाशन, नई दिल्ली, 2001
10. कविता-कौमुदी (पांचवा भाग) ग्राम-गीत : सम्पादक-रामनरेश त्रिपाठी, हिन्दी मंदिर, प्रयाग, 1986
11. भिखारी ठाकुर रचनावली : बिहार राष्ट्रभाषा परिषद, पटना, 2011
12. भारतीय लोक साहित्य कोश (नौ खंड) : सम्पादक, सुरश गौतम-वीणा गौतम, संजय प्रकाशन, दिल्ली, 2021



School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

BA (H) Hindi

Course Code: TBD

Title: **अस्मितामूलक विमर्श और हिन्दी साहित्य**

Type of Course: -core

Cohort for which it is compulsory: None

Cohort for which it is elective:----

No of Credits: 4

Semester and Year Offered: Monsoon semester 2023-24

Course Coordinator and Team: **प्रो.गोपालजी प्रधान, डॉ.श्रवण कुमार**

Email of course coordinator:

Pre-requisites:

Aim:

1990 का दशक परिवर्तन का दशक रहा। नवउदारीकरण की प्रक्रिया ने न केवल आर्थिक स्तर पर बल्कि सामाजिक प्रक्रिया के स्तर पर भी गहरा असर डाला। दशकों पुराने नवसामाजिक संगठनों को पुनर्गठित होने का अवसर मिला। नई अस्मिताओं ने जन्म लिया; परिणामस्वरूप नये विमर्श उपजे। मुख्यधारा से वंचित हुए या किये गये समाज अपनी पहचान के लिए छटपटाने लगे। नई सैद्धांतिकी निर्मित हुई। उत्तरआधुनिकता, उत्तरसंरचनावाद, विखंडनवाद जैसे सिद्धांतों ने वैचारिक और साहित्यिक धरातल में परिवर्तन ला खड़ा किया। इन सिद्धांतों ने अस्मिता संबंधी विमर्शों में 'द्वंद्वात्मकता' उत्पन्न की। क्रूरतम सामाजिक ढांचे को चुनौती मिलने लगी और सापेक्ष सकारात्मक परिवर्तन का स्वागत हुआ। 'सहकार' और 'पारस्परिकता' के साथ साथ 'प्रतिद्वंद्विता' के भाव भी परिलक्षित हुए। कला और साहित्य की नई अभिरुचियां पैदा हुईं। विमर्शों ने अपनी सार्थकता और प्रामाणिकता के आधार पर साहित्य में निश्चित स्थान बनाया।

Course Outcomes:

- **उदारीकरण के बाद की दुनिया की पहचान करना।**

- **सैद्धांतिकी के निर्माण के कार्य-कारण संबंधों अथवा उसके ऐतिहासिक कारणों की परख करना।**
- **उत्तरआधुनिकता, उत्तरसंरचनावाद, विखंडनवाद जैसे सिद्धांतों की अवधारणा को समझना।**
- **अस्मिताविमर्श से उत्पन्न साहित्यिक अभिरुचियों के प्रति बोध जाग्रत करना।**
- **अस्मितामूलक विमर्श पर आधारित साहित्य को पढ़ना और समझना।**

माड्यूल-1

अस्मिताविमर्श संबंधी सैद्धांतिकी

इस इकाई में विद्यार्थी अस्मिताविमर्श के ऐतिहासिक कारणों को जान सकेंगे। 'अस्मिता' का संबंध नवउदारीकरण और निजीकरण से है। सोवियत संघ के विघटन, शीतयुद्ध की समाप्ति तथा उदारीकरण के पश्चात विश्व आर्थिक विकेन्द्रीकरण की ओर बढ़ा। तीसरी दुनिया शीतयुद्ध के गहन प्रभाव से बाहर निकल अपनी पहचान गढ़ने लगी। संपत्ति के साथ साथ मध्यवर्ग में भी विस्तार हुआ। बाज़ार एवं मध्यवर्ग एक दूसरे के पूरक बनने लगे। संपत्ति की परिधि में नये विचार और अस्मिताएं पनपने लगीं। इन अस्मिताओं के केंद्र में था- मध्यवर्ग। मध्यवर्ग की सामूहिक अभिव्यक्ति से अस्मिताओं के निर्माण की प्रक्रिया प्रारंभ हुई। आत्मकथाओं ने अस्मिताविमर्श के साहित्यिक दरवाजे खोल दिये। इस मॉड्यूल के अंतर्गत इन्हीं प्रश्नों से विद्यार्थी परिचित होंगे।

निर्धारित विषय :

1. **अस्मितामूलक विमर्श की सैद्धांतिकी**
2. **अस्मिता का अर्थ एवं उसका इतिहास**
3. **अस्मिता के सिद्धांत- उत्तरआधुनिक, उत्तरसंरचनावाद, विखंडनवाद का सामान्य परिचय**

मॉड्यूल-2

दलित, दलित अस्मिता, दलित विमर्श एवं दलित साहित्य

इस मॉड्यूल के अंतर्गत विद्यार्थी दलित, दलित अस्मिता, दलित विमर्श और दलित साहित्य की धारणाओं तथा उनसे जुड़े इतिहास के बारे में पढ़ सकेंगे। 'दलित' शब्द के अनेक अर्थ ग्रहण किया जाते हैं- एक अर्थ, 'दलन' या 'दमन' से जुड़ा है; एक, 'अस्पृश्यता' से और एक 'अनुसूचित

जाति' से। आरंभ में दलित शंब्द का अर्थ 'अनुसूचित जाति' ही स्वीकार किया जाता रहा है। बाबा साहब अंबेडकर इस शब्द का प्रयोग करते थे। मार्टिन लूथर किंग की 'ब्लैक पैंथर की तर्ज़ पर बना महाराष्ट्र का 'दलित पैंथर' हर शोषित वर्ग या जाति के लिये सक्रिय एक सामाजिक-राजनीतिक संगठन था। भूमिहीन किसानों से लेकर शहरी मजदूर वर्ग की सुरक्षा एवं अधिकारों की चिंता यह संगठन करता रहा। 'दलित पैंथर' के यहाँ 'दलित' शंब्द का पहला अर्थ ही ज्यादा सार्थक रहा। समय के साथ 'दलित' की परिभाषा बदलती रही, जिसे हम इस मॉड्यूल में पढ़ेंगे। दलित इतिहास में मराठी इतिहास, साहित्य और साहित्यकारों का महत्वपूर्ण योगदान रहा है। इसी कारण बहुधा हिन्दी के दलित साहित्य को 'मराठी दलित साहित्य की कलम' भी कहा गया। इस मॉड्यूल के अंतर्गत दलित विचारकों एवं उनके योगदान पर भी चर्चा की जाएगी। दलित साहित्य के अंतर्गत दलित आत्मकथा, कहानी, कविता, आलोचना और पत्रकारिता आदि विषयों पर भी बात की जाएगी।

निर्धारित विषय :

1. दलित: अवधारणा और इतिहास

2. साहित्यिक अभिव्यक्ति- आत्मकथा- मुर्दहिया (तुलसीराम)- चौधरी चाचा से प्रारंभ, पृष्ठ-125 से 135 तक

कविता- दलित कहाँ तक पड़े रहेंगे (अछूतानंद), कितनी व्यथा (नगीना सिंह), दलित विमर्श (कालीचरण सनेही), सोनवा का पिंजरा (माताप्रसाद)

कहानी- सलाम (ओमप्रकाश वाल्मीकि), नौ बार (जयप्रकाश कर्दम)

आलोचना- अभिशप्त चिंतन से इतिहास चिंतन की ओर (डॉ. धर्मवीर भारती)

माड्यूल-3

स्त्री विमर्श और साहित्यिक अभिव्यक्ति

हिंदी साहित्य में स्त्री लेखिकायें पहले भी रही हैं, किंतु 90' के दशक के बाद से बड़े पैमाने पर स्त्री लेखन का उभार हुआ । इस लेखन में अपनी विरासत का परिष्कार और संवर्धन के अतिरिक्त समसामयिक विषयों पर लगभग प्रत्येक विधा में प्रचुर लेखन हुआ है। इस लेखन में नारीवाद की सैद्धांतिकी की अनुगूंजें तो हैं ही; स्त्री की बदलती सामाजिक अवस्था से उत्पन्न

चुनौतियों और सवालों की भी भरपूर उपस्थिति नज़र आती है। इस मॉड्यूल में हम इन्हीं विषयों पर विस्तार से चर्चा करेंगे।

निर्धारित विषय :

1. स्त्री विमर्श: अवधारणा और मुक्ति आंदोलन का इतिहास (भारत और पश्चिम के संदर्भ)

2. साहित्यिक अभिव्यक्ति- आत्मकथा-अन्या से अनन्या तक (प्रभा खेतान), पृष्ठ-28 से 42 तक.

कविता- सीमा रेखा (कीर्ति चौधरी), सात भाइयों के बीच (कात्यायनी), मैं किसकी औरत हूँ (सविता सिंह)

कहानी- व्यक्तित्व की भूख (सुमित्रा कुमारी सिन्हा), खुदा की वापसी (नासिरा शर्मा)

स्त्री चिंतन- स्त्री के अर्थ स्वातंत्र्य का प्रश्न (महादेवी वर्मा)

माड्यूल 4

आदिवासी और अन्य अस्मिताएं: सैद्धांतिक और साहित्यिक विमर्श

नवउदारीकरण के आगमन के साथ ही जो समुदाय पहले से ही हाशिये पर थे, उनका हाशियाकरण और तीव्र हुआ है। संसाधनों पर निजी पूंजी के कब्ज़े और विकास की लोकप्रिय परियोजना के प्रसार ने आदिवासी समुदायों को वंचना की अनुभूति कराई। साथ ही इसी दौर में आये विमर्श भी तेजी के साथ रंगपटल पर उभरे हैं। इनमें किन्नर विमर्श, एलजीबीटीक्यू विमर्श और विकलांग विमर्श जैसी कुछ नूतन कोटियों का उभार हुआ है, जो साहित्य की दुनिया में अपना प्रतिनिधित्व दर्ज कर रही हैं।

निर्धारित विषय :

1. हाशिये का निर्माण और विमर्श की दावेदारी

2. आदिवासी साहित्य और विमर्श- उपन्यास- धूणी तपे तीर (हरिराम मीणा), पृष्ठ-158 से 167 तक

कविता- आदिवासी लड़कियों के बारे में (निर्मला पुतुल)

लेख- आदिवासी साहित्य की अवधारणा और स्वरूप (गंगासहाय मीणा)

अन्य विमर्श

1. लैंगिक और योनिक अल्पसंख्यक: किन्नर और एलजीबीटीक्यू विमर्श

2. विकलांग विमर्श की अवधारणा

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	15%
2	Mid Semester Exam	As per AUD Academic Calendar	30%
3	Assignment - 2 or class Presentation	As per AUD Academic Calendar	15%
4	End Term Exam	As per AUD Academic Calendar	30%
5.	Attendance	As per AUD Academic Calendar	10%

Reading List:

1. हिन्दी आलोचना की पारिभाषिक शब्दावली, डॉ. अमरनाथ, राजकमल प्रकाशन, 2012.
2. आधुनिक हिन्दी आलोचना के बीज शब्द, बच्चन सिंह, वाणी प्रकाशन, 2015.
3. शृंखला की कड़ियाँ, महादेवी वर्मा, लोकभारती प्रकाशन, 2008

School of Letters

Dr. B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot-Monsoon Semester

Course Code: TBD

Title : प्रवासी साहित्य

Type of Course : DSE-2

Cohort for which it is compulsory :

Cohort for which it is elective : B.A Honours Hindi And All Honours Program

No of Credits : 4

Semester and Year Offered : Monsoon semester 2023-24

Course Coordinator and Team : Prof. Satyaketu Sankrit, Dr. Mahendra Prajapati

Email of course coordinator : satyaketu@aud.ac.in

Aim :

इस कोर्स के माध्यम से भारत के बाहर हिंदी में लिखे जा रहे साहित्य को समझाने का प्रयास किया जाएगा| भारत एक बहुसांस्कृतिक,बहुभाषिक देश है, इसलिए यहाँ का साहित्य भी विभिन्न विमर्शों, परिवेशों और भावनाओं को अभिव्यक्त करता है | प्रवासी साहित्य हिंदी भाषा के वैश्विक पटल पर हो रहे विस्तार एवं चर्चा को समझने की एक दृष्टि भी विकसित करता है | प्रवासी साहित्य भारत से अपनी संस्कृति भाषा और समाज से कटकर जीविका के लिए विदेशों में संघर्ष करते भारतीयों की मनोदशा और आंतरिक पीड़ा को अभिव्यक्त करता है | अपने परिवार और समाज से दूर इन भारतीयों के लिए लेखन अपने एकांत को समाप्त करने का सबसे

सशक्त जरिया है | इसके अध्ययन के दो मूल आधार होंगे| पहला आधार तो उन गिरमिटिया मजदूरों के वंशजों के लेखन का है, जो अपने समाज से कटकर मॉरिशस, फिजी, सूरीनाम, त्रिनिडाड में आदि स्थानों पर बसा दिये गए| उन गिरमिटिया मजदूरों की दूसरी पीढ़ी जो वहीं पैदा हुई लेकिन अपने पूर्वजों की पीड़ा को भूला नहीं पायी और उस दर्द को कहानी, उपन्यास, कविता आदि माध्यमों में व्यक्त किया| दूसरा आधार, उन भारतीय लोगों का है जो जीविकोपार्जन के लिए एनआरआई के रूप में सुख-सुविधा की चाह में विदेशों में बस तो गए लेकिन जल्द ही उन्हें एहसास हो गया कि अपनी भाषा, संस्कृति और समाज की संवेदना उनसे छूट रही है, इसलिए अपनी संवेदनाओं को व्यक्त करने करने के लिए उन्होंने अपनी भाषा में लिखना शुरू किया।

Course Outcomes :

- विद्यार्थियों को भारत के बाहर लिखे जा रहे हिंदी साहित्य और उसकी सरंचना से अवगत कराना।
- विद्यार्थियों को हिंदी साहित्य के वैश्विक परिदृश्य को समझने की दृष्टि प्रदान करना|
- हिंदी भाषा के महाशक्ति के रूप में बढ़ते कदम से परिचय कराना|
- प्रवासी साहित्य की विविध साहित्यिक अभिव्यक्तियों की विद्यार्थियों में समझ विकसित करना।

Brief description of modules/ Main modules:

माड्यूल-1

प्रवासी साहित्य : अवधारणा और स्वरुप

भारत में प्रवासी भारतीयों की चर्चा तथा उनके सम्बन्ध में गंभीर चिंतन मनन का शुभारम्भ महात्मा गांधी द्वारा दक्षिण अफ्रिका में व्यतीत किये गये लगभग इक्कीस वर्षों के उस संघर्षमयी जीवन यात्रा से माना जा सकता है जिसने पूरे विश्व का ध्यान अपनी और आकृष्ट किया| सही अर्थों में यह भारत के प्रवासी समुदाय से एकात्म स्थापित करने की एक ऐसी आरम्भिक पहल थी जिसनें जल्द ही विभिन्न देशों में रहनेवाले गिरमिटिया बने भारतीय मजदूरों में एक नयी

संचेतना का संचार किया। उनमें स्वत्व का भाव जागृत कर अपनी संस्कृति एवं भाषा को अक्षुण्ण बनाए रखने का भाव पुष्ट किया। उनकी इसी भावना की अभिव्यक्ति कालन्तर में साहित्य के जिस रूप से हुई उनमें प्रवासी साहित्य के आरम्भिक रूप की तलाश की जा सकती है। हिन्दी के प्रवासी साहित्य की स्थिति अंग्रेजी से तनिक भिन्न है। हिन्दी के आलोचकों नें हिन्दी के प्रवासी साहित्य को जिस तरह के नजरिये से देखना शुरू किया उससे उसे वह गरिमा नहीं मिल पाई जिसका वह हकदार था। परन्तु विगत तीन दशकों से जिस तरह के काम इसके अंतर्गत हुए हैं उससे वह भारत तथा विदेशों के हिन्दी जगत में एक गंभीर चर्चा के विषय के रूप में उभरकर सामने आया है और हिन्दी के आलोचकों नें इसके लेखन की गंभीरता को भी स्वीकार किया है। हिन्दी के प्रवासी साहित्य का एक अपना वैशिष्ठ्य है जो उसकी संवेदना, परिपक्व जीवन दृष्टि और परिवेश में दिखाई पड़ता है। मॉरिशस, फिजी, सूरीनाम आदि देशों में भारतवंशियों की दूसरी-तीसरी पीढी के साहित्य में उनका देश बोलता है जिस पर निश्चित ही भारतीय संस्कृति, दर्शन था मूल्यों का गहरा प्रभाव है। अमेरिका, ब्रिटेन आदि देशों के लेखक पहली पीढी के हैं और इसी कारण उनकी रचनाओं में स्वदेश-विदेश दोनों हैं। इनकी रचनाओं में अमेरिका एवं यूरोप के देशों की सुख-समृद्धि तथा तनाव एवं संघर्ष है और साथ ही स्वदेश की मिट्टी की मधुर स्मृति भी गुँथी हुई है। इस तरह दोनों ही प्रकार के प्रवासी साहित्य में भारत अवस्थित है, चाहे उसकी धर्म-संस्कृति के रूप में चाहे नोस्टेल्जिया अथवा अस्तित्व एवं अस्मिता निर्मिती के सूत्र की तलाश के रूप में। भारत के हिन्दी समाज के लिए यह अपेक्षाकृत नई वस्तु है जिसमें नये कथानक और पात्रों के माध्यम से प्रवासी भारतीयों के जीवन संघर्ष को प्रस्तुत किया गया है। हिन्दी के इस प्रवासी साहित्य का संसार अब इतना व्यापक हो चुका है कि उसने अपना एक आकाश बनाने में सफलता हासिल कर ली है। प्रवासी साहित्य आज ऐसे मुकाम पर पहुँच चुका है जहाँ वह हिन्दी साहित्य के व्यापक मानचित्र में उचित एवं सम्मानपूर्ण स्थान का मजबूत दावेदार बन बैठा है।

निर्धारित विषय :

1. प्रवासी साहित्य : अर्थ और अवधारणा

2. प्रवासी साहित्य की वैचारिकी

3. प्रवासी साहित्य : शिल्प और भाषा

माड्यूल-**2**

प्रवासी हिंदी उपन्यास

इस इकाई में प्रवासी हिंदी साहित्य के प्रमुख उपन्यासों का अध्ययन किया जाएगा। उपन्यास कथा साहित्य की महत्त्वपूर्ण विधा है, जिसमें एक कथा सूत्र होता है। उपन्यास में लेखक अपने यथार्थ और रचना शिल्प को प्रमुखता से व्यक्त कर सकता है। प्रवासी हिंदी उपन्यासों में भारतीय आचार- विचार, भारतीय संस्कृति, भारतीय और विदेशी संस्कृति के द्वंद्व और भारतीयों जैसी ही संवेदनाओं को व्यक्त किया गया है। प्रवासी हिंदी उपन्यास में गिरमिटिया प्रथा और उसके दुःख- दर्द को भी प्रमुखता से व्यक्त किया गया है।

निर्धारित विषय :

1. प्रवासी हिंदी उपन्यास की यात्रा : संवेदना और शिल्प

2. हम प्रवासी- अभिमन्यु अनत (मॉरिशस)

3. हवन- सुषम बेदी (अमेरिका)

4. व्हेयर टू आई बिलांग- अर्चना पैन्यूली (डेनमार्क)

माड्यूल –3

प्रवासी हिंदी कहानी

इस इकाई में प्रवासी हिंदी कहानियों का अध्ययन प्रस्तावित है। प्रवासी हिंदी कहानियों की अंतर्यात्रा को समझते हुए प्रमुख कहानी लेखकों की कहानियों का अध्ययन किया जाएगा। प्रवासी हिंदी कहानियां कथासूत्र, शैली और शिल्प की दृष्टि से विशिष्ट पहचान रखती हैं। प्रवासी हिंदी कहानियों में महिला लेखन के सार्थक उपस्थिति है। परिवेशगत समस्याएं, स्त्री-पुरुष सम्बन्ध, वैयक्तिक मनोदशाओं का चित्रण इन कहानियों में मौजूद है।

निर्धारित विषय :-

प्रवासी कहानी की यात्रा : संवेदना और शिल्प

प्रमुख कहानियाँ :

रामदेव धुरंधर – सीमांत (मॉरिशस)

उषा राजे सक्सेना – आंटोप्रेन्योर (ब्रिटेन)

स्नेह ठाकुर – नारी मन (कनाडा)

ज़किया ज़ुबैरी – सांकल (ब्रिटेन)

तेजेंद्र शर्मा – गंध (ब्रिटेन)

जय वर्मा गुलमोहर (बर्मिंघम)

माड्यूल-4

प्रवासी हिंदी कथेतर साहित्य

इस इकाई में कथेतर साहित्य का अध्ययन साहित्य किया जाएगा। कथेतर साहित्य से तात्पर्य ऐसे साहित्य से है जो कथा साहित्य(उपन्यास, कहानी) से भिन्न विधा हो। इनमें कविता, संस्मरण, जीवनी, आत्मकथा, ललित निबन्ध, लेख इत्यादि आते हैं। यह साहित्यिक विधाएं भी प्रवासी हिंदी लेखन में विस्तार पा रहीं हैं। कविता विधा की बात की जाए तो सैकड़ों कवि अपनी भावनाओं को कविता के माध्यम से व्यक्त कर रहे हैं और कविता लेखन की प्रवासी साहित्य में सुदीर्घ परम्परा है।

निर्धारित विषय :-

कविताएँ :

क्लोन्ज़ –दिव्या माथुर (ब्रिटेन)

गुमशुदा विचार – सुधा ओम धींगरा (अमेरिका)

तुम्हारी कमी ! – पद्मेश गुप्ता (ब्रिटेन)

संस्मरण : -

अपना अपना युद्ध - शशि पाधा (अमेरिका)

ललित निबंध :

गुलमोहर दर गुलमोहर- पूर्णिमा वर्मन (संयुक्त अरब इमारात)

लेख :

वैचारिक उर्जा – मृदुल कीर्ति (आस्ट्रेलिया)

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment	Weightage

		will take place	
1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%

Reading List:

1. बसंत : त्रैमासिक, महात्मा गाँधी संस्थान, मॉरीशस की पत्रिका, अप्रवासी विशेषांक, अंक 41, 1984.
2. कमल किशोर गोयनका (सम्पादक): प्रवासी साहित्य, जोहान्सबर्ग से आगे
3. कमल किशोर गोयनका (सम्पादक): हिंदी प्रवासी साहित्य (गद्य-विधाएँ)
4. प्रो. नंदकिशोर पांडेय (प्रधान सम्पादक): प्रवासी जगत, त्रैमासिक पत्रिका, केंद्रीय हिंदी संस्थान, आगरा-252005, जुलाई-सितंबर 2018, पृष्ठ संख्या 206.
5. पीयूष कुमार द्विवेदी : कविता का प्रवासी स्वर-संदर्भः गिरमिटिया देश मॉरीशस और फीजी, प्रवासी जगत, त्रैमासिक पत्रिका, केंद्रीय हिंदी संस्थान, अक्टूबर-दिसंबर, पृष्ठ संख्या 29-30
6. 'वर्तमान साहित्य' : कुंवरपाल सिंह, नमिता सिंह (सम्पादक), जनवरी-फरवरी-2006
7. कमल किशोर गोयनका : विश्व हिंदी रचना, भारतीय सांस्कृतिक संबंध परिषद्, नई दिल्ली-2003
8. प्रवासी साहित्य : जोहान्सबर्ग से आगे, प्रधान संपादक, डॉ. कमल किशोर गोयनका, प्रकाशक-विदेश मंत्रालय, भारत सरकार, साउथ ब्लॉक, नई दिल्ली, संस्करण-2015
9. कमल किशोर गोयनका : हिंदी का प्रवासी साहित्य, प्रथम संस्करण 2011

10. 10 वाँ विश्व हिन्दी सम्मेलन (स्मारिका)

11. अप्रवासी : मंजु कपूर , रैण्डम हाउस इंडिया, नोएडा, 200

12. दिशाएँ बदल गई : नरेश भारतीय, राजपाल एंड संस , दिल्ली , 2014

School of Letters
Dr B. R. Ambedkar University Delhi
Course Outline
BA (H) Hindi

Course Code: TBD
Title: राष्ट्रीय काव्यधारा
Type of Course: -DSE (Discipline Specific Elective 1)
Cohort for which it is compulsory: None
Cohort for which it is elective: BA Honours Hindi and All Honours Program
No of Credits: 4
Semester and Year Offered: Monsoon semester 2023-24
Course Coordinator and Team: Hindi Faculty
Email of course coordinator:

AIM:-

राष्ट्रीय स्वाधीनता आंदोलन का हिंदी साहित्य से अटूट संबंध रहा है। विभिन्न लेखकों , पत्रकारों, संपादकों, एवं विशेष रूप से कवियों ने अपनी लेखनी के माध्यम से स्वतंत्रता की आकांक्षा को एक नया स्वर प्रदान किया। साहित्य प्रारंभ से ही स्वतंत्रता की वेदी पर अपना सर्वस्व न्योछावर करने वाले वीरों के साथ कंधे से कंधा मिलाकर चलता रहा है और उनकी प्रेरणा के लिए अपनी लेखनी चलाता रहा है, उनके अभियानों का जयघोष करता रहा है तथा उनकी कीर्ति और समर्पण के लिए विजयगान उद्घोषित करता रहा है। ब्रिटिश उंपनिवेश का विरोध, पराधीनता से मुक्ति, राष्ट्रीय सांस्कृतिक चेतना का विस्तार और राष्ट्र जागरण तत्कालीन साहित्य की केंद्रीय चिंता के रूप में स्थापित है। हिंदी के सभी प्रमुख कवियों ने अपनी रचनात्मकता के माध्यम से राष्ट्रीय जागरण के इस अभियान में अपना महत्वपूर्ण योगदान दिया है। स्वाधीनता के पश्चात भी राष्ट्रीय चेतना के प्रसार और राष्ट्रीयता की भावना के जागरण हेतु यह काव्यधारा सतत रूप से प्रवाहित होती रही है। बी.ए.(ऑनर्स) हिंदी के 'राष्ट्रीय काव्यधारा' पाठ्यक्रम के अंतर्गत विद्यार्थी राष्ट्रीय स्वाधीनता आंदोलन की पृष्ठभूमि एवं राष्ट्रीय सांस्कृतिक चेतना से संबद्ध साहित्य के प्रसार का विस्तृत अध्ययन करेंगे। इसके साथ ही प्रस्तुत पाठ्यक्रम में

विद्यार्थी राष्ट्रीय- सांस्कृतिक चेतना से संपन्न हिंदी कविता की एक समृद्ध विरासत से परिचित हो पाएंगे। प्रस्तुत पाठ्यक्रम के अंतर्गत विद्यार्थी निर्धारित राष्ट्रीय कवियों की चयनित कविताओं के अध्ययन के साथ-साथ तत्कालीन युगीन परिस्थितियों का विश्लेषण भी कर सकेंगे।

Course Outcomes

1. राष्ट्रीयता की अवधारणा को गहराई से समझ पाएंगे |
2. भारतीय स्वाधीनता आन्दोलन की पृष्ठभूमि से परिचित हो पाएंगे |
3. राष्ट्रीय चेतना की अभिव्यक्ति में साहित्य की भूमिका का आलोचनात्मक विश्लेषण कर सकेंगे |
4. प्रमुख हिंदी कवियों की रचनाओं के माध्यम से तत्कालीन राष्ट्रीयता के स्वरुप को समझकर वर्तमान संदर्भ में उसको नई दृष्टि से रेखांकित करने में सक्षम हो पाएंगे |

मॉड्यूल 1

राष्ट्रीय काव्य का अर्थ ऐसे काव्य से है जिसमें राष्ट्र के गौरव का गुणगान किया जाता है, जिसमें अपनी मातृभूमि एवं मातृभाषा के प्रति अटूट श्रद्धा एवं विश्वास प्रकट किया जाता है तथा जिसमें संपूर्ण राष्ट्र को अपनी स्वतंत्रता के लिए आत्मोसर्ग करने हेतु प्रेरित किया जाता है। हिंदी में राष्ट्रीय काव्य उसे ही माना गया है जिसमें देश प्रेम की भावना प्रबल हो ऐसा काव्य उस समय खूब रचा जाता है जब देश में राजनीतिक गुलामी हो अथवा उस पर कोई बाह्य आक्रमण हो। आधुनिक काल में संपूर्ण भारत में राष्ट्रीयता का उदय हुआ। सन् 1857 के स्वाधीनता संग्राम में राष्ट्रीयता के दर्शन हो चुके थे हालांकि यह विद्रोह पूर्ण रूप से सफल न रहा हो लेकिन राष्ट्रीय अखंडता की जो लौ इसने भारत के जन-जन तक पहुंचाई उसी ने आगे जाकर स्वाधीनता आंदोलन को सफलता प्रदान की। भारतेन्दु युग का साहित्य अंग्रेजों के खिलाफ भारत की संगठित राष्ट्रीयता का प्रथम आह्वान था। एक तरह से देखा जाए तो हिंदी साहित्य में राष्ट्रीयता का जयनाद यहीं से आरम्भ हुआ। भारतेन्दु युग और द्विवेदी युग की राष्ट्रीयता में सांस्कृतिक पुनरुत्थान तथा जन-जागृति की भावना केंद्र में थी लेकिन 1920 ई. में स्वाधीनता संग्राम की बागडोर महात्मा गाँधी के हाथ में आने के पश्चात् राष्ट्रीयता की भावना हिंदी काव्यधारा में संस्कारित होकर तेजी से उभरती दिखाई दी। हिंदी काव्यधारा में राष्ट्रीयता का मानवतावादी रूप उभरकार सामने आया - सामूहिक विकास, जीवन एवं आत्मसम्मान की भावना विशिष्ट रूप से सन् 1920 के बाद के काव्य में परिलक्षित होने लगी। राष्ट्रीय काव्यधारा के कवियों में प्रमुख रूप से मैथिलीशरण गुप्त,माखनलाल चतुर्वेदी,सोहन लाल द्विवेदी, बालकृष्ण शर्मा

'नवीन', सुभद्रा कुमारी चौहान, रामधारी सिंह 'दिनकर', राम नरेश त्रिपाठी, श्यामनारायण पांडेय आदि शुमार हैं। इन सभी के काव्य में भारतमाता के प्रति अटूट देशभक्ति, राष्ट्रीय स्वाधीनता आंदोलन के प्रखर उदबोधन,गांधीवाद का प्रभाव, देश पर मर-मिटने एवं लोक - कल्याण की भावना स्पष्ट रूप से प्रतिपादित है। प्रस्तुत इकाई में विद्यार्थी राष्ट्रीयता की अवधारणा से परिचित होते हुए भारत में उसके उद्भव एवं विकास का विस्तार से अध्ययन करेंगे तथा हिंदी साहित्य में राष्ट्रीय चेतना की अभिव्यक्ति किस रूप में हुई, इसका का गहनता से विश्लेषण करेंगे।

राष्ट्रीय काव्यधारा : अवधारणा, उद्भव एवं विकास

निर्धारित पाठ

1. राष्ट्रीयता की अवधारणा
2. भारतीय स्वाधीनता आंदोलन और राष्ट्रीयता
3. हिंदी साहित्य में राष्ट्रीय चेतना के स्वर

मॉड्यूल -2

प्रस्तुत इकाई मुख्य रूप से राष्ट्रीय काव्यधारा के दो प्रमुख कवि मैथिलीशरण गुप्त एवं माखनलाल चतुर्वेदी पर केंद्रित है। राष्ट्रकवि मैथिलीशरण गुप्त द्विवेदी युग के अत्यंत महत्वपूर्ण कवियों में से एक हैं। उनके द्वारा कृत "भारत -भारती ने स्वाधीनता आंदोलन की अग्नि को जन-जन तक पहुंचाने में महत्वपूर्ण भूमिका निभाई थी जिसके कारण राष्ट्रपिता महात्मा गांधी ने इन्हें 'राष्ट्रकवि' की पदवी दी थी। गुप्त जी के काव्य में केवल राष्ट्रीयता ही नहीं बल्कि गांधीवाद की प्रधानता, गौरवमयी इतिहास की झलक एवं भारतीय संस्कृति की महत्ता एवं उसके प्रति प्रेम स्पष्ट रूप से परिलक्षित होता है। इस इकाई में गुप्त जी की राष्ट्रीय चेतना एवं जागरण से ओत-प्रोत कविताओं का अध्ययन करते हुए विद्यार्थी उनके व्यक्तित्व एवं कृतित्व के विभिन्न पहलुओं से अवगत होंगे ताकि विद्यार्थी तत्कालीन युगीन परिस्थितियों एवं कवि द्वारा रचित रचनाओं में स्थापित अंत:सम्बन्ध का विश्लेषण करने में सक्षम हो पाएँ।

'पुष्प की अभिलाषा' जैसी कालजयी एवं अविस्मरणीय कविता लिखने वाले माखनलाल चतुर्वेदी का नाम अगर राष्ट्रीय काव्यधारा में न लिया जाए तो इसका अध्ययन निश्चित रूप से अधूरा ही समझा जाएगा। असहयोग आंदोलन, सविनय अवज्ञा आंदोलन में महत्वपूर्ण भूमिका अदा करने वाले चतुर्वेदी जी ने राष्ट्रीय चेतना से संचित अपनी ओजपूर्ण कविताओं के द्वारा

ब्रिटिश शासन का खुलकर विरोध किया और नई पीढ़ी को प्रेरित किया कि वह बिना किसी डर के गुलामी की जंज़ीरों को तोड़ डालें। 'हिमतरंगिनी', 'हिमकिरीटनी', 'युगचरण', 'माता' आदि उनकी राष्ट्रीय भावना पर केंद्रित श्रेष्ठ रचनाओं में से हैं।

निर्धारित पाठ

1. मैथिलीशरण गुप्त : व्यक्तित्व, कृतित्व
   कविताएं - मातृभूमि, भारतवर्ष, साकेत (बारहवां सर्ग)

2. माखनलाल चतुर्वेदी : व्यक्तित्व, कृतित्व
   कविताएं - पुष्प की अभिलाषा, कैदी और कोकिला, एक तुम हो।

मॉड्यूल -3

प्रस्तुत इकाई बालकृष्ण शर्मा 'नवीन' एवं सुभद्रा कुमारी चौहान पर आधारित रहेगी। बालकृष्ण शर्मा 'नवीन' एक ऐसे रचनाकार हैं जिन्होंने केवल साहित्यिक कृतियों के माध्यम से ही नहीं बल्कि राष्ट्रीय आंदोलन में सक्रिय योगदान द्वारा जन -जन में राष्ट्रीय चेतना जगाने का कार्य किया। इस इकाई में विद्यार्थी उनकी कविताओं के अध्ययन के साथ ही उनके सक्रिय राजनीतिक जीवन की जानकारी भी प्राप्त करेंगे। वहीं दूसरी ओर सन् 1857 के स्वाधीनता संग्राम में अंग्रेजों को लोहा देने वाली 'झाँसी की रानी' लक्ष्मीबाई की गाथा को आमजन तक पहुँचाने वालीं सुभद्रा कुमारी चौहान द्वारा रचित कविताओं का अध्ययन भी विद्यार्थी इसी इकाई के अंतर्गत करेंगे ताकि वह कवयित्री की समकालीन परिस्थितियों को परखते हुए राष्ट्र के लिए समर्पित रचनाओं का विश्लेषण गहराई से कर सकें।

निर्धारित पाठ:-

1. बालकृष्ण शर्मा 'नवीन' : व्यक्तित्व, कृतित्व
   कविताएं - विप्लव गायन, अरे तुम हो काल के भी काल, क्रांति।

2. सुभद्रा कुमारी चौहान : व्यक्तित्व, कृतित्व
   कविताएँ - जालियाँवाला बाग में बसंत,स्वदेश के प्रति

मॉड्यूल -4

प्रस्तावित इकाई राष्ट्रीय काव्यधारा के प्रखर रचनाकारों सोहनलाल द्विवेदी एवं रामधारी सिंह 'दिनकर' पर केंद्रित है। डॉ. हरिवंशराय बच्चन के अनुसार 'जिस कवि को राष्ट्रकवि के नाम से सर्वप्रथम अभिहित किया गया वे सोहनलाल द्विवेदी थे।' इसका प्रमुख कारण है गांधीजी पर उनकी कविता 'युगावतार' और उनकी चर्चित कृति 'भैरवी'। द्विवेदी जी की कविताओं का मूल स्वर देशभक्ति, सत्य, अहिंसा, ग्राम-सुधार, गांधीवादी दर्शन, जन -जागरण रहा है।

रामधारी सिंह 'दिनकर' राष्ट्रीय कवियों की फेहरिस्त में से एक अत्यंत महत्वपूर्ण कवि जिनकी रचनाएँ एक ओर भारत के गौरवमयी इतिहास को रेखांकित करती हैं तो वहीं दूसरी ओर तत्कालीन जनता को राष्ट्रीय आंदोलन के लिए प्रेरित भी करती हैं। एक तरफ राष्ट्र परतंत्रता की बेड़ियों में जकड़ा हुआ था तो दूसरी तरफ अन्धविश्वास एवं रूढ़िग्रस्त समाज ने भारत को पूरी तरह से पंगु बना दिया था। 'दिनकर' ने इन दोनों उद्देश्यों को केंद्र में रखते हुए किस प्रकार रचनाएँ कीं, उनकी कविताएं विषयवस्तु एवं शिल्प-विधान की दृष्टि से साहित्य में कहाँ स्थान रखती हैं,इन सभी पहलुओं का अध्ययन - विश्लेषण प्रस्तुत इकाई में अपेक्षित रहेगा ।

निर्धारित पाठ :

1. सोहनलाल द्विवेदी – व्यक्तित्व, कृतित्व
   कविताएँ – जागरण गीत, आज़ादी के फूलों पर/कोशिश करने वालों की हार नहीं होती

2.रामधारी सिंह 'दिनकर' - व्यक्तित्व, कृतित्व
   कविताएँ – प्यारा हिन्दुस्तान है, सिपाही, किसको नमन करूँ मैं भारत |

3.श्यामनारायण पांडेय - व्यक्तित्व, कृतित्व
   कविता - हल्दी घाटी, बारहवाँ सर्ग

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%

Reading List:

1. 'मुकुल', सुभद्रा कुमारी चौहान , सुषमा साहित्य मंदिर, जबलपुर, पांचवां संस्करण – 1944.
2. 'सुभद्रा समग्र', हंस प्रकाशन, इलाहाबाद, प्रथम संस्करण – 2000
3. माखनलाल चतुर्वेदी : व्यक्तित्व और कृतित्व, संपा – प्रेमनारायण पाण्डेय |
4. https://egyankosh.ac.in/bitstream/123456789/82792/3/Block-2.pdf
5. आलेख - राष्ट्रीय काव्यधारा : अवधारणा और विकास, डॉ.रविरंजन कुमार https://ghatsilacollege.in/wp-content/uploads/2020/04/BA-Hindi-%E0%A4%96%E0%A4%A3%E0%A5%8D%E0%A4%A1-%E0%A4%98.pdf
6. 'राष्ट्रीय काव्यधारा', डॉ. अभयकुमार खैरनार एवं डॉ. दीपक पाटील , कुमुद पुब्लिकेशन्स, संस्करण -2021.
7. भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि, ए.आर.देसाई, मैकमिलन, नई दिल्ली |
8. हल्दी घाटी, श्यामनारायण पाण्डेय http://kavitakosh.org/kk/%E0%A4%B9%E0%A4%B2%E0%A5%8D%E0%A4%A6%E0%A5%80%E0%A4%98%E0%A4%BE%E0%A4%9F%E0%A5%80_/_%E0%A4%B6%E0%A5%8D%E0%A4%AF%E0%A4%BE%E0%A4%AE%E0%A4%A8%E0%A4%BE%E0%A4%B0%E0%A4%BE%E0%A4%AF%E0%A4%A3_%E0%A4%AA%E0%A4%BE%E0%A4%A3%E0%A5%8D%E0%A4%A1%E0%A5%87%E0%A4%अफ़सोस

School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot-Winter Semester

Course Code: TBD

Title: पाश्चात्य काव्यशास्त्र

Type of Course: Core Course

Cohort for which it is compulsory: BA Honours Hindi

Cohort for which it is elective: BA Honours Hindi

No of Credits: 4

Semester and Year Offered: Winter semester 2023-24

Course Coordinator and Team: Hindi Faculty

Email of course coordinator:

Aim:

पाश्चात्य काव्यशास्त्र पाठ्यक्रम में पाश्चात्य साहित्य चिंतन व दर्शन का समग्रता में अध्ययन किया जाएगा। इसमें ग्रीस और रोम से लेकर यूरोप के इटली, फ़्रांस, जर्मनी और इंग्लैंड के साथ रूस और अमेरिका जैसे देशों के साहित्य चिंतन पर विचार किया जाएगा। यह पाठ्यक्रम विद्यार्थियों को पाश्चात्य साहित्य चिंतन और दर्शन परंपरा से अवगत कराएगा। पाश्चात्य काव्यशास्त्र पाठ्यक्रम शिक्षण के माध्यम से विभिन्न सिद्धांतों व वादों को जानने तथा उनके संबंध में विशेष दृष्टिकोण विकसित करने का प्रयास किया जाएगा। इस पाठ्यक्रम के अध्ययन से विद्यार्थियों में पाश्चात्य साहित्य चिंतन परंपरा का बोध विकसित करने में मदद मिलेगी। साथ ही यह उन्हें साहित्यिक समझ व आलोचनात्मक दृष्टिकोण विकसित करने में मदद करेगा।

Course Outcomes:

- विद्यार्थी पाश्चात्य काव्यशास्त्र व दर्शन परंपरा से परिचित हो सकेंगे।
- पाश्चात्य विचारकों की काव्य संबंधी चिंतन की जानकारी तथा पाश्चात्य काव्यशास्त्र की समझ विकसित होगी।
- पाश्चात्य काव्य सिद्धांतों तथा वादों के आधार पर काव्य समीक्षा को समझेंगे।
- विद्यार्थियों में आलोचनात्मक व तुलनात्मक दृष्टिकोण विकसित होगा।

Brief description of modules/ Main modules:

माड्यूल-1

प्लेटो, अरस्तू, लौंजाइनस एवं वडर्सवर्थ के काव्य सिद्धान्तों का अध्ययन

यूनानी दार्शनिक व साहित्यिक परंपरा में प्लेटो, अरस्तू, लौंजाइनस का महत्वपूर्ण स्थान है। यह मॉड्यूल 'प्लेटो, अरस्तू, लौंजाइनस एवं वडर्सवर्थ के काव्य सिद्धान्तों का अध्ययन' स्नातक स्तर के विद्यार्थियों के लिए डिजाइन किया गया है। यह मॉड्यूल छात्रों को प्लेटो, अरस्तू, वडर्सवर्थ और लौंजाइनस जैसे प्रसिद्ध दार्शनिकों के काव्य सिद्धान्तों से परिचित करवाने के लिए तैयार किया गया है। इसके माध्यम से प्लेटो, अरस्तू, लौंजाइनस और वडर्सवर्थ की काव्य संबंधी अवधारणाओं तथा सिद्धान्त को जानते हुए विद्यार्थियों में एक बौद्धिक समझ विकसित करने का प्रयास किया जाएगा।

निर्धारित विषय :

1. प्लेटो का काव्य सिद्धान्त
2. अरस्तू का अनुकरण एवं विरेचन सिद्धान्त
3. लौंजाइनस : काव्य में उदात्त की अवधारणा
4. वडर्सवर्थ काव्य भाषा का सिद्धांत

माड्यूल-2

यह मॉड्यूल उन सिद्धांतों पर आधारित होगा जो अंग्रेजी साहित्य के प्रमुख कवि वडर्सवर्थ, कोलरिज, आई. ए. रिचड्र्स और टी. एस. इलियट के काव्य भाषा के सिद्धांतों पर आधारित होते हुए भी हिन्दी साहित्य के विद्यार्थियों के अध्ययन के लिए आवश्यक हैं। प्रस्तुत मोड्यूल में वडर्सवर्थ के काव्य भाषा के मूल सिद्धांत, उसके विभिन्न पहलुओं का विश्लेषणात्मक पक्ष तथा काव्य में अभिव्यक्ति की भूमिका संबंधी उनके विचारों का अध्ययन किया जाएगा। कोलरिज के कल्पना और फैंटेसी, आई. ए. रिचड्र्स के मूल सिद्धांत, सम्प्रेषण सिद्धान्त तथा टी. एस. इलियट का परंपरा एवं वैयक्तिक प्रतिभा तथा निर्वैयक्तिकता के सिद्धान्त का अध्ययन किया जाएगा।

निर्धारित विषय :

1. कोलरिज : कल्पना और फैंटेसी
2. क्रोचे : अभिव्यंजनावाद
3. आई. ए. रिचड्र्स : मूल सिद्धांत एवं सम्प्रेषण सिद्धान्त
4. टी. एस. इलियट : परंपरा एवं वैयक्तिक प्रतिभा एवं निर्वैयक्तिकता का सिद्धान्त

माड्यूल- 3

विद्यार्थी प्रस्तुत मोड्यूल में विभिन्न काव्य सिद्धांतों तथा वादों के आधार पर काव्य समीक्षा को समझेंगे। इस मोड्यूल का मुख्य उद्देश्य विभिन्न वादों व साहित्य आलोचना पर एक संपूर्ण और समृद्ध अध्ययन प्रदान करना है जिसमें नई समीक्षा, यथार्थवाद, स्वच्छंदतावाद और मार्क्सवादी समीक्षा शामिल हैं।

निर्धारित विषय :

1. नई समीक्षा
2. यथार्थवाद
3. स्वच्छंदतावाद

4. मार्क्सवादी समीक्षा

माड्यूल-4

प्रस्तुत माड्यूल में पाश्चात्य दर्शन का परिचय देते हुए उसके सैद्धान्तिक तथा प्रयोगात्मक रूप से परिचित करवाया जाएगा। विभिन्न सिद्धांतों को हिन्दी साहित्य के संदर्भ में रेखांकित करने का प्रयास किया जाएगा।

निर्धारित विषय :

1. आधुनिकतावाद
2. उत्तर-आधुनिकता एवं औपनिवेशिकता
3. संरचनावाद

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%
5	Attendance	As per attendance policy	10%

Reading List:

1. पाश्चात्य काव्यशास्त्र, देवेन्द्रनाथ शर्मा,
2. नई समीक्षा के प्रतिमान, निर्मला जैन,
3. काव्य में उदात्त तत्व , डॉ नगेंद्र
4. पाश्चात्य काव्यशास्त्र अधुनातन संदर्भ : सत्यदेव मिश्र, लोकभारती प्रकाशन, इलाहाबाद
5. भारतीय एवं पाश्चात्य काव्यशास्त्र तथा हिन्दी आलोचना, डॉ रामचंद्र तिवारी, संजय बुक सेंटर, गोलघर, वाराणसी
6. पाश्चात्य काव्यशास्त्र, डॉ तारक नाथ बाली, वाणी प्रकाशन



School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Time Slot-Winter Semester

Course Code: TBD

Title: भाषा विज्ञान और हिंदी भाषा

Type of Course: Core

Cohort for which it is compulsory: BA Honours Hindi

No of Credits: 4

Semester and Year Offered: Winter Semester 2022-23

Course Coordinator and Team: Hindi Faculty (डॉ गीता पाण्डेय, डॉ. सुनील कुमार यादव)

Email of course coordinator: gpanday@aud.ac.in , skyadav@aud.ac.in

उद्देश्य:

स्नातक स्तर के विद्यार्थियों के लिए प्रस्तावित यह पाठ्यक्रम भाषा, भाषा विज्ञान और हिंदी भाषा के इतिहास को समझने के लिए बनाया है। इसके अतिरिक्त

विद्यार्थियों द्वारा भाषा विज्ञान के अंतर्गत स्वमिन, रूपिम के साथ-साथ भाषा विज्ञान के वाक्य और अर्थ को विस्तार से समझा जायेगा। हिंदी की विभिन्न शैलियाँ, हिंदी भाषा के विभिन्न रूप, हिंदी भाषा के प्रयोग क्षेत्र, भाषा-व्यवहार का ज्ञान प्राप्त कर सकेंगे। स्नातक हिंदी (ऑनर्स) के विद्यार्थी के लिए अपनी भाषा की परंपरा का ज्ञान और समझ आवश्यक है। यह पाठ्यक्रम उसी आवश्यकता की पूर्ति का एक प्रयास है। हिंदी भाषा की अनेक उपभाषाएँ और बोलियाँ रही हैं। यह पाठ्यक्रम आरंभिक हिंदी भाषा का परिचय देते हुए हिंदी भाषा की उपभाषाओं और बोलियों के क्रमिक इतिहास से विद्यार्थियों को रू-ब-रू कराएगा। साथ ही, हिंदी भाषा के अंतर्गत राष्ट्रभाषा, राजभाषा और संपर्क भाषा का ज्ञान अपेक्षित होगा। यह पाठ्यक्रम हिंदी भाषा के विभिन्न रूपों, हिंदी के प्रयोग क्षेत्रों, देवनागरी लिपि की विशेषताओं और भाषा-व्यवहारों आदि की समुचित समझ विद्यार्थियों में विकसित करेगा।

इस पाठ्यक्रम के अध्ययन से विद्यार्थी अपनी भाषिक परम्परा का बोध विकसित कर सकेंगे। साथ ही यह पाठयक्रम उन्हें भविष्य में रोजगार के अनेक अवसर प्राप्त हो सके इसके लिए भी उन्हें तैयार करेगा।

Course Outcomes:

- भाषा, भाषा की परिभाषा, भाषा-विज्ञान की अवधारणा, स्वरूप तथा भाषा वैज्ञानिक पद्धतियाँ।

- हिंदी भाषा, उसकी उपभाषाओं और बोलियों में दक्ष बनाना।
- देवनागरी लिपि पर विस्तार से विद्यार्थियों को ज्ञान प्राप्त कराना।
- हिंदी भाषा और उसकी परम्परा तथा इतिहास के बोध से अवगत कराना। उनमें विश्लेषण क्षमता को विकसित करना।

Brief description of modules/ Main modules:

माड्यूल-1

हिंदी भाषा का उद्भव और विकास तथा हिंदी की शैलियाँ

इस इकाई में हिंदी भाषा का विकासात्मक अध्ययन के माध्यम से विद्यार्थियों को हिंदी भाषा के जन्म से लेकर उसके वर्तमान स्वरूप तक की यात्रा के विभिन्न पड़ावों से परिचित कराया जायेगा। साथ ही हिंदी भाषा की विभिन्न उपभाषाओं और बोलियों का भी सामान्य परिचय दिया जायेगा। हिंदी भाषा के क्षेत्र विस्तार की सामान्य जानकारी भी पाठकों को उपलब्ध कराई जाएगी। इसके अतिरिक्त हिंदी भाषा की विभिन्न शैलियों (हिंदी, उर्दू और हिंदुस्तानी) की चर्चा भी की जाएगी। इससे विद्यार्थियों की हिंदी भाषा के इतिहास और विकास के प्रति एक बौद्धिक समझ विकसित हो सकेगी।

निर्धारित विषय :

1. भाषा : परिभाषा, विशेषताएं, भाषा और बोली में अंतर।

2. भारोपीय भाषा परिवार : प्राचीन, मध्यकालीन तथा आधुनिक भारतीय आर्य भाषा।

3. हिंदी की उपभाषाओं और उनकी बोलियों का सामान्य परिचय।

4. खड़ीबोली के रूप में हिंदी भाषा का विकास।

माड्यूल-2

लिपि के रूप में देवनागरी का विकास, त्रिभाषा सूत्र, राजभाषा, राष्ट्रभाषा एवं संपर्क भाषा

इस इकाई में राजभाषा का तात्पर्य, राजभाषा और राष्ट्रभाषा में अंतर राष्ट्रभाषा की कसौटियाँ, राष्ट्रभाषा के रूप में हिंदी की ऐतिहासिक विकास-यात्रा, स्वतंत्रता आंदोलन के दौरान राष्ट्रभाषा के रूप में हिंदी का विकास, हिंदी के राष्ट्रभाषा होने के प्रश्न (तर्क), राष्ट्रभाषा हिंदी के विकास हेतु सुझाव, त्रिभाषा सूत्र, संपर्क भाषा, राजभाषा के रूप में हिंदी की संवैधानिक स्थिति, राजभाषा हिंदी के प्रयोग की प्रगति, राजभाषा हिंदी की प्रगति की समीक्षा तथा राजभाषा के रूप में हिंदी के विकास के सुझाव आदि मुद्दों पर चर्चा की जाएगी। लिपि का विकास किस प्रकार हुआ और देवनागरी लिपि की विकास यात्रा कैसी रही। इससे विद्यार्थियों को उपर्युक्त अवधारणाएं स्पष्ट हो सकेगी।

निर्धारित विषय :

1. लिपि का प्रारंभ एवं उसकी विकास यात्रा, खड़ीबोली के लिए देवनागरी लिपि की स्वीकार्यता, समय-समय पर देवनागरी लिपि के लिए किये गए सुधार।

2. राजभाषा का तात्पर्य, राजभाषा व राष्ट्रभाषा में अंतर, 'राजभाषा' के रूप में हिंदी की संवैधानिक स्थिति, राजभाषा हिंदी के प्रयोग की प्रगति, राजभाषा हिंदी की प्रगति की समीक्षा, राजभाषा के रूप में हिंदी के विकास के लिए सुझाव।

3. राष्ट्रभाषा का अर्थ, राष्ट्रभाषा की कसौटियों, हिंदी के राष्ट्रभाषा होने के तर्क, राष्ट्रभाषा के रूप में हिंदी की ऐतिहासिक विकास-यात्रा, स्वतंत्रता आंदोलन के दौरान राष्ट्रभाषा के रूप में हिंदी का विकास, राष्ट्रभाषा हिंदी के विकास हेतु सुझाव।

4. संपर्क भाषा, मातृभाषा एवं अन्य भाषा के रूप में हिंदी, बोलचाल की सामान्य हिन्दी साहित्यिक हिन्दी।

माड्यूल 3

भाषा विज्ञान- स्वनिम और रूपिम

इस इकाई के अंतर्गत भाषा विज्ञान की मूलभूत संरचना का अध्ययन विद्यार्थियों को कराया जायेगा। इसमें स्वन और स्वनिम क्या होता है, भाषा विज्ञान के अंतर्गत भाषा के किस सोपान में इसे शामिल मिक्य गया है। स्वन परिवर्तन के कारण कौन-

कौन से हैं। प्रयत्न और स्थान के आधार स्वनिम का वर्गीकरण का ज्ञान भी विद्यार्थियों को कराया जायेगा। इसी प्रकार इस माड्यूल में रूपिम के लिए प्रयोग में लाये जाने वाले शब्द और पद का अध्ययन विद्यार्थियों को कराया जायेगा। उपसर्ग और निपात का ज्ञान भी अपेक्षित होगा।

निर्धारित विषय :

1. स्वनिम की परिभाषा, स्वन और स्वन परिवर्तन के कारण।
2. स्वनों का वर्गीकरण : प्रयत्न और स्थान के आधार पर।
3. रूपिम- शब्द, पद या रूप के आधार पर उसका वर्गीकरण
4. पद- नाम, आख्यात (क्रिया पद), उपसर्ग और निपात (अवधारक)

माड्यूल-4

वाक्य और अर्थ विज्ञान

इस माड्यूल के अंतर्गत भाषा विज्ञान के अंतर्गत आने वाले वाक्य और अर्थ का ज्ञान विद्यार्थोयों को कराया जायेगा। इसमें वाक्य की परिभाषा, वाक्य के अनिवार्य तत्व, वाक्य के प्रकार और उसमें होने वाले परिवर्तन के कारणों का अध्ययन विद्यार्थी करेंगे। जबकि अर्थ के अंतर्गत शब्द और अर्थ के बीच क्या संबंध होता है उसे समझेंगे। साथ ही अर्थ परिवर्तन के कारण और उसकी दिशाओं का ज्ञान भी विद्यार्थियों को कराया जायेगा।

निर्धारित विषय :

1. वाक्य विज्ञान : परिभाषा, वाक्य के प्रकार और अनिवार्य तत्त्व
2. वाक्य परिवर्तन के कारण
3. अर्थ विज्ञान : शब्द और अर्थ का संबंध
4. अर्थ परिवर्तन के कारण और दिशाएं

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1.	Assignment -1	As per AUD Academic Calendar	25%
2.	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3.	End Term Exam	As per AUD Academic	50%

Reading List:

1. हिंदी भाषा - डॉ. भोलानाथ तिवारी, किताब महल प्रकाशन, 2011.

2. हिंदी भाषा का इतिहास - डॉ. भोलानाथ तिवारी, वाणी प्रकाशन, 2014.

3. भाषा शिक्षण - डॉ. रवीन्द्रनाथ श्रीवास्तव, वाणी प्रकाशन, 2005.

4. हिंदी भाषा का समाजशास्त्र - रवीन्द्रनाथ श्रीवास्तव, राधाकृष्ण प्रकाशन, 2013.

5. भाषा और समाज- रामविलास शर्मा, राजकमल प्रकाशन, 2014.

6. ऐतिहासिक भाषा विज्ञान और हिंदी भाषा- रामविलास शर्मा, राजकमल प्रकाशन, 2017.

School of Letters

Dr B. R. Ambedkar University Delhi

Course Outline

BA (Hindi) Hons.

Course Code: TBD

Title: तुलसीदास

Type of Course: DSE (Discipline Specific Elective)

Cohort for which it is compulsory: BA Honours Hindi

Cohort for which it is elective: All BA Honours except Hindi

No of Credits: 4

Semester and Year Offered: Winter semester 2022-23

Course Coordinator and Team: Prof. Satyaketu Sankrit, Dr. Geeta Pandey

Email of course coordinator:

Pre-requisites: none

Aim:

स्नातक स्तर के विद्यार्थियों के लिए प्रस्तावित यह पाठ्यक्रम मध्यकालीन राम भक्तिधारा के श्रेष्ठ कवि तुलसीदास की प्रमुख कृतियों से परिचय कराने के लिए बनाया गया है। तुलसी अद्भुत प्रतिभा सम्पन्न कवि थे। महाकवि तुलसी ने अपनी कालजयी कृतियों के माध्यम से जो उपदेश दिए, वे लोकमंगल का विधान करने वाले हैं। तुलसीदास का विषय क्षेत्र अत्यन्त व्यापक है, उन्होंने जीवन के किसी अंग विशेष का चित्रण न करते हुए उसकी समग्रता का चित्रण किया। तुलसी मर्यादावादी कवि थे, अतः उनकी कृतियों में लोकधर्म एवं मर्यादा का निर्वाह किया है। उनकी

रचनाओं में भक्ति, धर्म, संस्कृति एवं साहित्य का अद्भुत संगम हुआ है। यद्यपि उन्होंने अपनी काव्य रचना का उद्देश्य 'स्वान्तः सुखाय' माना है, तथापि वे लोकमंगलकारी कविता को ही श्रेष्ठ मानने के पक्षधर हैं। इस पाठ्यक्रम के माध्यम से तुलसीदास के जीवन और काव्य से ना केवल परिचय मिलेगा अपितु स्नातक के विद्यार्थियों में मध्यकालीन भक्तिकाव्य की सामाजिक, सांस्कृतिक, राजनैतिक एवं धार्मिक परिस्थितियों को समझने का समुचित विवेक भी प्राप्त होगा। राम काव्य के सृजन की प्रेरणा भूमि और भक्तिकाव्य के अध्ययन का संस्कार भी प्राप्त होगा। इस पाठ्यक्रम के अध्ययन से विद्यार्थी साहित्य ज्ञान को विस्तार देगा तथा तुलसीदास पर अपनी एक समझ विकसित कर सकेगा।

Course Outcomes:

- भक्तिकाल की युगीन परिस्थितियां को व्यापक रूप में समझने का अवसर प्राप्त होगा।
- भक्तिकाल में तुलसीदास तथा उनके काव्य के महत्व को समझा जा सकेगा।
- कवि तुलसीदास को लेकर समुचित समझ विकसित होगी।
- अवधी भाषा की समझ विकसित होगी।
- भक्ति, शांत आदि रसों, विविध छंदों, अलंकारों तथा काव्यशास्त्रीय लक्षणों से परिचय प्राप्त होगा।

Brief description of modules/ Main modules:

माड्यूल-1

प्रस्तुत इकाई में रामचरित मानस के निर्धारित पाठ का अध्ययन किया जाएगा, जिससे विद्यार्थी को रामचरितमानस महाकाव्य को जानने और समझने का अवसर प्राप्त होगा। रामचरितमानस हिन्दी का सर्वश्रेष्ठ महाकाव्य है। इसकी भाषा अवधी है, यह राम-कथा पर आधारित महाकाव्य है। जिसकी रचना 1574 ई. में अयोध्या में प्रारंभ हुई तथा अंतिम भाग काशी में समाप्त किया

गया। यह ग्रंथ सात काण्डों में विभक्त है। इसमें मात्रिक और वर्णिक छन्दों का यथास्थान प्रयोग हुआ है। तुलसी ने प्रमुखतः दोहा और चौपाई छंद में मानस की रचना की है। इसमें राम का उत्तम चरित्र चित्रित है। मानस का मुख्य रस शांत है, लेकिन श्रृंगार , वीर, करुण आदि सभी रसों का परिपाक अनेक स्थलों पर देखने को मिलता है। विभिन्न भावों का यह ग्रंथ विशेष भण्डार है। मानस एक चरित्र प्रधान ग्रंथ है। इसमें संवादों की सजीवता, चरित्र का सूक्ष्म चित्रण, वार्तालाप की उत्कृष्टता परिलक्षित होती है। इस ग्रंथ का विभिन्न भाषाओं में अनुवाद भी हुआ है।

निर्धारित पाठ/ विषय :

1- भक्ति का उदय , भक्तिकाल में सगुण काव्यधारा का महत्व।

2- तुलसीदास का जीवन परिचय तथा रचनाएँ

3- रामचरित मानस: अयोध्याकाण्ड (दोहा संख्या 67 से 185 तक) गीताप्रेस, गोरखपुर

माड्यूल-2

प्रस्तावित इकाई में तुलसीदास कृत 'कवितावली' का निर्धारित पाठ पढ़ाया जाएगा। कवितावली में तुलसीदास ने रामचरित की महिमा के साथ-साथ अपने देशकाल को भी बड़ी ही मार्मिकता के साथ प्रस्तुत किया है। यह एक मुक्तक काव्य है, इसका प्रत्येक पद अपने-आप में पूर्ण है। कवितावली के उत्तर काण्ड में तुलसीदास के जीवन से संबंधित अनेक पद हैं, साथ ही कवि ने तत्कालीन समय के जीवन तथा युग का भी चित्रण किया है। इसमें कवित्त, सवैया, घनाक्षरी, छप्पय आदि छंदों का वर्णन किया गया है।

निर्धारित पाठ/विषय : कवितावली (उत्तर काण्ड 30 छंद, पद संख्या 29, 35, 37, 44, 45, 60, 67,73, 74, 84, 88, 89, 102, 103, 108, 119, 122, 126, 132, 134, 136, 140, 141, 146, 153, 155, 161, 165, 182, 229) गीताप्रेस गोरखपुर।

माड्यूल 3

प्रस्तुत इकाई में तुलसीदास कृत 'गीतावली' रचना का अध्ययन किया जाएगा। तुलसी की यह रचना ब्रज भाषा में लिखी गई है। इस रचना में राग-रागिनियों का भरपूर प्रयोग किया गया है। इसमें बाल-लीलाओं तथा राम-राज्य के सुख और ऐश्वर्य का विस्तार से वर्णन किया गया है। कथानक की दृष्टि से गीतावली उनके ग्रंथ रामचरितमानस से भिन्न रचना है। इसमें भाव को अधिक महत्ता दी गई है। साथ ही इसमें श्रृंगार, वीर, करुण आदि रसों की भी बड़ी सुंदर अभिव्यक्ति हुई है।

निर्धारित पाठ / विषय :

गीतावली (बालकाण्ड, 20 पद, पद संख्या 7, 8, 9, 10, 18, 24, 26, 31, 33, 36, 44, 73, 95, 97, 101, 104, 105, 106, 107, 110) गीताप्रेस गोरखपुर

माड्यूल-4

प्रस्तुत इकाई में तुलसीदास द्वारा रचित प्रसिद्ध कृति 'विनय पत्रिका' का अध्ययन किया जाएगा। विनय पत्रिका तुलसीदास का पत्रात्मक शैली में लिखित गीतात्मक प्रबन्ध काव्य है। विनय पत्रिका के माध्यम से तुलसीदास ने तत्कालीन राजनीति, समाज, धर्म तथा संस्कृति और साहित्य में फैली भीषण दुर्व्यवस्था और उच्छृंखलता से जब सब अव्यस्थित हो उठा, तब कलियुग का अभिशाप समझ कर एक पत्री में उस व्यथा को तुलसीदास ने राजा राम के दरबार में उपस्थित होकर व्यक्त किया है। राम जगत् के नियन्ता हैं, अतः उनके दरबार में उनके पास अर्जी पहुंच जाये, इसलिए उनके दरबारी गणेश, सूर्य, शिव, देवी, गंगा, यमुना, काशी, चित्रकूट, हनुमान, लक्ष्मण, भरत , शत्रुघ्न, सीता आदि की स्तुति कर प्रार्थना (विनय) की गई है कि वे तुलसी की ओर से मर्यादा पुरूषोत्तम भगवान राम का ध्यान आकृष्ट

करें। तुलसी अपनी निजी पीड़ा और आत्मकथ्य को श्रीराम तक पहुंचाना चाहते हैं। विनय पत्रिका इसलिए भी लिखी गई है कि जीव का अज्ञान ईश्वर को केवल एक बार देख लेने मात्र से भी दूर हो जाता है। जीव का विरह, अपनी तुच्छता और अज्ञान से मुक्त करके अपनाने की कामना इस पत्रिका में व्यक्त की गई है। ईश्वर का जीव को क्षणभर के लिए देख लेना या अपनत्व व्यक्त कर देना ही इस पत्रिका का उद्देश्य है।

निर्धारित पाठ/विषय :

विनय पत्रिका (40 पद, पद संख्या 1, 5, 17, 30, 36, 41, 45, 72, 78, 79, 85, 89, 90, 94, 100, 101, 102, 103, 104, 105, 111, 113, 114, 115, 121, 159, 160, 164, 165, 166, 167, 182, 201, 269, 272) गीताप्रेस गोरखपुर

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Assignment -1	As per AUD Academic Calendar	25%
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%

Reading List:

1. तुलसी दर्शन – डॉ. बलदेव प्रसाद मिश्र
2. तुलसी का मानस – डॉ. मुंशीराम शर्मा
3. तुलसीदास – डॉ. माताप्रसाद गुप्त ।

4. हिन्दी साहित्य की भूमिका - डॉ. हजारीप्रसाद द्विवेदी ।

5, श्रीरामचरित मानस - गीता प्रेस, गोरखपुर ।

6. तुलसीदास और उनका काव्य - डॉ. रामनरेश त्रिपाठी ।

7. गोस्वामी दुलसीदास - आ. रामचन्द्र शुक्ल ।

8. तुलसी दर्शन मीमांसा - डॉ. उदयभानु सिंह ।

9.विनय पत्रिका गीता प्रेस- गोरखपुर

10.हिन्दी साहित्य का वृहत इतिहास - नागरी प्रचारिणी सभा, काशी

11.गोस्वामी तुलसीदास कृत विनय पत्रिका - डॉ. योगेन्द्र प्रताप सिंह ।

12.हिन्दी साहित्य की भूमिका- आचार्य हजारी प्रसाद द्विवेदी

13.हिन्दी साहित्य कोश- डॉ.धीरेन्द्र वर्मा डॉ. माताप्रसाद गुप्त की विनयपत्रिका पर टिप्पणी

14.तुलसी ग्रंथावली- सं. रामचन्द्र शुक्ल

15. तुलसी और उनका काव्य- डॉ. रामदन भारद्वाज

16. तुलसी दर्शन मीमांसा - डॉ. उदयभान सिंह

18. तुलसीदास - चंद्रबली पाण्डेय

School of Letters
Dr B. R. Ambedkar University Delhi
Course Outline
BA (H) Hindi

Course Code: TBD
Title: प्रेमचंद
Type of Course: -DSE-5 (Discipline Specific Elective)
Cohort for which it is compulsory: None
Cohort for which it is elective: All Honours Program
No of Credits: 4
Semester and Year Offered: Monsoon semester 2023-24
Course Coordinator and Team: Prof. Satyaketu Sankrit, Dr. Nikita Jain
Email of course coordinator:

AIM:-

प्रेमचंद का नाम उन महत्वपूर्ण रचनाकारों में शुमार हैं जिसने हिंदी साहित्य को विशेषकर हिंदी कथा साहित्य को एक निश्चित दिशा प्रदान की। प्रेमचंद ने तत्कालीन समाज की समस्याओं का चित्रण कर लोगों को अपने साहित्य से जोड़ने का कार्य किया। उनके द्वारा लिखित साहित्य में उस दौर के समाज - सुधार आंदोलनों, स्वतंत्रता आंदोलन,गरीब श्रमिक,किसान एवं स्त्री जीवन से जुड़े विभिन्न पहलुओं का सशक्त चित्रण मिलता है। यही कारण है कि हिंदी साहित्य में प्रेमचंद का पदार्पण युगान्तकारी महत्व रखता है।

प्रस्तावित पाठ्यक्रम प्रेमचंद के साहित्य पर आधारित है। प्रस्तुत पाठ्यक्रम में प्रेमचंद के उपन्यास, कहानी, निबंध एवं नाटक का अध्ययन कराया जाएगा ताकि विद्यार्थी प्रेमचंद द्वारा रचित विभिन्न गद्य विधाओं से गहराई से परिचित हो सकें और वर्तमान सन्दर्भ में इनके द्वारा लिखे गए साहित्य को एक नई दृष्टि से विवेचित करने की समझ विकसित कर सकें।

Course Outcomes

- प्रेमचंद के समग्र साहित्य से परिचित हो पाएंगे।
- विद्यार्थी प्रेमचंद के जीवन से जुड़े हुए महत्वपूर्ण प्रसंगों से परिचित होते हुए उनकी साहित्यिक यात्रा पर गहनता से विचार कर पाएंगे।
- प्रेमचंद के साहित्य में अभिव्यक्त सामाजिक, राजनीति, सांस्कृतिक आदि परिस्थितियों को गहराई से विश्लेषित कर पाएँगे।

मॉड्यूल 1

प्रस्तावित पाठ्यक्रम की प्रथम इकाई प्रेमचंद के व्यक्तित्व एवं कृतित्व पर आधारित है । इस इकाई के अंतर्गत विद्यार्थियों को प्रेमचंद के जीवन के कुछ महत्वपूर्ण प्रसंगों द्वारा उनकी साहित्यिक यात्रा से रूबरू कराने की कोशिश की जाएगी। प्रेमचंद हिंदी के उन बहुआयामी रचनाकारों में से एक हैं जिनकी कलम लगभग साहित्य की हर विधा के लिए समर्पित रही है। कथा - सम्राट नाम से मशहूर प्रेमचंद ने नाटक, निबंध आदि की भी रचना की है। इसके अतिरिक्त प्रेमचंद एक कुशल संपादक एवं अनुवादक भी रहे हैं। प्रस्तुत इकाई में विद्यार्थियों को प्रेमचंद के समग्र साहित्य से परिचित कराया जाएगा ताकि हिंदी साहित्य में प्रेमचंद की प्रासंगिकता को सही मायनों में समझ सकें।

निर्धारित पाठ

1. प्रेमचंद का व्यक्तित्व एवं कृतित्व
2. प्रेमचंद की साहित्यिक दृष्टि

मॉड्यूल -2

प्रस्तुत इकाई में मुख्य रूप से प्रेमचंद के उपन्यास एवं कहानियों पर केंद्रित है। हिंदी कथा साहित्य का विश्लेषण प्रेमचंद के बिना अधूरा है उन्होंने अपनी रचनाओं के माध्यम से हिंदी कहानी एवं उपन्यास को एक नया आधार प्रदान किया तथा समकालीन सामाजिक समस्याओं को विशद रूप में चित्रित किया है। प्रस्तुत इकाई में प्रेमचंद के एक उपन्यास 'सेवासदन' एवं छः कहानियों का अध्ययन अपेक्षित रहेगा।

प्रेमचंद का कथा साहित्य

निर्धारित पाठ

उपन्यास

1. सेवसादन

कहानियाँ - कोई छः

1. दुनिया का सबसे अनमोल रतन
2. पंच-परमेश्वर

2. खून सफ़ेद
3. नमक का दारोगा
4. कजाकी
5. जुलूस
6. मनोवृत्ति
7. नशा
8. दो बैलों की कथा
9. ठाकुर का कुआँ
10. यही मेरा वतन

मॉड्यूल -**3**

प्रस्तुत इकाई में प्रेमचंद के कथेतर साहित्य पर केंद्रित है जिसके अंतर्गत मुख्य रूप से दो विधाओं 'नाटक' एवं 'निबंधात्मक लेखों' को शामिल किया है। इस इकाई के माध्यम से विद्यार्थी प्रेमचंद के साहित्य सम्बन्धी स्वतंत्र विचारों से परिचित हो सकेंगे। प्रेमचंद के साहित्यिक अवदान और साहित्यिक को लेकर हो रही बहसों के बीच प्रेमचंद के मौलिक विचारों से भी विद्यार्थी परिचित हो सकेंगे।

निर्धारित पाठ:-

नाटक

1. संग्राम

निबंधात्मक लेख

1. साहित्य का उद्देश्य
2. राष्ट्रभाषा हिंदी और उसकी समस्याएं

Assessment Details with weights:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
	Assignment -1	As per AUD Academic Calendar	25%

1			
2	Assignment - 2 or class Presentation	As per AUD Academic Calendar	25%
3	End Term Exam	As per AUD Academic Calendar	50%

Reading List:

1. प्रेमचंद और उनका युग, डॉ. रामविलास शर्मा,राजकमल प्रकाशन, संस्करण -2008.
2. प्रेमचंद के उपन्यासों का शिल्प विधान, कमलकिशोर गोयनका,1974.
3. प्रेमचंद - रचना संकलन, साहित्य अकादेमी (भारत सरकार), नई दिल्ली, 1994.
4. प्रेमचंद - कहानी रचनावली (6 खंड), कमलकिशोर गोयनका, 2010.
5. सेवासदन, प्रेमचंद, राजकमल प्रकाशन, नई दिल्ली।
6. कुछ विचार(भाग-1 साहित्य और भाषा सम्बन्धी), प्रेमचंद, सरस्वती प्रेस, बनारस, तृतीय संस्करण - 1945.

MA, CL 11th BOS
Approved course

DRAFT STRUCTURE OF YEAR 2 OF MA PROGRAMME IN COMPARATIVE LITERATURE

Course structure

Semester III: 20 credits

Semester IV: 20 credits

Total credits: 40 credits

In line with the broad guidelines contained in point 11.10 of the New Educational Policy of 2020, the second year of Masters in Comparative Literature at AUD is devoted entirely to research and research-related coursework. There are four practice-oriented courses in semester III, in which key skills necessary for research in Comparative Literature, such as modes of reading, styles of writing, methods of research and presentation, ethical concerns, etc., shall be imparted through immersive activities as envisioned in these courses. The expected cumulative outcome of these courses in semester III is to acquaint the student to be able to formulate a viable research question through a method of research. In semester IV, towards completing the mandatory dissertation, the student will be required to present weekly reports on their reading and writing process to their peers in a seminar mode, i.e. through Work-in-Progress sessions. The objective of this weekly seminar is to complement, encourage, and enhance the process of dissertation writing and overall research experience of the student.

Semester III

A. Taught course

Sl. No.	Course Name	Credits
1	Research Methods & Ethics	4

B. Workshop-mode courses

Sl. No.	Course Name	Credits
1.	Comparative Literature Research Seminar	4
2.	Dissertation Writing Workshop	4
3.	Translation Practicum	8

Total credits: 20

Semester IV

Sl. No.	Course Name	Credits
1	Work-in-Progress sessions	4
2	MA Dissertation	16

Total credits: 20

Course descriptions:

1. **Research Methods and Ethics**
*(see **Appendix** to this document for the course description with readings)*

This course is designed to introduce students to the disciplinary methodology of Comparative Literature, and to familiarize them with applying it conceptually and practically to their research questions. Topics that will be covered in this course include how to prepare for research, refining the basic research idea, arrive at keywords for the research project and elaborating with newly learnt methods, learning writing and research protocols, conceiving of research as ethical practice, avoiding plagiarism, and preparing the work to be presented before an interested public audience.

2. **Comparative Literature Research Seminar**

The research seminar will be led by students as peer reviewers of each other's projects in Comparative Literature. This will involve weekly sessions in presenting a key theoretical reading and/or primary text central to each of the students' proposed projects. The students may be divided into clusters depending on the theme of their research, e.g. clusters on premodernity, colonialisms, modern literature, contemporary trends in Comp Lit, Indian writings, South Asian literatures etc. This will help focus each of the projects on areas relevant to the discipline and enable students to dialogue with key thinkers and issues. The seminar is envisaged as leading to a strong theoretical and disciplinary statement by students which will be reflected in the introduction to their various dissertations. The grade for the seminar will depend on participation in the seminar by volunteering to present and discuss readings individually or in groups as well as filling in peer review forms with meaningful and constructive feedback on each other's theoretical orientations.

3. **Dissertation Writing Workshop**

This course is designed to provide mentorship to students as they explore and finalise the topic of their mandatory dissertation in semester IV. The workshop will include sessions on paragraphing, chapterisation, creating inter-chapter links, formatting the writing, and preparing a typescript for public presentation, including defending the work before peers. A viable research proposal, along with an annotated bibliography, may be required of the student as an end-term assignment. This will provide the student with more time to focus on the actual writing of the compulsory dissertation in semester 4. Allocation of supervisor will also be done in this semester and on the basis of the topic chosen by the student-researcher in this course.

Assessment plan: 50% for in-class assessment; 50% for end-term assessment.

4. Translation Practicum

Translation is a crucial component of MA in Comparative Literature at AUD, especially because dissertations will be written in English on materials taken from other languages. Apart from acquainting the students with some key trends in the field of translation studies, students will be required to choose a key text from their research archive and work on it either in relation to translation into English or to use existing English translations and annotate them by comparing translations and/or comparing with the original. The practicum is meant to familiarize students with the rigours of translation as a kind of reading practice that will deploy in writing their dissertation. The assessment for the practicum will depend on the student's immersion in weekly translation activities and their written submission at the end of the semester based on the translation component in their proposed dissertation.

Assessment plan: 50% for weekly translation activities & 50% for a presentation on their translation work along with a write-up on the same.

5. Work-in-Progress Seminar

The seminar-cum-workshop has a two-part objective: to allow students to share the progress made in their dissertation work, and to provide the occasion for peers to offer constructive responses and comments on each other's writing as it culminates into a dissertation. The seminar sessions will be moderated by a faculty-instructor. The seminar sessions will also provide a "troubleshooting" space through group discussion supplemented by individualized mentorship under supervisors. As part of the assessment plan, a student will be assigned the responsibility of rapporteuring a fellow student's progress presentation in the form of a Response Sheet. A written self-appraisal by the student of their dissertation work shall constitute the second graded component for the course.

Assessment plan: 50% for response sheet; 50% for "self-appraisal" sheet.

6. Dissertation

An original dissertation of substantial length or work of substantial scholarly translation of a literary work with an introduction and annotation must be produced by the student in order to pass the Masters in Comparative Literature programme. Assessment for the dissertation shall be carried out by the Comparative Literature programme committee and/or examiner(s) from outside the Programme (CLTS) or University if the need arises on a case-to-case basis.

Appendix-1

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

School/Centre proposing the course	School of Letters
Programme(s)	MA Comparative Literature
Course title	Research Methods and Ethics
Course code	SOL2CL117
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	October 2023
Course coordinator and team	Shelmi Sankhil, Sandeep R. Singh, Shad Naved

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

   The course connects with a similar Research Methodology course offered to the PhD students of Comparative Literature & Translation Studies.

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

   This is a core course in semester 3 for students of MA in Comparative Literature.

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

   62

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 is aimed at equipping the student with the necessary research tools for engaged scholarship in literary and cultural disciplines, and in areas that are at the fringes of academic and cultural discourse.

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

This is a core course in the MA Comparative Literature Programme. It is in alignment with the vision of the NEP 2020 to impart and encourage research in year 2 of the two-year Masters Programme.

7. **Course Details:**

a. Summary:

This course is designed to introduce students to the disciplinary methodology of Comparative Literature, and to familiarise them with its practice. Topics that will be covered in this course include how to prepare for research in the field, refining basic research idea and elaborating with newly learnt methods, learning writing and research protocols, conceiving of research as ethical practice, avoiding plagiarism, etc.

b. Objectives:

- To introduce and equip students with the disciplinary methodology of Comparative Literature.
- To familiarise students with the practice of disciplinary research in Comparative Literature.

c. Expected learning outcomes:

- Students are expected to come out of this course with the knowledge and skills required for preparing and refining viable research questions.
- Competency in research writing and protocols.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1: Research and Writing: Mechanics of Citation, Bibliography & Referencing.

Through this module, researchers will be introduced to the stylistics of writing, referencing and systematic formulation of a research document. They will be also taught how to build an argument.

Module 2: Methods of Comparison:

This module Introduces the history and modes of research in Comparative Literature in India and other parts of the world.

Module 3: Ways of Reading:

Through selected essays, researchers will be familiarized with different paradigms of critical reading in literary studies.

Module 4: Ethics of Research:

This module aims at generating awareness of the researcher's social responsibility, and the interventionist potential of research, especially in the humanities.

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages): Indicative list	Additional Suggested Readings: Indicative list	Assessment (weights, modes, scheduling)
1	Module 1	Mechanics of citation, bibliography & referencing	*MLA Handbook: Ninth Edition*. New York: Modern Language Association of America, 2021.	*The Chicago Manual of Style*. Chicago: University of Chicago Press, 2003.	
2	Module 1	Mechanics of citation, bibliography & referencing	*MLA Handbook: Ninth Edition*. New York: Modern Language Association of America, 2021.	*The Chicago Manual of Style*. Chicago: University of Chicago Press, 2003.	
3	Module 2	Methods of Comparison	Das, Sisir K, and Jānsi Jayiṃs. *Studies in Comparative Literature: Theory, Culture and Space*. New Delhi: Creative Books, 2007.		
4	Module 2	Methods of Comparison	Ramakrishnan, E.V., Harish Trivedi, and Chandra Mohan. *Interdisciplinary Alter-Natives in Comparative Literature*. New Delhi: Sage, 2013.		
5	Module 2	Methods of Comparison	Damrosch, David, Natalie Melas, and Mbongiseni Buthelezi. *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*. Princeton: Princeton University Press, 2009.		
6	Module 2	Methods of Comparison	Schreibman, Susan, Raymond G. Siemens, and John Unsworth. *A Companion to Digital Humanities*. Malden, Mass: Blackwell Pub, 2004.		
7	Module 3	Ways of Reading: Marxism	Selections from Aijaz, Ahmad. *In Theory: Classes, Nations, Literatures*. New Delhi: OUP, 1992.		
8	Module 3	Ways of Reading: Gender Studies	Selections from Ezell, Margaret J. M. *Writing Women's Literary History*. Baltimore: Johns Hopkins University Press, 1993.	Chakravarty, Radha. *Feminism and Contemporary Women Writers: Rethinking Subjectivity*. New Delhi: Routledge,	

				2008.	
9	Module 3	Ways of Reading: Structuralism/Poststructuralism	Selections from Barthes, Roland, and Stephen Heath. *Image, Music, Text*. New York: Hill and Wang, 1977.	John, Mary. *Discrepant Dislocations: Feminism, Theory and Postcolonial Histories*. Berkeley, 1996.	
10	Module 3	Ways of Reading: Psychoanalytical Criticism	Selections from Kakar, Sudhir. *Young Tagore: The Making of a Genius*. New Delhi: Penguin, 2013. Selections from Rose, Jacqueline. *On Not Being Able to Sleep: Psychoanalysis and the Modern World*. Princeton, N.J: Princeton University Press, 2003.		
11	Module 3	Ways of Reading: Deconstruction	Selections from Derrida, Jacques. *Of Grammatology*. Baltimore: Johns Hopkins University Press, 1976. Spivak, Gayatri C., and Lara Choksey. *Readings*. London: Seagull, 2014.		
12	Module 3	Postcolonialism/Decoloniality	Ngugi, wa T. *Decolonizing the Mind: The Politics of Language in African Literature*. London: J. Currey, 1986. Quijano, Aníbal. "Coloniality and Modernity/Rationality". *Cultural Studies*. **21** (2–3): (2007), 168–178.	Mufti, Aamir. *Forget English!: Orientalisms and World Literature*. Harvard, 2016. Mignolo, Walter D. (2011). *The Darker Side of Western Modernity*: Global Futures, Decolonial Options. Duke University Press, 2011	
13	Module 3	Ways of Reading: Postcritique/Reparative Reading	Anker, Elizabeth & Rita Felski. "Introduction". In Anker & Felski (ed.). *Critique and Postcritique. Durham:* Duke University Press, 2017. Selections from Felski, Rita. *The Limits of Critique*. Chicago: University of Chicago Press,	Mullins, Matthew. "How Should We Read Now?" *Symploke*, Volume 25, Numbers 1-2, (2017) pp. 485–491.	

			2015.	Robbins, Bruce. "Not So Well Attached." *PMLA*, Volume 132, Number 2, (2017) pp. 371–376	
14	Module 4	Ethics of Research	Charles Hale, 'What is Activist Research?' *SSRC*, vol. 2, no. 1-2, 2001. Dutta, P.K. 'Teaching Keats in Delhi'. *Heterogeneities: Identity Formation in Modern India*. Tulika, 2010.		
15		Revision week			
16		Discussion of term paper topics in class		Written assignments to be submitted.	

8. **Pedagogy:**

a. Instructional strategies:
Class presentation, lecture, and guided-reading.

Assessment:

- Class participation (presentation/exercises/test/quiz/other) 20%
- Assignment 1 30%
- Assignment 2 50%

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

Classroom

c. Expertise in AUD faculty or outside:

Within AUD

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

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 Programme

(To be approved by the Academic Council)

School	Letters
Programme Name	Masters in Comparative Literature
Programme Type (Professional/Liberal/Research/ etc.)	Liberal
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	MA
Total Credits	80
Proposed date of launch	July 2021
Programme coordinator and team	Shelmi Sankhil (Co-ordinator), Shad Naved, and Sandeep R. Singh (Team)

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):
   B Plus (B+) or an equivalent 55 percent in an undergraduate degree. Relaxation norms will apply for the reserved students as per existing policy of the university.

2. Entrance process (test, interview, cut-offs, etc.):
   A combination of written test (objective and descriptive) and personal interview of the shortlisted candidates. Selection for admission into the Programme will be based on the cumulative marks secured by the candidate in both the written test and the personal interview.

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

4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):
   Four semesters spread across two academic years with the usual semester breaks in between. The second year will be dedicated to research as per NEP 2020 guideline.

5. What are the intended aims of the programme?
   - To promote engaged and socially responsible scholarship, making students aware of the links between literature and broader questions of identity and difference, language and culture, local/national/global interfaces, culture and politics, authority and authorship, reading and interpretation, and translation as cultural mediation.
   - To encourage students to think beyond boundaries in ways that are creative, innovative, interdisciplinary and socially relevant.

- The Programme will have a special focus on comparative approaches to Indian languages, literature and translation, South Asian perspectives, and a broader interest in Asian literatures and languages.
- To encourage students to explore the interfaces between literature and other areas such as languages, social sciences, psychology, gender studies, creative expressions, art, music, cinema, performance, television, media, oral culture and digital media.
- Strong emphasis on multilinguality.
- To look at literature and its relation to the community; in other words, to critically engage with literature in terms of its contemporary relevance, interpretation, socio-political affect, social change and transgression

6. How does the programme link with the vision of AUD?
   A concern with social and literary margins will consistently guide the overall Programme's vision, philosophy and content. Linking education to the struggles of people's life will enable the Programme participants to develop a critical sensibility and a deeper grounding in literature as rooted in the lives of communities and individuals. Such a Programme will not only help the students to develop deeper psychic, social and creative sensibilities but will also enable them to develop some special skills. These objectives are consistent with the vision of AUD.

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 Programme is imagined as an innovative Programme consistent with the aim of the School to engage with the literary humanities in a way that is both philosophically and historically aware. It links with programmes in English and Hindi by placing these areas of study in a comparative frame. The Programme will also include inter-linguistic study and multilinguality as thrust areas.

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)?
   It overlaps with some Programmes offered by SOL, SLS, SCCE, SUS, and SGS, but the Programme shall be offered by the CLTS faculty in SOL.

9. How is it positioned in relation to other similar programmes in the field?
   The Programme is positioned as an innovative Programme that seeks to engage with national/Indian literatures from a transnational framework, from the local to the global. Imagined as a multidisciplinary/interdisciplinary field of study, the Programme aims to go beyond the existing models of Comparative Literature studies in Delhi and beyond. The Programme will have a strong translation component.

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

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

A graduate of the Programme can choose to study further or work as:

- Interpreter/translator in the service industry, publishing industry, media, cultural organisations, government establishments, non-governmental organisations.
- Language-tutor, research, undergraduate teaching, think-tank, etc.

12. Are there sufficient in-house faculty resources available for the programme?

Yes. We have sufficient in-house faculty resources for the initial semester/s, after which we may require additional faculty with specific specialisations.

13. Rationale for the nomenclature of the programme

Comparative Literature is a recognised discipline in literature departments across the world. It is one of the disciplines of the UGC NET. It is also a priority area in NEP 2020.

14. **Programme Details:**

a. Concept (attach concept note, if needed):

The proposed Masters Programme in Comparative Literature is envisioned as an innovative Programme consistent with the vision of Ambedkar University Delhi. It aims to promote engaged and socially responsible scholarship, making students aware of the links between literature and broader questions of identity and difference, language and culture, local/national/global interfaces, culture and politics, authority and authorship, reading and interpretation, and translation as cultural mediation. The idea is to encourage students to think beyond boundaries in ways that are creative, innovative, interdisciplinary and socially relevant.

Instead of the traditional approach where Anglo-American and European literary traditions are treated as the norm, the Programme will have a special focus on comparative approaches to Indian languages, literature and translation, South Asian perspectives, and a broader interest in Asian literatures and languages.

By adopting an interdisciplinary approach, the Programme will aim to encourage students to explore the interfaces between literature and other areas such as languages, social sciences, psychology, gender studies, creative expressions, art, music, cinema, performance, television, media, oral culture and digital media.

And in keeping with the Indian context, the Programme will have a strong emphasis on multilinguality. However, the medium of instruction/evaluation would be either English or Hindi, while some projects and activities (such as translation) could be bilingual.

Furthermore, a concern with social and literary margins will consistently guide the overall Programme's vision, philosophy and content. It is hoped that an ethical concern with linking education to the struggles of people's life will enable the Programme participants to develop a critical sensibility and a deeper grounding in literature as rooted in the lives of communities and individuals. Such a Programme will not only help the students to develop

deeper psychic, social and creative sensibilities but will also enable them to develop some special skills.

The Programme shall be constituted around the principle of integration of various literatures, and interdisciplinary processes between varied practices and disciplines, including historical, theoretical and critical engagements. Thus, the Programme would be directed towards finding interdisciplinary paradigms, greater amalgamation between various literatures, theory and practice on one hand, and between music, dance, theatre, cinema, literature, visual arts and so on, on the other.

Thus, a major focus of the Programme will be to look at literature and its relation to the community; in other words, to critically engage with literature in terms of its contemporary relevance, interpretation, socio-political affect, social change and transgression.

b. Objectives:

- To think beyond boundaries in ways that are creative, innovative, interdisciplinary and socially relevant.
- To appreciate the multilingual reality of Indian Literature and study them in relation to current debates on national/world literature.
- To explore the interfaces between literature and other areas such as languages, social sciences, psychology, gender studies, creative expressions, art, music, cinema, performance, television, media, oral culture and digital media.
- To develop critical sensibility and a deeper grounding in literature as rooted in people's lives. In other words, to link literary studies with ethics.
- To find interdisciplinary paradigms that can help extend the field of comparative literary studies in Delhi/India.

c. Expected learning outcomes:

- Think comparatively about national and cultural plurality.
- Participate in current debates shaping literary humanities: world literature, universalism, alternative modernities, meanings of the human.
- Apply translation theory to actual translation practice for literary and academic publishing.
- National and international researchers on Indian literary traditions.
- Commit to a professional ethic of humanities practice.

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

Programme Structure:

- 80-credit programme with provision for choice-based electives (CBCS) and an exit option with a Diploma Certificate after year 1 of the programme. The Diploma Certificate shall be provided to students who have successfully passed the requirements of year 1 of the programme, and who wish to exercise the exit option. However, students

will be required to pass a minimum of 15 courses and write a dissertation in order to pass the Masters Programme. In line with the NEP 2020 vision for a two-year Masters Programme, the second year of Masters in Comparative Literature has been designed to be research oriented.

- In terms of transaction of the Programme: 3 cores + 2 electives in semesters 1 and 2. In semesters 3 and 4, students will be required to fulfil 40 credits of research and research-related course work, culminating in the writing of a dissertation of considerable length.

		Semester	**Semester**
Part - I	First year	Semester 1	Semester 2
Part - II	Second Year	Semester 3	Semester 4

Credit Scheme:

Semester	**Core Courses**			**Elective Courses**			**Total Credits**
	Number of Courses	Credits (L+T)	**Total Credits**	Number of Courses	Credits (L+T)	**Total Credits**	
1	**3**	**4**	**12**	**2**	**4**	**8**	**20**
2	**3**	**4**	**12**	**2**	**4**	**8**	**20**
3	**3 courses + 1 practicum**	**4 x 3 + 1 x 8**	**20**	-	-	-	**20**
4	**1 seminar + Dissertation**	**4 + 16**	**20**	-	-	-	**20**
Total Credits							**80**

PROGRAMME DETAILS FOR YEAR 1

	SEMESTER 1		
Sl. No.	**Course Title**	**Course Type**	**No. of Credits**
1	World Literature: Debates and Issues	Core	4
2	Literary Comparison: Theories and Practices	Core	4
3	Hermeneutics: Key Theorists	Core	4
4	Theory of Genres: Life Writing	Elective	4
5	Perspectives in Translation	Elective	4
6	Reading Myth and Fantasy	Elective	4
7	Hindi-Urdu-Hindustani	Elective	4
8	Lok Sahitya	Elective	4

	SEMESTER 2		
Sl. No.	**Course Title**	**Course Type**	**No. of Credits**
1	Lyrical Pasts: Poetry from Pre-modern South Asia	Core	4
2	Literary Relations: Intertextuality	Core	4
3	Literatures of Contact	Core	4
4	Indigenous Writing from Northeast India	Elective	4
5	Narrative and Narratology	Elective	4
6	Philology for our Times*	Elective	4
7	Delhi aur Sahitya (Hindi)	Elective	4
8	Pravasi Hindi Sahitya (Hindi)	Elective	4

PROGRAMME DETAILS FOR YEAR 2

(Research and Research-related Courses)

	SEMESTER 3	
Sl. No.	**Course Title**	**No. of Credits**
1	Research Methods & Ethics	4
2	Comparative Literature Research Seminar	4
3	Dissertation Writing Workshop	4
4	Translation Practicum	8

	SEMESTER IV	
Sl. No.	**Course Title**	**No. of Credits**
1	Work-in-Progress Seminar	4
2	Dissertation	16

LIST OF CORE COURSES (indicative)

****Courses passed by the BoS of SOL and/or SCAP/AC.***

Sl. No.		No. of Credits
1	World Literature: Debates and Issues	4
2	Literary Comparison: Theories and Practices*	4
3	Lyrical Pasts: Poetry from Pre-modern South Asia*	4
4	Literary Relations: Intertextuality*	4

5	Literatures of Contact*	4
6	Issues in Thematology: Minor Literature	4
7	Hermeneutics: Key Theorists	4
8	Comparative Literature Research Seminar	4
9	Research Methods & Ethics	4
10	Dissertation Writing Workshop	4
11	Work-in-Progress	4
12	Translation Practicum	8
13	Dissertation	16

LIST OF ELECTIVES

Courses passed by the BoS of SOL. Non-CLTS courses are indicative.

Sl. No.		No. of Credits
1	Mahasweta Devi: Comparative Readings*	4
2	Narrative and Narratology*	4
3	Theory of Genres: Life Writing	4
4	Translating South Asia: Problems in Translation, Linguistic and Cultural*	4
5	Cartographies of Translation*	4
6	Indigenous Writing from Northeast India*	4
7	Comparative Ghalib	4
8	Disability Writings from the Global South	4
9	The Idea of Evil in Literature and Philosophy	4
10	Reading Myth and Fantasy	4
11	Philology for our Times*	4
12	Perspectives in Translation*	4
13	Hindi-Urdu-Hindustani (Hindi)	4
14	Lok Sahitya (Hindi)	4
15	Delhi aur Sahitya (Hindi)	4
16	Pravasi Hindi Sahitya (Hindi)	4
17	Bal Sahitya (Hindi)	4
18	Hindi Mein Gyan Sahitya (Hindi)	4
19	Lokpriya Sahitya (Hindi)	4
20	*And Electives on offer for MA English in the given semester.*	

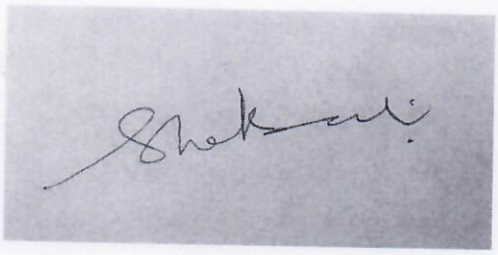
15. Teaching-learning:

a. Instructional strategies:

Continuous assessment with guided-reading and writing workshops.

b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):
Classrooms equipped for blended learning and library with fully equipped computers (with internet)

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



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

डॉ. बी.आर. अंबेडकर विश्वविद्यालय दिल्ली Dr. B.R. Ambedkar University Delhi

Established by the Act of Legislative Assembly of National Capital Territory of Delhi

Dr. B. R. Ambedkar University Delhi is a public University with a multi campus, unitary structure with research, postgraduate and undergraduate programmes in the social sciences and the humanities.

Dr. B. R. Ambedkar University Delhi 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.

Vision Statement

Dr. B. R. Ambedkar University Delhi aspires to be a premier, globally recognized institution of higher learning with a focus on Liberal Arts, Humanities and Social Sciences. The University is committed to the promotion of education, research and extension work, combining academic excellence with access, equity and social justice.

Mission Statement

The Mission of Dr. B. R. Ambedkar University Delhi 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. The University strives to transform its students into responsible global citizens characterized by their courage, humility, honesty, commitment and integrity.

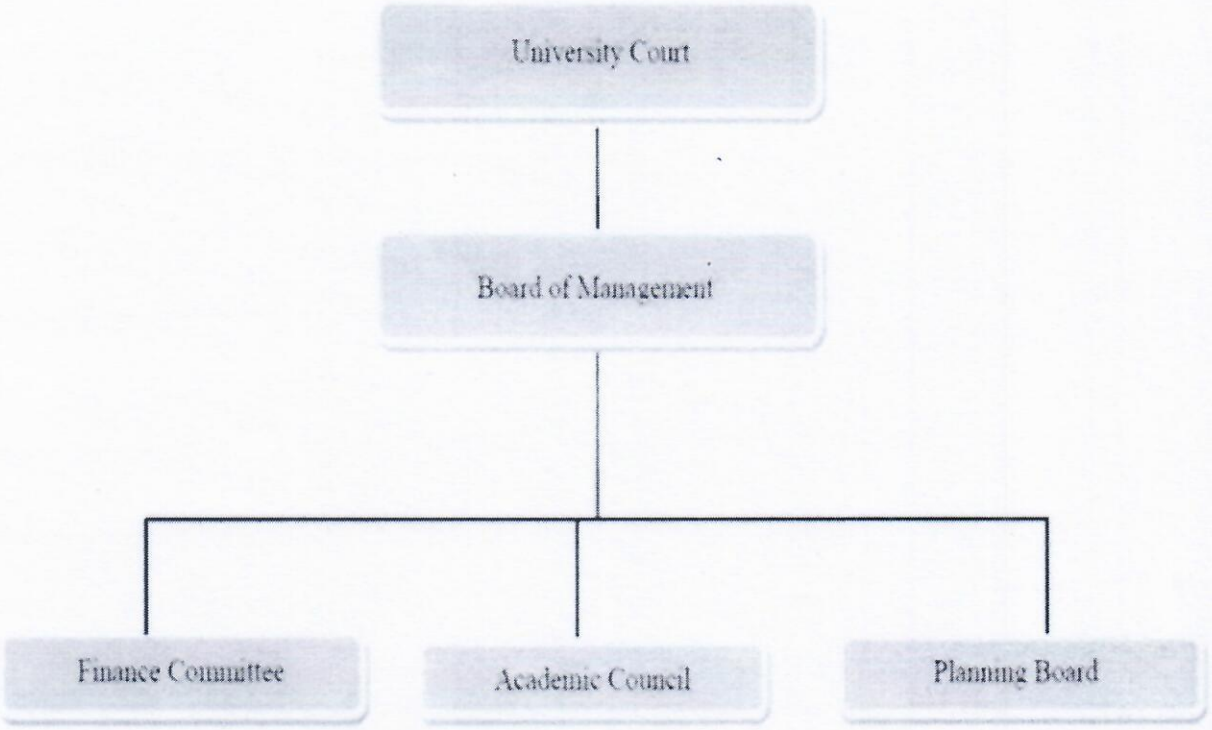
Core Values

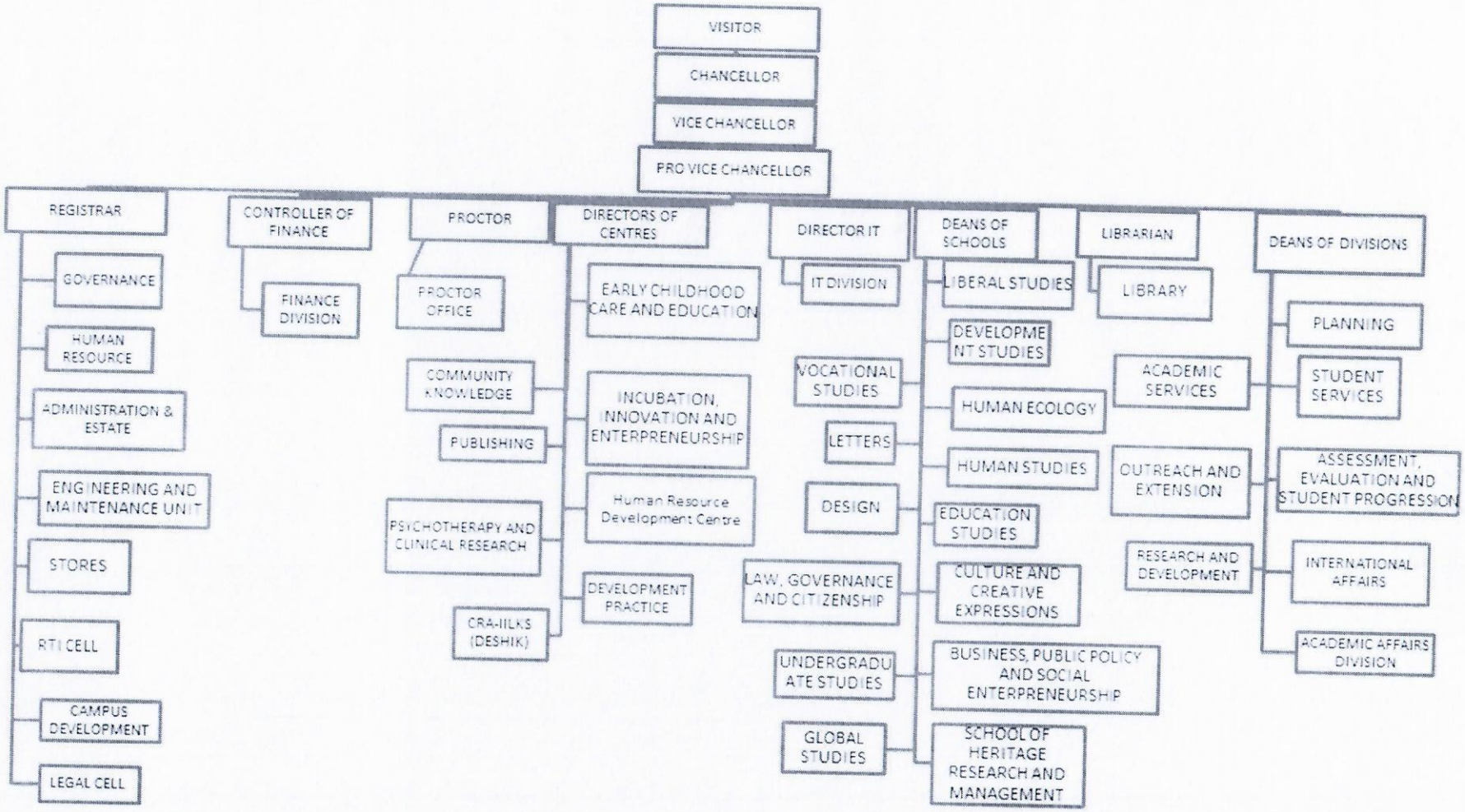
- Excellence with equity and social justice.
- Engaged scholarship.
- Valuing diversity.
- Social responsibility.
- Integrity and humility.
- Commitment to human values.
- Teamwork and collaboration.
- Transparency and accountability.

Dr. B. R. Ambedkar University Delhi is committed to ensure quality higher education accessible to all sections of society as knowledge becomes socially productive only when it transcends social barriers. The University strives to promote excellence with social justice ensuring quality by following international standards.

Dr. B. R. Ambedkar University Delhi promotes research excellence through engaged scholarship and upholds independence, interdisciplinarity and integrity in research that is devoted to the service and transformation of society.

ORGANOGRAM


University Court
Board of Management
Finance Committee
Academic Council
Planning Board


VISITOR
CHANCELLOR
VICE CHANCELLOR
PRO VICE CHANCELLOR
REGISTRAR
GOVERNANCE
HUMAN RESOURCE
ADMINISTRATION & ESTATE
ENGINEERING AND MAINTENANCE UNIT
STORES
RTI CELL
CAMPUS DEVELOPMENT
LEGAL CELL
CONTROLLER OF FINANCE
FINANCE DIVISION
PROCTOR
PROCTOR OFFICE
COMMUNITY KNOWLEDGE
PUBLISHING
PSYCHOTHERAPY AND CLINICAL RESEARCH
CRA-IILKS (DESHIK)
DIRECTORS OF CENTRES
EARLY CHILDHOOD CARE AND EDUCATION
INCUBATION, INNOVATION AND ENTERPRENEURSHIP
Human Resource Development Centre
DEVELOPMENT PRACTICE
DIRECTOR IT
IT DIVISION
VOCATIONAL STUDIES
LETTERS
DESIGN
LAW, GOVERNANCE AND CITIZENSHIP
UNDERGRADUATE STUDIES
GLOBAL STUDIES
DEANS OF SCHOOLS
LIBERAL STUDIES
DEVELOPMENT STUDIES
HUMAN ECOLOGY
HUMAN STUDIES
EDUCATION STUDIES
CULTURE AND CREATIVE EXPRESSIONS
BUSINESS, PUBLIC POLICY AND SOCIAL ENTERPRENEURSHIP
SCHOOL OF HERITAGE RESEARCH AND MANAGEMENT
LIBRARIAN
LIBRARY
ACADEMIC SERVICES
OUTREACH AND EXTENSION
RESEARCH AND DEVELOPMENT
DEANS OF DIVISIONS
PLANNING
STUDENT SERVICES
ASSESSMENT, EVALUATION AND STUDENT PROGRESSION
INTERNATIONAL AFFAIRS
ACADEMIC AFFAIRS DIVISION

Name and address of the Organization

1. **Kashmere Gate Campus**
   Dr. B.R. Ambedkar University Delhi
   Lothian Road, Kashmere Gate,
   Delhi 110006
   Telephone : +91-11-23863740/43
   Fax : +91-11-23863742
   Email: info@aud.ac.in

2. **Karampura Campus**
   Dr. B.R. Ambedkar University Delhi
   Ambedkar University Delhi,
   Shivaji Marg, Karampura
   New Delhi-110015,
   Telephone : +91-11-25192175, 011-25102328
   Fax : +91-11-25192175
   Email: info@aud.ac.in

3. **Lodhi Road Campus**
   Dr. B.R. Ambedkar University Delhi
   Aliganj, BK Dutt Colony, Lodhi Road
   New Delhi 110003
   Telephone : +91-11-24654732/30
   Fax : +91-11-23863742
   Email: info@aud.ac.in

4. **Qutab Institutional Area Campus**
   Dr. B.R. Ambedkar University Delhi
   18 - A, Satsang Vihar Marg,
   Qutab Institutional Area,
   New Delhi : 110067
   Tel : 011-26567324, 011-26567326

Assessment, Evaluation and Student Progression (AES)

Point of contact: Dean (AES)/ AR (AES)

Email: deanaes@aud.ac.in, aes@aud.ac.in, contact: 011-28160229

Appellate Authority: Registrar

Email: registrar@aud.ac.in, contact: 011-23861846, 011-28160202

Sl. No.	Nature of service	Timeline
1.	Issuance of Duplicate Degree Certificates	21 Days
2.	Issuance of Corrected Duplicate Degree Certificates	21 Days
3.	Issuance of Consolidated Transcript	21 Days
4.	Issuance of Duplicate Transcript Year/ Semester wise	21 Days
5.	Issuance of Corrected Transcript Year/ Semester wise	21 Days
6.	Issuance of Migration/Transfer Certificate	14 Days
7.	Attestation of Documents	7 Days
8.	Medium of Instruction Certificate (MOI)	7 Days
9.	Issue of Provisional Certificate	7 Days
10.	Issue of bonafide Certificate/ Study Certificate	7 Days
11.	Issue of Character Certificate	7 Days

12.	Issue of No Dues Certificate	7 Days
13.	Special Certificate	7 Days
14.	Sending Certificates Electronically/By Post	7 Days for electronic transfer and 10 days by post

Student Services Division

Point of contact: Dean (SS)/AR (SS)

Email: arss@aud.ac.in, studentservices@aud.ac.in, contact: 011-23864054

Appellate Authority: ~~Registrar~~ Vice chancellor.

Email: registrar@aud.ac.in, contact: 011-23861846, 011-28160202

Sl. No.	Nature of service	Timeline
1.	Issuance of Student ID Card	5 days from the date of orientation
2.	Contingency grant	10 Days
3.	Student Travel Grant	10 Days
4.	Processing of Stipend	7 Days
5.	Withdrawal of new admission and release of refund	30 days
6.	Processing of Fee Waiver	30 Days
7.	Disbursement of Scholarship	21 Days
8.	Disbursement of Welfare Fund	21 Days
9.	Refund of Caution Deposit	15 Days
10.	Issuing of bonafide certificates, scholarship certificates and other relevant documents	15 Days
11.	Online problem redressal system for students	5 Days

12.	Verification of fee payment	1 Day
13.	Issue of Duplicate Student ID Card	7 Days
14.	Processing of No Dues Certificate	7 Days

School Offices

Point of contact: Dean and Dean Office

Karampura

School of Global Affairs

Email: deansga@aud.ac.in, sga@aud.ac.in, Contact: 011-25102326

School of Law, Governance and Citizenship

Email: deanslgc@aud.ac.in

School of Vocational Studies

Email: deansvs@aud.ac.in, svs@aud.ac.in, Contact: 011-25192119

Kashmere Gate

School of Undergraduate Studies

Email: deansus@aud.ac.in, susoffice@aud.ac.in

School of Business, Public Policy and Social Entrepreneurship

Email: deansbppse@aud.ac.in, sbppseoffice@aud.ac.in

School of Letters

Email: deansol@aud.ac.in, solfaculty@aud.ac.in

School of Human Studies

Email: deanshs@aud.ac.in, shsoffice@aud.ac.in

School of Liberal Studies

Email: deansls@aud.ac.in, slsoffice@aud.ac.in

School of Development Studies

Email: deansds@aud.ac.in, sds@aud.ac.in

School of Human Ecology

Email: deanshe@aud.ac.in, sheoffice@aud.ac.in

School of Culture and Creative Expressions

Email: deanscce@aud.ac.in, scceoffice@aud.ac.in

School of Design

Email: deansd@aud.ac.in

Lodhi Road

School of Education Studies

Email: deanses@aud.ac.in, sesoffice@aud.ac.in

Qutab Institutional Area

School of Heritage Research & Management

Email: deanshrm@aud.ac.in, shrmfaculty@aud.ac.in

Appellate Authority: Registrar

Email: registrar@aud.ac.in, contact: 011-23861846, 011-28160202

Sl. No.	Nature of service	Timeline
1.	Declaration of Results	15 Days from the last exam
2.	Issue of Semester Transcript	7 Days
3.	Issue of Bonafide Certificate	7 Days
4.	Issue of No Objection Certificate for Training/Fieldwork/Internship, etc.	7 Days
5.	Verification of antecedents of Students	5 Days
6.	Issue of Medium of Study Certificate	5 Days

Library

Point of contact: Librarian

Email: librarian@aud.ac.in, contact: 011-23865084

Appellate Authority: Registrar

Email: registrar@aud.ac.in, contact: 011-23861846, 011-28160202

Sl. No.	Nature of service	Timeline
1.	Registration of Users in Library Management Software/Record	3 Days from the date of issuance of ID card by SS Division
2.	Renewal of Library card	3 Days

RTI Cell

Point of contact: Public Information Officer

Email: spio@aud.ac.in, Contact: 011-28160245

Appellate Authority: Registrar

Email: faa@aud.ac.in, contact: 011-23861846, 011-28160202

Sl. No.	Nature of service	Timeline
1.	Reply to the RTI Application	30 Days
2.	Transfer of application to another Public Authority)	5 Days
3.	Reply to the RTI Application concerning Life or Liberty	48 Hours
4.	PIO to issue Notice to 3rd Party	5 Days
5.	Reply to the RTI Application (if 3rd Party is involved)	40 Days
6.	First Appeal by the Applicant	30 Days
7.	First Appellate Authority to Pass an Order	30 Days

Internal Complaints Committee (ICC)

Point of Contact: Chairperson ICC

Email: icc@aud.ac.in, contact:

Executive Authority: Vice-Chancellor

Email: vc@aud.ac.in, contact: 01123865075, 01123861845

Sl. No.	Nature of service	Timeline
1.	Redressal of Complaint	90 days after receipt of written complaint

Grievance and Complaints

Sl. No.	Committee/Officer	Contact
1.	**UGC Grievance Redressal Portal**	Prof. Kartik Dave, Chair Email: kartik@aud.ac.in Ms. Anshu Singh, Nodal Officer Email: anshusingh@aud.ac.in
2.	**Student Grievances Redressal Committee**	Dean (SS) - Chair of the Committee Email: deanss@aud.ac.in Online Grievance filing link: https://aud.ac.in/grievances-redressal-machanism-form
3.	**Grievance Redressal Committee - Non-teaching staff**	Registrar - Chair of the Committee Email : registrar@aud.ac.in
4.	**Grievance Redressal Officer under RPwD Act**	Assistant Professor (SES) Email: aram@aud.ac.in
5.	**Anti Ragging Committee**	Registrar Chair
6.	**Equal Opportunity Office - Chair**	Dr Oinam Hemlata Devi Email: directorecoo@aud.ac.in
7.	**Liaison Officer – SC**	Mr. Akha Kaihrii Mao

		Email: akha@aud.ac.in
8.	**Liaison Officer – ST**	Mr. Akha Mao Email: akha@aud.ac.in
9.	**Liaison Officer – OBC**	Mr. Sameer Saini samir@aud.ac.in
10.	**Liaison Officer - PWD**	Mr. S R Prabhakaran Email: srprabakaran@aud.ac.in

Academic Services Division

Point of contact: DR (Academic)

Email: dracad@aud.ac.in, contact: 011-23862326

Appellate Authority: Vice-Chancellor

Email: vc@aud.ac.in, contact: 011-23865075, 011-23861845

Sl. No.	Nature of service	Timeline
1.	Issue of Identity Card to the faculty	7 days from the date of joining
2.	Processing of Medical ID Card	7 days after the date of joining
3.	NOC for various purposes	7 days after the receipt of application
4.	Disposal of representations	5 days
5.	Forwarding of outside application	10 days
6.	Processing of proposals of travel grant	As per the Travel Grant Policy
7.	No dues certificate on leaving the organisation	5 days

Human Resources Division

Point of contact: DR (HR)

Email: drhr@aud.ac.in, Contact: 011-23862320

Appellate Authority: Registrar

Email: registrar@aud.ac.in, contact: 011-23861846, 01128160202

Sl. No.	Nature of service	Timeline
1.	Issue of Identity Card	7 days from the date of joining
2.	Processing of Leave Forms/ Medical ID Card	7 days from the date of joining
3.	NOC for various purposes	3 days
4.	Disposal of representations	10 days
5.	Forwarding of outside application	10 days
6.	No dues certificate on leaving the organisation	Same day

Administration/ Estates Division

Point of contact: DR (Admn/Estate)

Email: dradmn@aud.ac.in/drestate@aud.ac.in, contact: 011-28160219

Appellate Authority: Registrar

Email: registrar@aud.ac.in, contact: 011-23861846, 01128160202

Sl. No.	Nature of service	Timeline
1.	Processing of Medical Bills	10 days

2.	Processing of Children Education Allowance claims	10 days
3.	Processing of Newspaper/ Telephone Bills	10 days
4.	Processing of bill of Mobile/ Briefcase purchase	10 days
5.	Processing of salary of Guards/ Housekeeping staff	10 days

Finance Division

Point of contact: DR (Finance)

Email: drfinance@aud.ac.in, Contact: 011-28160206

Appellate Authority: Controller of Finance

Email: cof@aud.ac.in, contact: 011-28160206, 011-28160237

Sl. No.	Nature of service	Timeline
1.	Processing of Payment of time bound Bills (Electricity, Water, Telephone, etc)	1 day
2.	Processing of Payment of other Bills (LTC, CEA, Medical, Newspaper, payment of salary to Adjunct/ Guest/ Contract, etc.)	5 days
3.	Financial concurrence/ vetting of proposals	7 days
4.	Processing of payment of Salary of Regular, deputation and contractual staff	Last day of every month
5.	Processing of payment of Salary of Outsourcing staff	by 7th of every month
6.	Transfer of NPS to subscriber's account	within 7 days of transfer of

		salary
7.	Transfer of statutory deductions to the parent organization of staff on Foreign Service	within 7 days of transfer of salary
8.	Uploading of Salary Slip	within 3 days of transfer of salary
9.	Issue of Last Pay Certificate	7 days from receipt of personal file in Division
10.	Issue of No Dues Certificate	3 days
11.	Issue of Form 16	by 15th June
12.	Deposition of TDS for 24/26 Q	By 7th day of the subsequent month
13.	Filing of return for 24/26 Q	Last day of subsequent month after completion of every quarter
14.	Finalisation of Annual Accounts and submission of the same to the Audit	30th June every year
15.	Preparation and submission of reply to the SAR by the Audit	30th November every year
16.	Submission of Audited Annual Accounts along with SAR for laying before the Legislative Assembly of Delhi	31st December every year
17.	Last date of filing of Income tax returns	31st October every year
18.	Deposition of TDS GST during the month	Within 10th day of the subsequent month